



TECHMILA

TECHMILA '70

TECHMILA

Rochester Institute of Technology

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Today is written with dust of the past.

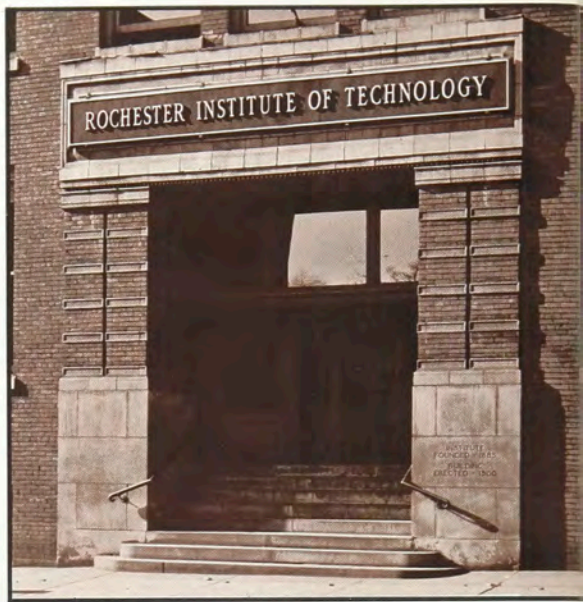
by James Sutherland

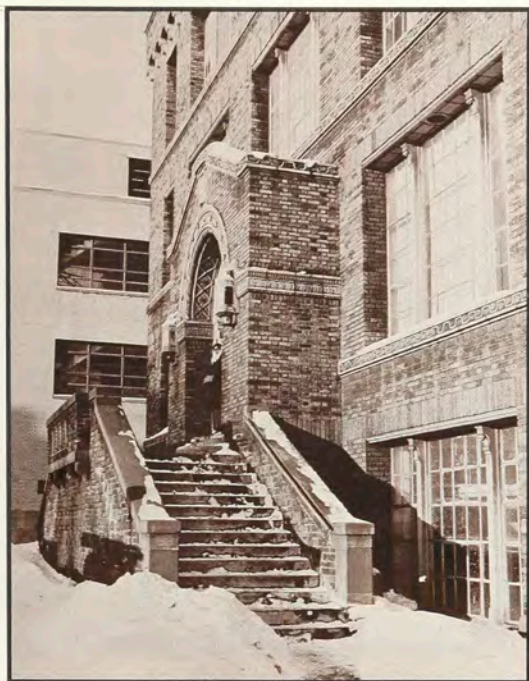
These photographs reveal two aspects of the Rochester Institute of Technology. They open the door into the past, and they show the present. More than anything else, they embody the concept of change. In these photographs, where the old and the new campuses stand close together on the pages, the sensation of watching a college change its place and shape and even (to a degree) its purpose for existence becomes real. These photographs are the documents of the great change in the life of the Institute, and what that change represented for everyone who passed through it.

Truman Capote once wrote, "I am always drawn back to places where I have lived, the houses and their neighborhoods." For many students and alumni, the old campus still has this peculiar sort of fascination that engenders a desire to return to see how the old place is doing.

The old place is vanishing.

It is only three years since the Institute began moving from the center of the city to the present sprawling suburban campus, but already the old campus is coming to pieces. By various means, by sale and by vandalism, by the wrecking crew and the construction gang, not much remains of the old campus for those who go back to see the places where they spent years of their lives. The buildings are coming down to bricks and mortar and dust on the sidewalks. Those that remain are being al-

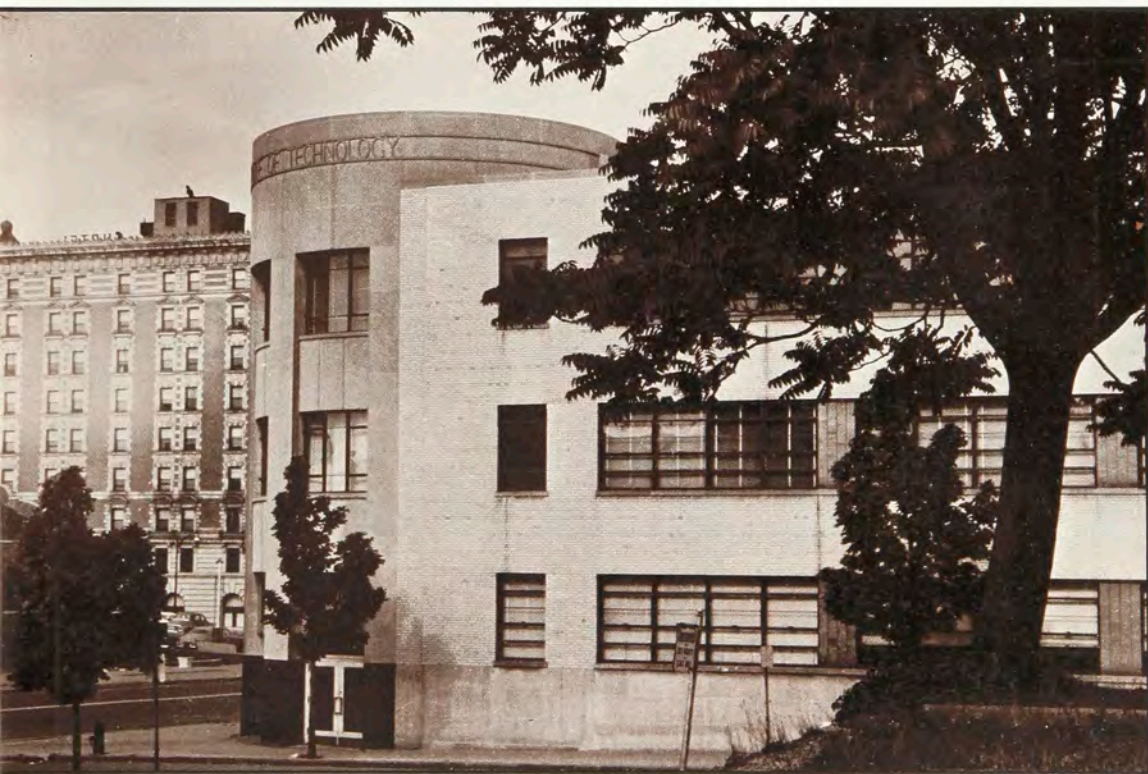




tered so that they will be virtually unrecognizable as the structures they once were.

The old Kate Gleason Hall has been razed. The SAC building and the library are marked to go soon. An extension of some expressway will replace them in due time. The Eastman building and its annex are darkened; no one knows what will happen to those office-and-classroom buildings. Presumably the wreckers will get around to them eventually. The new building at 50 Main Street West is being altered for other Institute duties. Of all the buildings on the old campus, the only one that looks like it is really going to resist destruction is old Nathaniel Rochester Hall. It seems to have a peculiar life-style of its own: For many years before it was converted into the men's dorm it was the Hotel Rochester. Now that the students have left it forever, it is being facelifted and will return to its original trade.

In a few more months or years, little of the old campus will remain. It is half gone now, and one can foresee the day when not one of the buildings will be there when an alumnus returns to explore his old haunts. Not that it really matters. Life on the old campus was far from ideal: the buildings were old, dirty, and chilly in winter. In summer, the heat in some of the old brick and wood structures was indescribable. The noise of traffic on Plymouth Avenue never stopped; the diesel trucks ground by classes and rooms all day, and at night the fire en-

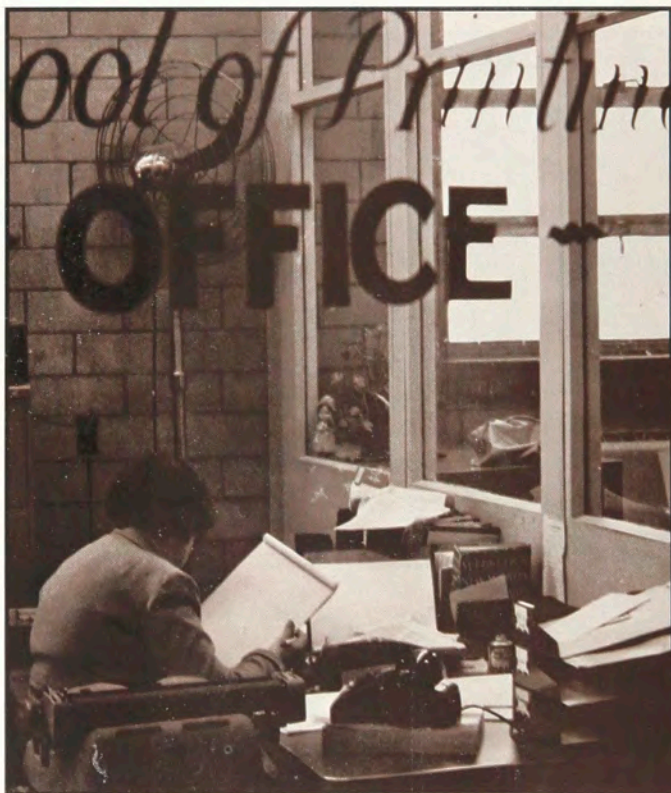


gines would go wailing by. The cops cruised the dark streets, and every so often there was the sharp *crack* of a gunshot off in the distance. Once in a while students got mugged. Once in a while there was a riot. It was a demanding experience.

Now that all of that is safely in the past, buried back in time, under concrete freeways and aluminum facings, some may wonder why this attention has been paid to the old campus. Clearly it was an odd, grimy way of life, not at all like the new campus. And they are correct, the experiences are distinctly different. But both are important because the changeover from city life to suburban life, from a cramped five-block slice of the middle of Rochester to an immense 1,300 acre tract in Henrietta, is still the central issue at RIT today. That move three years ago pulled up all the carefully-established roots in one motion and tried to transplant them a dozen miles away. Some took well, others are now only marginally healthy, and a few roots once considered important didn't take at all.

Life on the new campus is different from life on the city campus, that no one will debate. It is a synthesis of the transplanted way of life from the city and wholly new patterns of thought and action suited to the new environment.

How that affects the average student at RIT is the subject of the rest of this essay, and of the TECHMILA '70. The theme is change, constant and encompassing change. The past year has brought on more change than anyone expected, and prob-

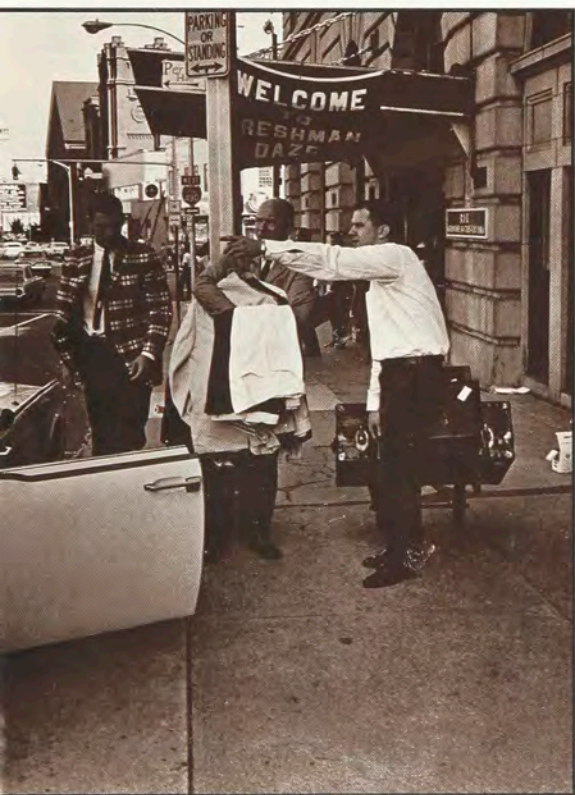




ably only a few wanted. The change was worked in many ways. Most of the ways were invisible at the time, yet recognizable later on as significant and important, while a few others were dramatic enough to be immediately recognizable as important variations in the life of the Institute.

First among these was the actual move from the city to the suburbs. Probably only a few far-sighted persons realized what a significant experience that shift was to bring to the mood and make up of the RIT community. Even now, years after the move began, the effects are still tangible, and one suspects that the impact of the changeover will continue to be a factor in the personality of the Institute for some more years. The dust of moving has hardly settled.

Released from the confines of the city and the cramped style of life students had to adopt to successfully work and play there, the student is now faced with a new set of what administrators like to term "challenges" but what are often closer to dilemmas. More than before they talk about the "quality of life" in the huge residential and educational complexes, itself a word that should make the more perceptive stop and think a moment. While the physical plant is quadruple the size of the old campus, the emptiness has also expanded. At the old campus people were forced, by sheer necessity, to come in contact with one another, to come to grips with other people. In the wide-open spaces of Henrietta, the necessity is diminished and







one can exist by himself as he could not have before.

If the gaps between people have expanded, if the distinctions between groups has widened into "them" and "us" and "all the rest," then the counter-movement is stronger than it was before. As the distance between people grew, the attempt to get together grew in response. Sometimes coolly, sometimes unconsciously, and sometimes in desperation they try to reach one another. Something tells them that this is the time to try to achieve some kind of student feeling of unity before it is too late and the Institute degenerates into the scattered lonely crowds that characterize most large colleges and universities.

Their effort seemed aided by the gradual entrance into the Institute of a new kind of student. Many observers began to note that newly-entering freshmen classes seemed to be different from the classes that preceded. Generally, the younger classes appeared to have a slightly diminished interest in the purely sockets-and-grommets curriculum the Institute offered. Many were dissatisfied with the inability of science and business to solve any of the basic problems of the nation, and they showed greater interest in the humanities courses offered as sidelines to their majors.

This spirit seemed to infiltrate the Institute during the year, slowly killing the self-degrading view students held of themselves as unconcerned and apathy-ridden individuals bent on making their education pay for itself as soon as possible, like some Detroit product, before it became obsolete. Students began to critically examine their education from more than its possible employment benefits, and started demanding courses more relevant to the present and future needs. When it was apparent that the Institute could not, or would not, be able to meet the need in time, programs such as Earth Day and the Alternative University were formulated and presented primarily through student effort.

Something was happening here, something that had not happened before in the history of the Institute. Change was accelerating. The forces seeking to divide and to unite the campus became more powerful. As the school year concluded, the question of which of those forces would ultimately prevail was unclear, but the very question itself looked like the most important factor the Institute would have to confront in the years to come.



*"And when the noon time comes,
may we look back on a work well done."*

Article by Dean Dexter



On Sunday, September 28, 1969, Dr. and Mrs. Mark Ellingson were tendered a farewell reception in the College Union cafeteria. Nearly 2000 students and friends showed up to bid the retiring president and his wife goodbye as 40 years of Institute service came to a close.

In a brief ceremony during the reception, F. Ritter Shumway, vice-chairman of the Institute Board of Trustees, announced that a one million dollar scholarship and endowment fund had been pledged in honor of Mark and Marsha Ellingson, of which \$118,000 had already been collected.

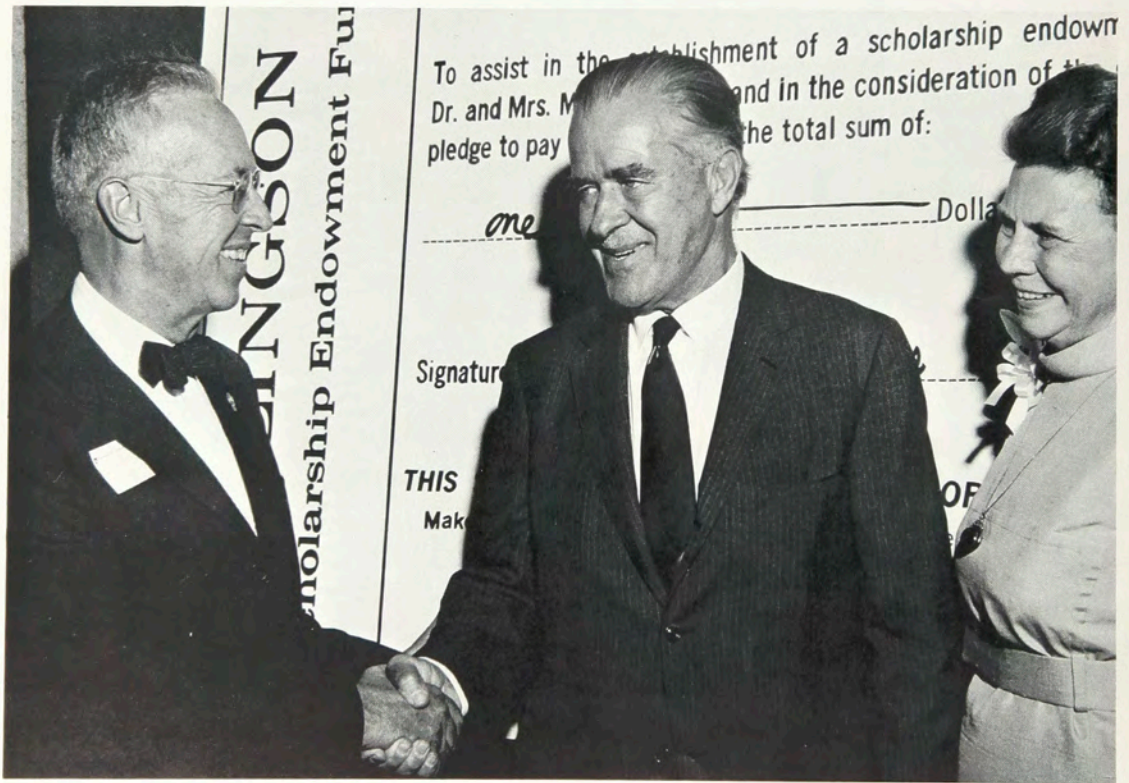
In making the presentation, Shumway added that in the 33 years Dr. Ellingson had been president of the Institute, the enrollment in the day school had increased by more than 700% and during this period assets had increased by 4,950% and endowments by 1,500%.

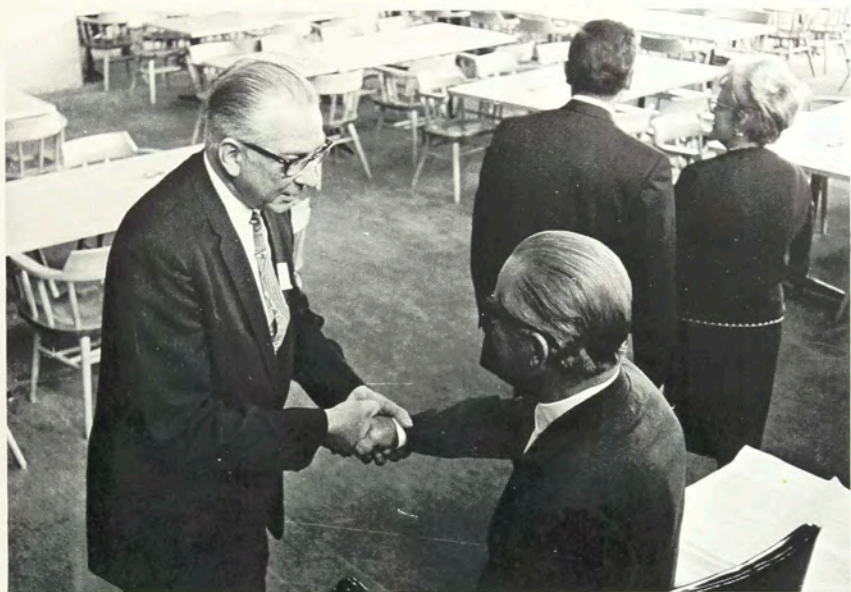
After the applause, standing ovations, tears, and remembering, Mark Ellingson, tired and ready for rest, rose to thank the people he had led for so many years.

"I can think of no other life that could have been so satisfying as my association with this Institute."

Then it was over, the end. Just like that. The old man, the patriarch with the silver hair and the easy smile was gone. And where the old had been, long and steadfast, a new era suddenly, but quietly, had just begun.

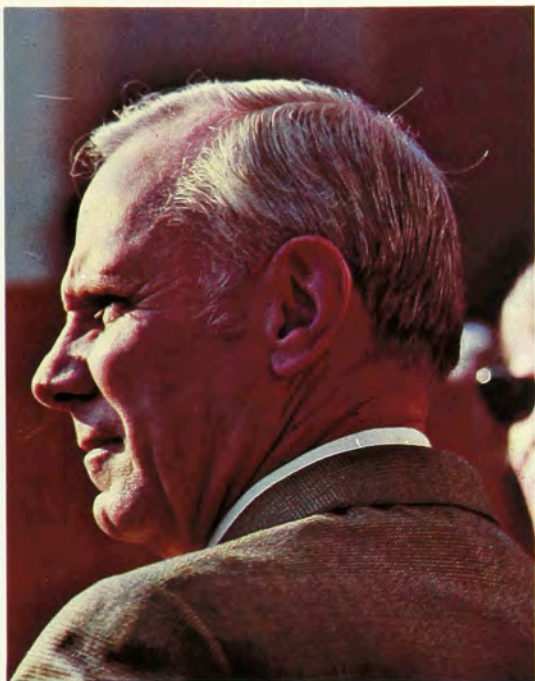






... and a new day begins





The first day Dr. Paul A. Miller spent on campus as President of RIT proved to be hectic and rushed—not peaceful hours spent wandering around the Institute and becoming familiar with its buildings and inhabitants. He first was guest on the local “Eddie Meath Show,” early in the morning. The broadcast was subsequently taped by the RIT Television Center for the archives of the Institute. After a brief walking tour of the campus, he held a press conference, where he offered his opinions as an experienced college administrator on the topic of campus unrest. He told the press corps that governmental meddling in campus affairs would likely “. . . bring escalation upon escalation.” Reflecting upon his own newly-assumed duties as President, he said that “a college president should first settle his own communication matters, then, and only then, proceed toward working with the community beyond the campus.” He promised to try to achieve that goal as soon as possible, meanwhile reforming the character of the RIT education, to allow for a wider latitude of student involvement. After the press conference, he took another quick survey of the grounds, offices and classrooms. Later he said that during his drive to the Institute that morning, he thought of “the number of times Dr. Mark Ellingson made that trip daily to RIT, for thirty years. Only then, on this second day of October, 1969, did I fully understand the depth of commitment that a President takes when he assumes the office.”







OPeration campUS

A grey rain fell lazily and somewhat relentlessly last September 17 on the two-year-old Henrietta Campus as the OPUS (Operation Campus) committee oriented 1400 freshmen and new transfer students to their next two or four years at RIT. The official "Welcome Week", organized under able OPUS co-chairmen, Danny Sinto and Jon Roberts, began early Wednesday morning with the small trackless trains taking parents and guests, and students on tours of the academic complex. RIT's storage and transportation department, under the direction of Ed Ziegler, provided American Airlines luggage carts and shuttle buses for transportation throughout the day.

New students, supplied with OPUS Spirit Kits, freshmen beanies, buttons, and maps of building locations, gathered on the west side of the George H. Clark Memorial Gym for the afternoon President's Assembly. The recently retired Dr. Mark Ellingson, spoke to a capacity crowd in the gym, emphasizing the growth of the Institute, introducing his successor, Dr. Paul Miller, and wishing his "sincere best wishes for future accomplishments at RIT to the incoming students."

Most of the freshmen and parents dashed through the puddles forming on the dormitory walk-way to the College Alumni Union Cafeteria, where OPUS sponsored a buffet Luncheon for the guests and new students.

During the next two days, campus activity centered around discussion groups in the dorm lounges, purchasing books, and freshman testing in the various colleges.

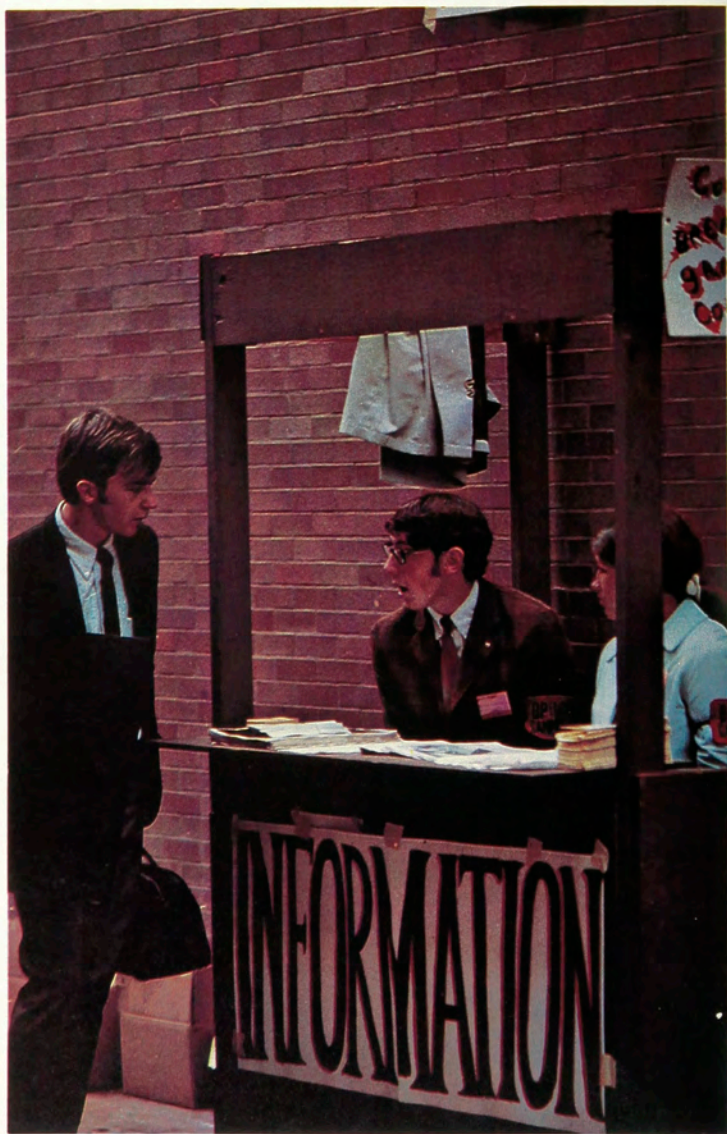
One of the highlights of the week included the 8 p.m. Pep Rally in the gym, led by the Tiger Cheerleaders. The new students were already beginning to become familiar with the Tiger and the Orange and Brown colors of the Institute. Nearly 600 students and transfers rallied to the pep squad leadership in support of their new alma mater. Following the pep rally, the sound of gay nineties music coming from the College Union attracted even more participants in the activities. Pizza, beer and newly made friends attracted many to the Red Garter Party in the Ritskeller.

Other events during that week were also well attended. An open pool party Sunday afternoon induced rain-weary parents and students to enjoy the benefits of the year-old pool. Throughout the week, the green areas of the campus were put to use by picnics and sports activities, sponsored by OPUS.

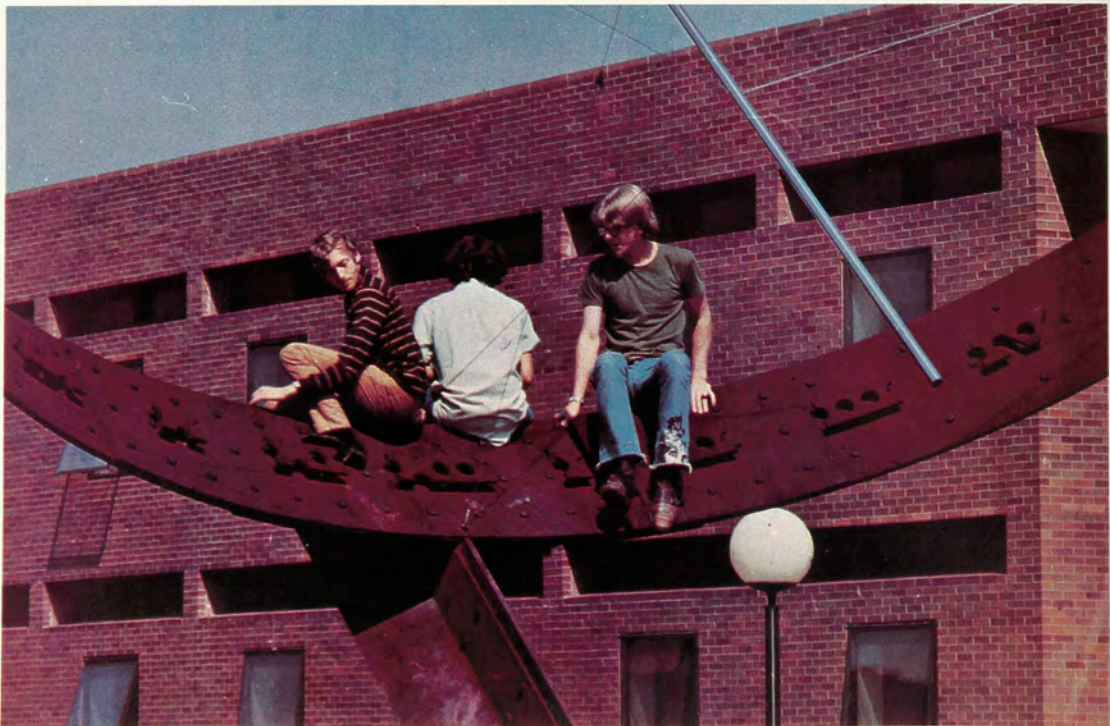
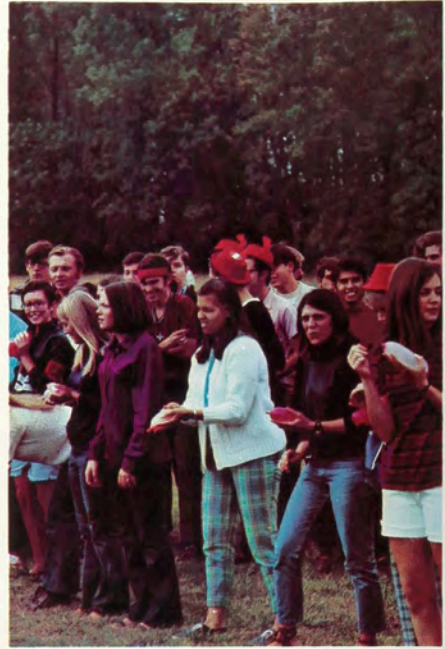
To end the busy activities, an all college concert, featuring Janis Ian, noted vocalist and the voice of "Society's Child," appeared before 700 new RIT students in the gym, Friday, September 26.

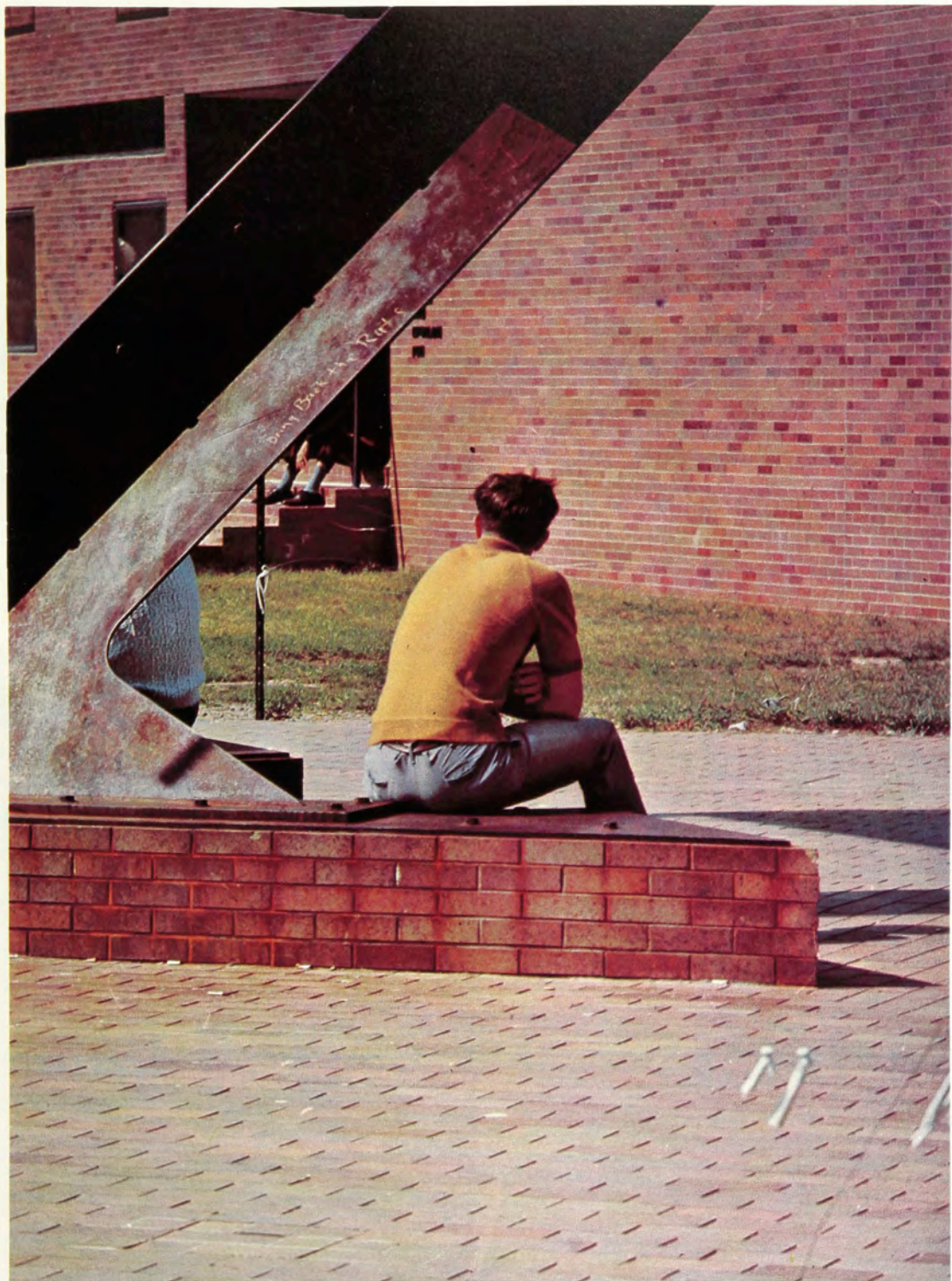


The 1969 OPUS committee, with its executive board of officers, deserves the credit for guiding nearly 1400 people through the week of orientation to the campus. Special committees working under the co-chairmen included food, public relations, transportation, special events, and properties. Throughout the events of the orientation, the OPUS committee organized not only the freshmen into their home, but afforded all those attending a fine sense of integration into the life of a college.











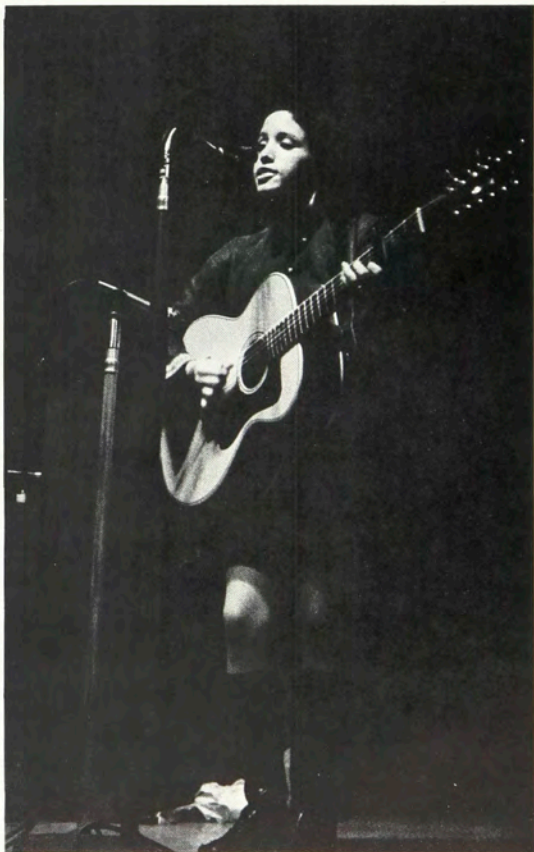
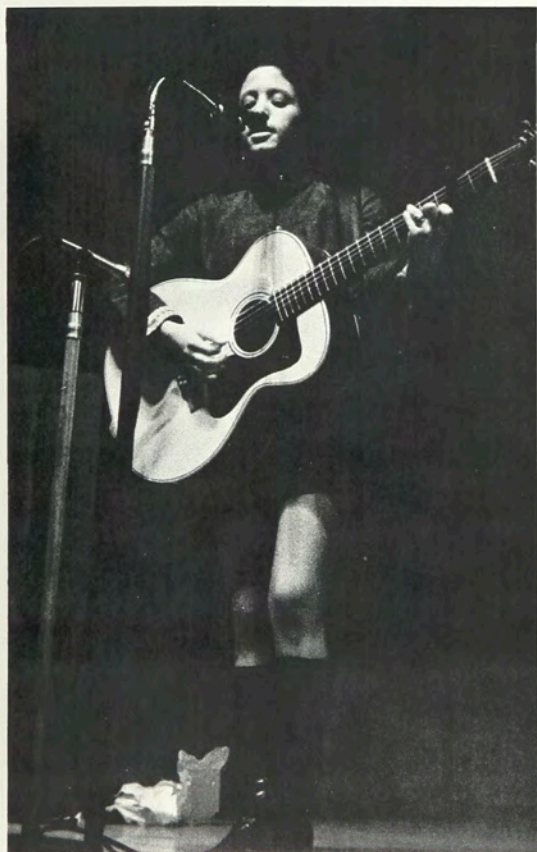


Janis Ian

Before a capacity crowd of 700 students and rock fans, in the George Clark Memorial Gym, teenage songstress, Janis Ian, "Society's Child," dedicated her first song to Tricia Nixon. The song, "Pro Girl," concerned the antipathy of a professional prostitute.

In the true free-wheeling spirit attributed to the early Dylan style, Miss Ian took time out between songs to converse with her RIT audience and inject several plugs for her new album, "Who Really Cares?"

During the all-college concert, Miss Ian kept the crowd in good spirits, commenting on subjects from her dropping out of high school to LBJ, always returning to the phrase that will stay in the minds of those present for many years, "This place is really weird."





They've Got Your Number

The lushly carpeted office of Admissions and Records is situated on the first floor of the administration building, just past the long rows of cashiers windows. It is not one of the offices a typical student may find himself visiting once a week, or even once a quarter; but it affects each and every student here from the time he first applies until graduation.

One of the primary goals of the administration's end, as Dean Donald A. Hoppe explained it, is "to attempt — by publications, talks, and the like — to tell the prospective student about RIT and to present him with as accurate a picture as possible."

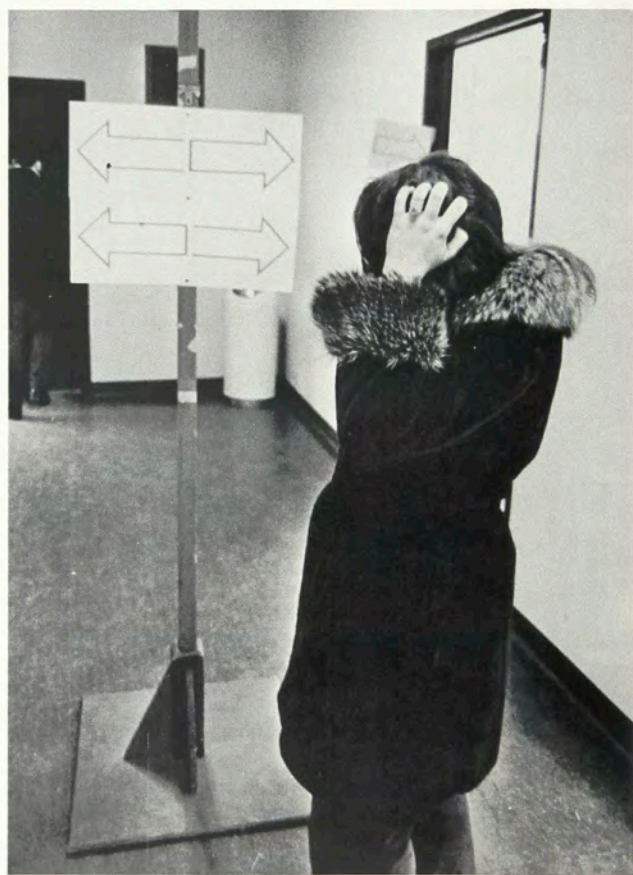
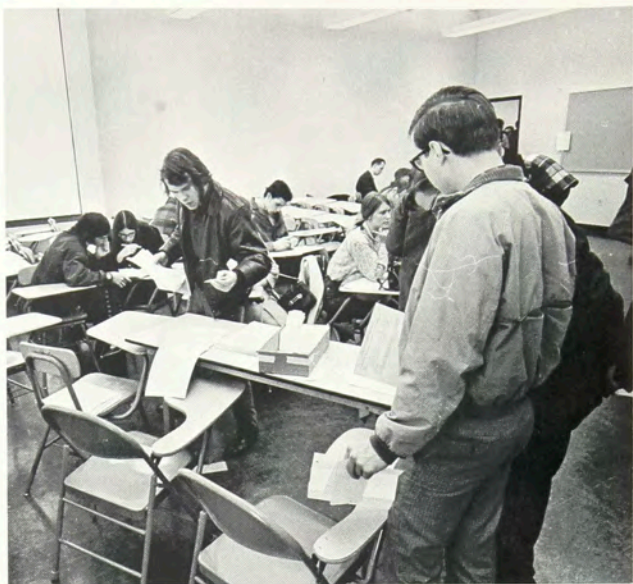
Towards this end the Office of Admissions publishes such things as a guide to RIT which gives a brief summary of each college and tells of the extracurricular activities of the Institute. The Admissions office also visits high schools, although their form of recruiting differs considerably from that of other colleges and universities.

"We don't talk about RIT as a whole," Dean Hoppe said, "we prefer to talk more about the individual programs which are offered." He further explained that "Sixty to seventy percent of our students tell us they chose RIT because of the reputation of their department. So, we don't tend to go much for the 'rah-rah-rah' method of recruiting."

Once an application is received, it's processed in what is known as the "rolling" admissions method. As soon as an application is received, it is acted on. This is opposed to some other schools where they wait until all applications are in before acting on any of them. RIT feels that, as the best students usually apply first, it is unnecessary to wait; and if a prospectively good student does apply after the quota is filled he can always be accepted for the next quarter.

There are no formal admissions committees which act on applications. Instead, applications are usually judged on by one or two members of the Admissions office, and perhaps a





representative from the department the person applies to along with someone from the Counseling center. Depending on the applicant's qualifications, or special needs, anywhere from one to six people decide whether to accept him.

The long range concept which the office works for, is to take students and expose them to an education which will qualify them for a career. Because of this philosophy RIT is particularly hospitable to transfer students who may have left their last school for academic reasons. Speaking of how applications from this type of student are processed Dean Hoppe said, "A student who is transferring to RIT and taking the same program as before must have had good marks to be admitted; but, if there is a significant change in fields we look for his (the student's) potential in the new field. We ask ourselves, 'Will he be successful in this new endeavor?' We don't want people wasting their money, however. We do sometimes make mistakes, although we try to call them the best way we can. The real variable is simply how hard the guy is willing to work."

There is probably no typical RIT applicant, but statistically, they tend to be career-oriented individuals (for instance, the candidate must choose a major when he fills out the first application), also they tend to be first-generation college students.

Whatever; the Admissions Office seems to be more interested in finding out about them as people rather than as numbers. "It's shocking," Hoppe said, "to see the way many colleges use the Scholastic Aptitude Tests. Here, they're one of the last things we look at. We want to see what the man has already proven he can do."

Students are under "the wing" of the Admissions Office until the big day arrives and they sign their first student schedule card; then, the Office of Records begins their duties.

The goal of Records, "their fundamental duty," is to be able to supply any student's record on request.

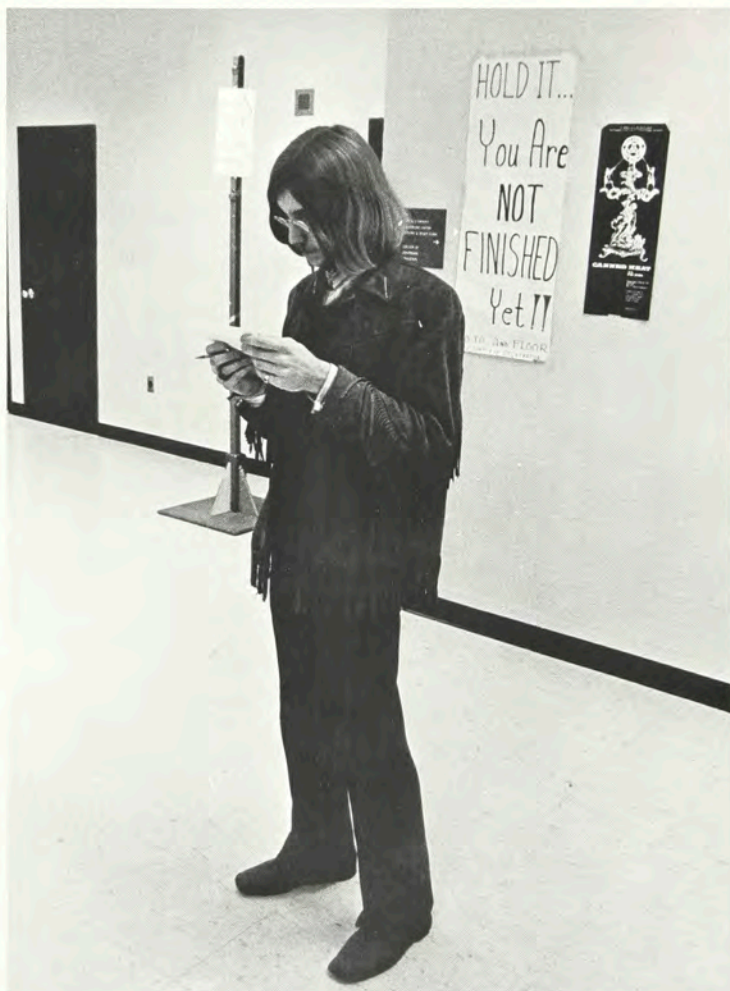
The main purpose of registration is to provide the registrar with information on where the student is, and also to make sure that four hundred people don't sign up for a class in a room that seats forty-five. Many times registration has provided students with worthwhile information. For some reason a faculty member may think a student

should be in his class, when the student himself doesn't realize this. By checking the records of the student the Office is able to notify him of a possible WF grade, and, usually, things can be straightened out. There are also the more esoteric examples. Dean Hoppe tells of one time he received a call from the California State Police. They had one of our students in custody in connection with an auto accident. It was found, by means of the Office of records, that the student could not even have been in California at the time of the accident as his student schedule card

was dated to support his plea of innocence.

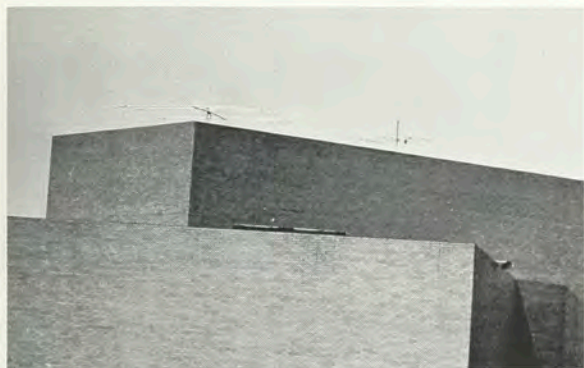
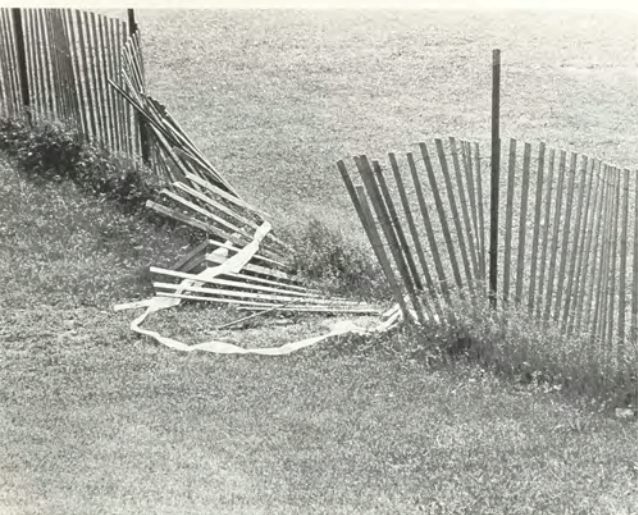
Admissions and Records have come a long way since the days when a student would be admitted by each Professor to that Professor's course, and when the only records were in a student's gradebook which all his Professors would sign as he completed parts of the curriculum. Lots of luck to the student who lost his book.

Still, Dean Hoppe said that "We're always looking for suggestions — we may not agree with all of them — but our door is always open."

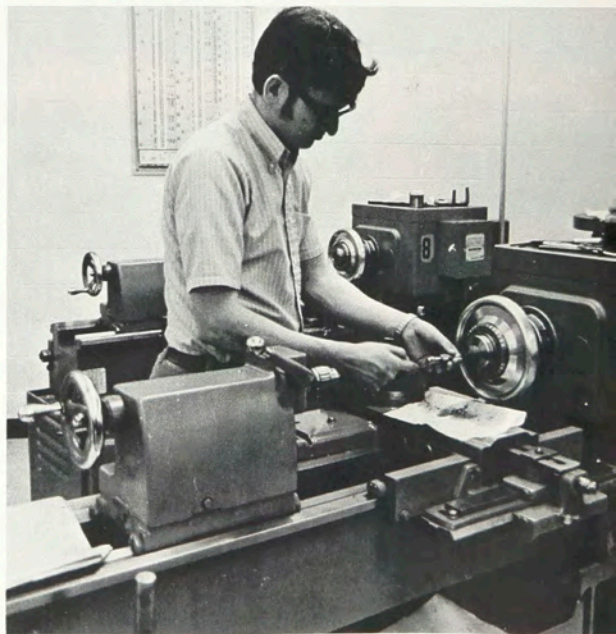


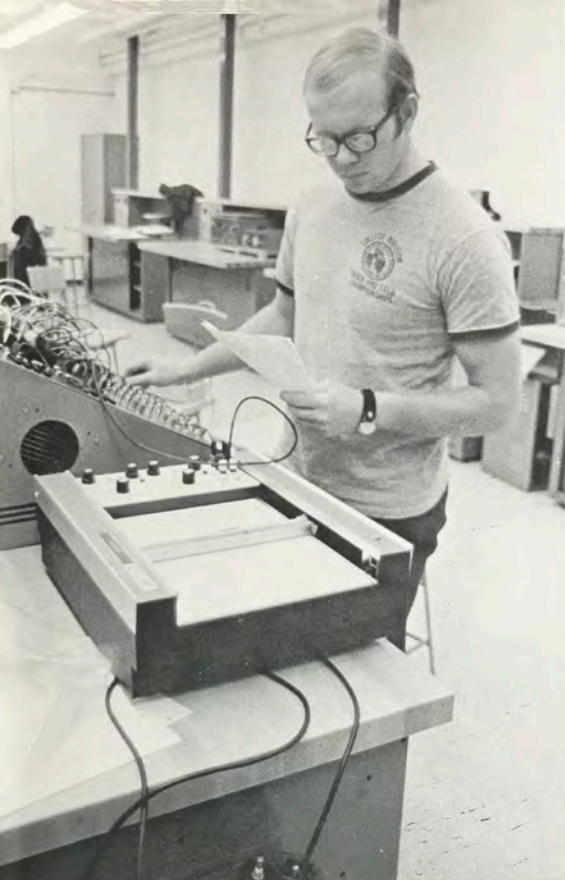
Remember that the most beautiful things in the world are the most useless; peacocks and lillies for instance. —Ruskin





COLLEGE OF APPLIED SCIENCE





Careers in Electrical and Mechanical Engineering and Technology are pursued in the College of Applied Science, the James E. Gleason Memorial Building. The \$3,168,540 building named for Rochester's industrial magnate from the Gleason Works, houses large engineering/laboratory areas, with classrooms and offices dotting the periphery. The College has 22 classrooms, 22 laboratories, engine testing cells, and a special wing — two stories high — with an authentic wind tunnel for research and testing purposes. Accredited this year into professional standing, the College of Applied Science initiated a new degree program in Industrial Engineering. Other areas of study include the regular electrical and mechanical engineering and technology. After the first year, students choose their major in any of the aforementioned areas. During the next two years, the Cooperative Work-Study Plan, with full-time study for 12 weeks, alternates with a 12-week period of employment in the student's particular field.

The greatest advantage of the co-op system is obvious. One is hereby afforded the opportunity to gain the necessary practical experience applicable to his chosen course, and can use the acquired knowledge in the classroom or laboratory situation.

During the last three years in the science curriculum, the school offers considerable special — selective-areas of study as preparatory to a definite profession concentrated in either electrical or mechanical engineering. Much individual experimental work is conducted in the well-equipped laboratories of the Gleason Building. The student usually completes his regular course of study — including research material — and engages in collecting information for a thesis, under the supervision of a school staff member.

The two-five year programs leading to a Bachelor of Science degree are supplemented by a separate full-time program leading to the Associates in Applied Science.



by Dr. E. T. Kirkpatrick, Dean

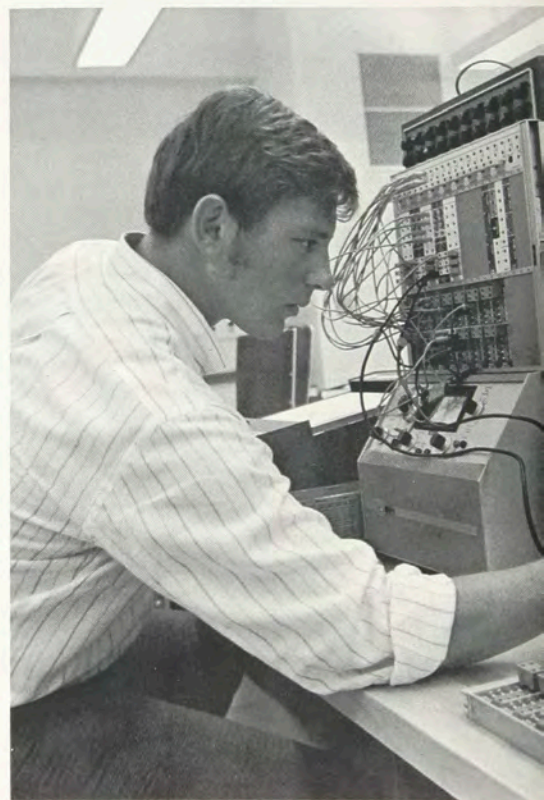
The past year has been an exciting and fruitful one for the students, faculty and administration of the College of Applied Science. The news of our professional accreditation, the start of an Industrial Engineering program, and continued growth in the graduate programs all help to stimulate activities towards excellence in the college.

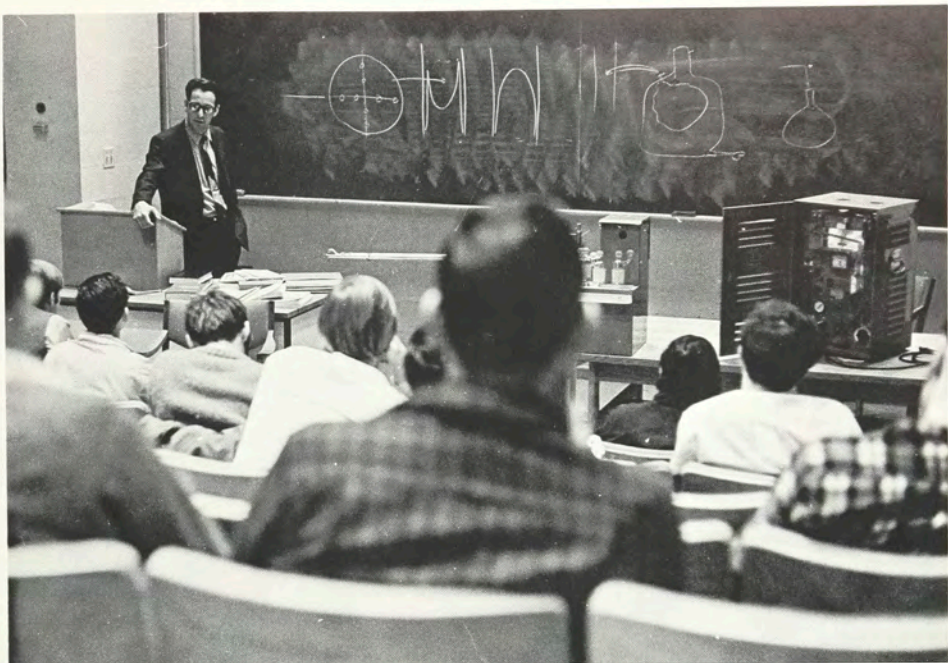
During the Spring of 1969, three distinguished engineers representing the Engineers' Council for Professional Development visited our campus to evaluate our engineering programs. They submitted their report recommending accreditation, and the official announcement was made in September. R.I.T. now joins the ranks of approximately 180 engineering colleges with accredited programs in engineering. Our distinguished visitors were most complimentary about the progress made during the past few years, and were particularly interested in our cooperative plan of engineering education. Professional accreditation now makes it possible for our graduates to attain professional registration as engineers in four years, rather than waiting for eight years before writing the registration examinations. In addition, certain Federal programs now become available for sponsoring a variety of faculty and student activities.

In order to give our students broader scope of background, and in order to supply a continuing need in the industrial community of Rochester, the Industrial Engineering Department was started with an entering freshman class this year. Although the numbers were small, there are now indications that the program will grow substantially next year, and it is our hope that it will quickly reach the size of our Electrical and Mechanical Engineering Departments. Although the national trend for engineering student enrollments has been slightly downwards, the trend in the engineering college at R.I.T. has been slightly upwards. Naturally, all engineering faculty feel that it is of utmost importance to continue the growth in the engineering college simply to meet the needs of an ever increasing technological society.

The first Master of Science degrees were granted to eight Electrical Engineering students this past year. The opportunity to offer graduate courses has enabled us to attract engineering professors with nationally known reputations, and the desire to do both teaching and research. It is the objective of the engineering college to develop a program of engineering research that will complement the activities of local engineering research and development departments. In this way, the college can contribute to the generation of knowledge in the laboratory as well as the transmission of knowledge in the classroom.

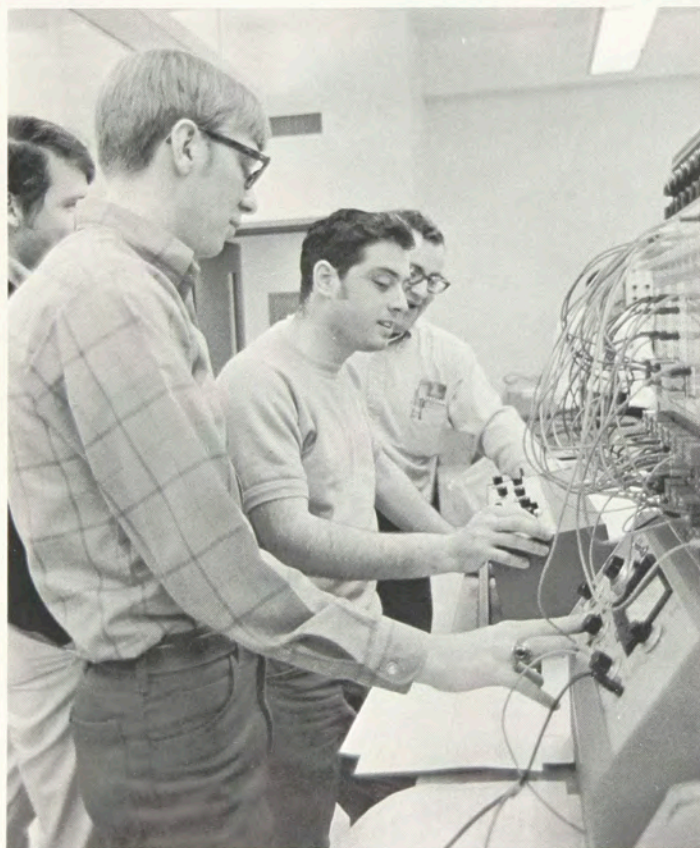
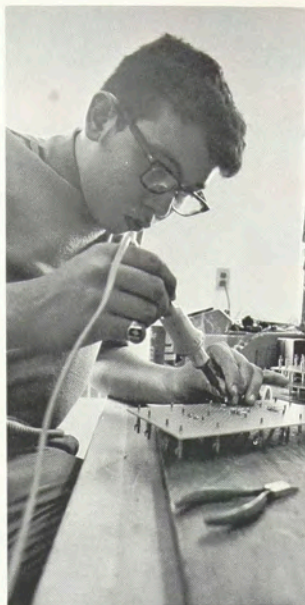
With our new facilities and a stimulated student body and faculty, the future for the College of Engineering should be very exciting.





Electrical Engineering

The Electrical Engineer is concerned with the applications of electrical energy. To enable him to meet the requirements of this ever-growing field, the EE student is given a heavy background in the sciences with courses in; physics, chemistry, and math. The remaining three years are spent in a combination of, specialized classroom and laboratory training, and ten-week periods spent working in the electronics field. By combining academic training with practical experience, the EE graduate is well able to enter a field that ranges from the complexities of; satellite guidance systems, energy conversion, or mass power production, to the individual luxuries of; television, electrical appliances, and the many aspects of the communications industry.



Michael L. Adler
Associate in Applied Science
Merle T. Aiello
Associate in Applied Science
Emerson R. Allen
Associate in Applied Science

Terry L. Ayer
Associate in Applied Science
Daniel W. Babel
Associate in Applied Science
Douglas L. Beales
Associate in Applied Science
Victor L. Bodzyk
Bachelor of Science
Steven R. Benton
Associate in Applied Science
Carl W. Betcher
Associate in Applied Science



William M. Bilynsky
Associate In Applied Science
John C. Caporal
Associate in Applied Science
Allen G. Casey
Associate in Applied Science
Paul K. Cattieu
Bachelor of Science
Lyle R. Caward
Associate in Applied Science
Paul H. Chalupa
Bachelor of Science

Clinton D. Coles
Bachelor of Science
Michael E. Cutler
Bachelor of Science
Frank V. D'Amico
Bachelor of Science
Thomas S. Davis
Bachelor of Science
Gary A. Demske
Bachelor of Science
Franklin J. DiBella
Associate in Applied Science

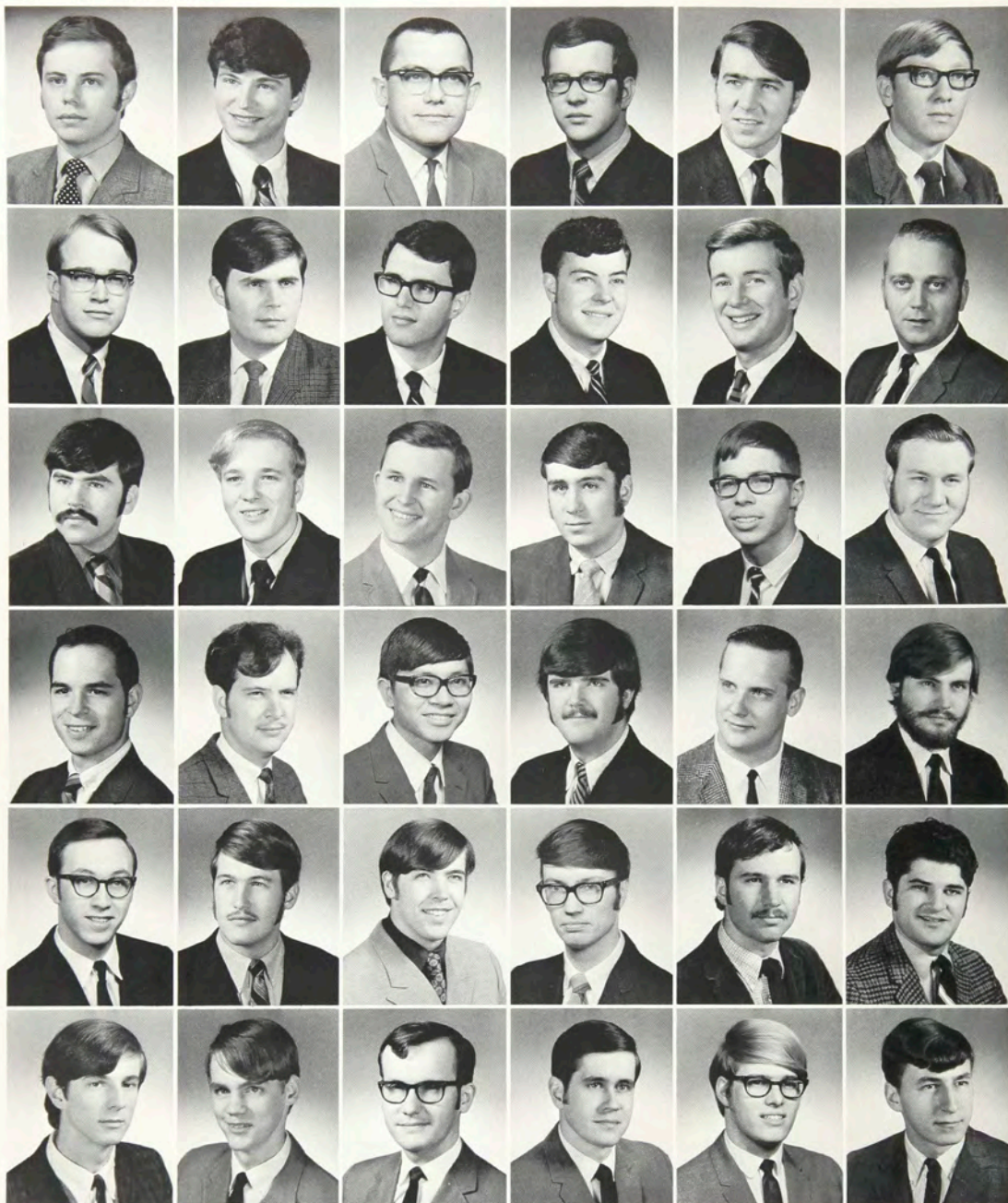
Ezio DiFrancesco
Bachelor of Science
David Dooley
Bachelor of Science
Rodney L. Doud
Bachelor of Science
Joseph P. Dulin
Bachelor of Science
Edwin J. Engel
Associate in Applied Science
William G. Fahy
Associate in Applied Science

Warren J. Falzone
Bachelor of Science
Dominick J. Fantuzzo
Bachelor of Science
Georg Farrak
Associate in Applied Science
Dennis H. Feduke
Bachelor of Science
Dennis R. Fierle
Associate in Applied Science
Richard A. Finnie
Associate in Applied Science

Thomas J. Flint
Bachelor of Science
James C. Fox
Bachelor of Science
Dennis E. Franklin
Bachelor of Science
Lynn F. Fuller
Bachelor of Science
James J. Gates
Bachelor of Science
Gary R. Gay
Associate in Applied Science

George A. Godfrey
Associate in Applied Science
Jack E. Gold
Associate in Applied Science
Karl E. Goodwin
Bachelor of Science
Paul A. Goul
Associate in Applied Science
John J. Grady III
Associate in Applied Science
Dennis C. Gwara
Bachelor of Science

Electrical Engineering



Donald W. Hanev
Bachelor of Science
Gary M. Hess
Bachelor of Science
Richard G. Hill
Associate in Applied Science
Roger A. Hinsdale
Bachelor of Science
Michael Horrocks
Bachelor of Science
Stephen D. Horton
Associate in Applied Science

Richard L. Italiano
Bachelor of Science
Walter C. Karvetski
Bachelor of Science
Stephen F. Kiezbak
Associate in Applied Science
William M. Knight Jr.
Bachelor of Science
Kent L. Kochon
Associate in Applied Science
Herbert R. Kolk
Associate in Applied Science

Paul E. Kowalczyk
Bachelor of Science
Henry Kozak
Bachelor of Science
James N. Kuhn
Associate in Applied Science
Kwok Ping Kwong
Associate in Applied Science
Robert R. Laezy
Associate in Applied Science
Lawrence P. Lavery
Bachelor of Science

Joseph M. Lexa
Bachelor of Science
Ralph J. Longobardi
Bachelor of Science
Dale W. Mack
Associate in Applied Science
Bruce E. Manthey
Associate in Applied Science
Edward H. Marcellus
Bachelor of Science
Dennis F. Martin
Bachelor of Science

Brian W. Matthews
Bachelor of Science
George McGraw
Bachelor of Science
Frank P. Miles
Associate in Applied Science
William P. Miles
Bachelor of Science
John R. Murray
Bachelor of Science
Gary P. Natwick
Associate in Applied Science

Gary L. Newkirk
Bachelor of Science
William H. Newman
Bachelor of Science
Albert H. Noeller
Associate in Applied Science
Bruce J. Opalka
Bachelor of Science
Richard S. Orlando
Bachelor of Science
James H. Orzulak
Bachelor of Science



Carmen J. Pagano
Associate in Applied Science
John C. Parsons
Associate in Applied Science
James D. Pascarella
Bachelor of Science
Roland S. Penta
Bachelor of Science
Charles G. Perry
Bachelor of Science
Edward M. Phillips
Bachelor of Science

Ronald J. Pieffer
Bachelor of Science
John P. Pioli
Associate in Applied Science
Joseph M. Potenza
Bachelor of Science
John J. Rastetter
Associate in Applied Science
James H. Robb
Associate in Applied Science
Daniel M. Shapiro
Bachelor of Science

Joseph P. Shepanski
Associate in Applied Science
Donald J. Shipman
Associate in Applied Science
Frederick C. Smith
Bachelor of Science
Richard A. Smith
Associate in Applied Science
Gregory J. Speck
Associate in Applied Science
Lynn B. Spence
Associate in Applied Science

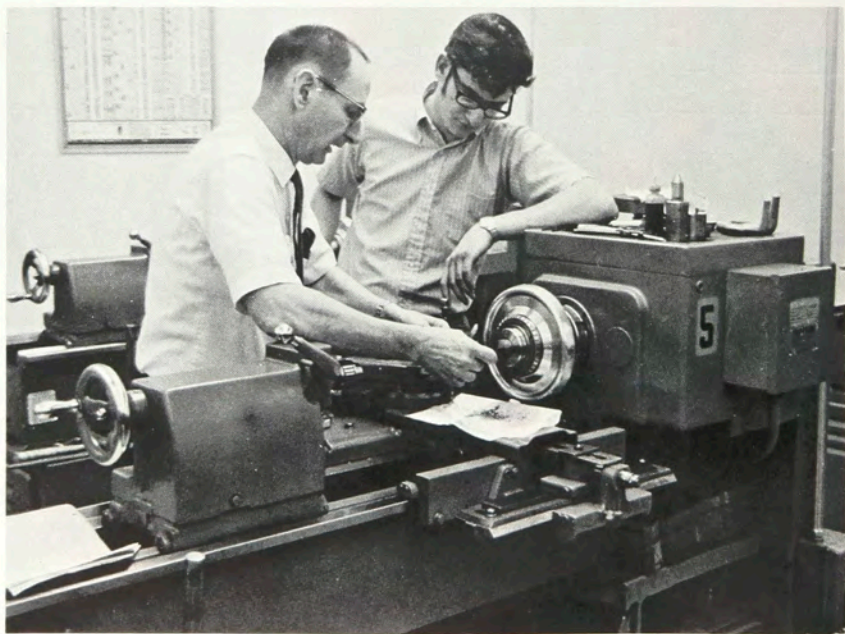
James W. Spencer Jr.
Associate in Applied Science
Otto Sperber
Associate in Applied Science
Eugene J. Steve
Associate in Applied Science
Philip M. Stevenson
Bachelor of Science
Kenneth J. Stewart
Associate in Applied Science
Robert S. Storms
Associate in Applied Science

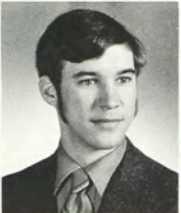
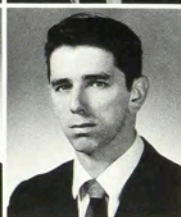
Brian R. Sykes
Associate in Applied Science
John W. Thompson
Bachelor of Science
Glen K. L. Tsu
Bachelor of Science
Gertrude A. Vavra
Bachelor of Science
Richard J. Versluis
Associate in Applied Science
Enrico A. Vitaletti
Bachelor of Science

Richard L. VonKampen
Bachelor of Science
Joseph W. Ward
Bachelor of Science
Douglas G. Wiggins
Bachelor of Science
John D. Wiley
Bachelor of Science
David E. Williams
Associate in Applied Science
Jon J. Yergey
Bachelor of Science

Mechanical Engineering

Upon receipt of the Bachelor of Science Degree in Mechanical Engineering, the ME Graduate is prepared to enter a field as diversified as any in the world. Ranging from automobiles to aviation, underground exploration to interstellar transportation, mechanical engineering can be found in every aspect of today's society. To prepare himself for his career, the ME student spends five years of intensive, yet diversified, training. His first two years are spent in gaining a sound basis in the sciences of physics, math, and chemistry. This background is then utilized in three years of combination classroom-on the job training. By taking such specialized courses as; thermodynamics, fluid mechanics, computers, mechanical vibrations, mechanics of stress, heat transfer, and thermal systems, plus spending ten-week periods in industry at the company of his choice, he is well prepared to enter today's highly advanced, highly technical age.





Vincent C. Adorno
Associate in Applied Science
Paul N. Arnold
Bachelor of Science

Roger G. Barry
Bachelor of Science
Michael Barsky
Bachelor of Science

William B. Batley
Bachelor of Science
John M. Becker
Bachelor of Science

Edward W. Biro
Bachelor of Science
Peter A. Blake
Bachelor of Science

Robert W. Bratt
Associate in Applied Science
Ray E. Breslin
Bachelor of Science
Jay E. Brown
Bachelor of Science

William J. Brown, Jr.
Associate in Applied Science
Robert J. Buholtz
Bachelor of Science
Juan M. Cedeno
Bachelor of Science

Mechanical Engineering



Joseph A. Charles
Associate in Applied Science
Stanley G. Clarkson
Bachelor of Science
Thomas J. Connelly
Associate in Applied Science
Dennis W. Coons
Bachelor of Science
Mario A. Cruz
Bachelor of Science
Larry F. DeCiantis
Bachelor of Science

Joseph P. DeBlare
Bachelor of Science
Jon A. Del Vecchio
Bachelor of Science
Robert L. Edmond
Bachelor of Science
Edward H. Finkbeiner
Bachelor of Science
James N. Gibson
Bachelor of Science
Joel H. Goldfarb
Associate in Applied Science

Robert W. Graham
Bachelor of Science
Dennis C. Grandjean
Associate in Applied Science
William S. Grany
Bachelor of Science
Richard T. Hackett
Associate in Applied Science
Michael H. Haggerty
Bachelor of Science
Darrell M. Hartline
Associate in Applied Science

Richard T. Hartman
Bachelor of Science
Gerald T. Hertzel
Bachelor of Science
Michael J. Hochheiser
Associate in Applied Science
Wayne G. Hulbert
Bachelor of Science
Francis X. Januik
Associate in Applied Science
Lee D. Jarrard
Bachelor of Science

James R. Jereckos
Bachelor of Science
Ronald Katz
Bachelor of Science
John A. Kaye
Bachelor of Science
James A. Kells
Bachelor of Science
Michael S. Kenderes
Bachelor of Science
Dennis M. King
Bachelor of Science

Paul J. Knipper
Bachelor of Science
John P. Knott
Bachelor of Science
Richard Koval
Bachelor of Science
Jon M. Kriegel
Bachelor of Science
Arthur J. LaFaro
Bachelor of Science
Alfred P. Laitenberger
Bachelor of Science



Bradley D. Larson
Bachelor of Science
Martin W. Launer
Bachelor of Science
Joseph W. Link
Bachelor of Science
Stanley M. Litwin
Bachelor of Science
Geoffrey D. Lowe
Associate in Applied Science
Phillip L. Lucic
Bachelor of Science

Victor L. Lynd
Bachelor of Science
Arthur N. Malone
Bachelor of Science
Raymond A. Matheis
Bachelor of Science
Ronald R. Mayer
Bachelor of Science
Bradley L. McCarthy
Associate in Applied Science
David J. McEwen
Bachelor of Science

Mario J. Milizia
Associate in Applied Science
Joseph P. Muni
Bachelor of Science
Patrick L. Muscarelia
Associate in Applied Science
Donald L. Nelms, Jr.
Associate in Applied Science
Herbert H. Peck
Bachelor of Science
Richard K. Rice
Bachelor of Science

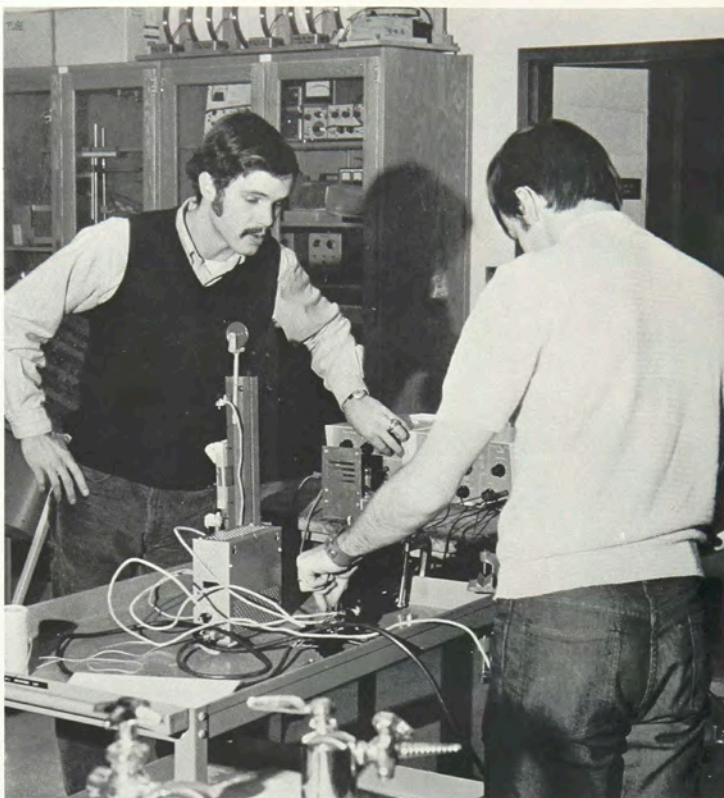
Will J. Roden, Jr.
Bachelor of Science
Robert N. Rogers
Bachelor of Science
William L. Rogers
Bachelor of Science
Paul S. Romeo
Bachelor of Science
Thomas J. Savoie
Bachelor of Science
Michael A. Schleigh
Bachelor of Science

John G. Scondras
Associate in Applied Science
John H. Sieczkos
Bachelor of Science
Karl H. Spokony
Bachelor of Science
Ronald A. Stage
Bachelor of Science
Nicholas M. Satanko
Bachelor of Science
Jeffrey E. Tobin
Associate in Applied Science

Hans G. Toews
Bachelor of Science
Dennis R. Tumminia
Bachelor of Science
Robert W. Vanderweel
Bachelor of Science
Joseph A. Watkins
Bachelor of Science
Robert H. Werder
Associate in Applied Science
John R. Wilkins
Associate in Applied Science

Electrical Technology

In our present, industry-oriented society, there is an ever-increasing demand for technical personnel. To meet this need, the Electrical Engineering Dept. has set up a two-year program leading to an Associate in Applied Science Degree. The Electrical Technology student receives a sound basis in math and physics plus specialized training in the mechanics of the electronics field. By gaining knowledge in such aspects as; microwaves, circuitry, thermodynamics, and computer techniques, the student is able to enter into a rewarding and satisfying career as an electrical technician — simultaneously filling a void in our society while fulfilling his own goal of established security.



Stephen Mershon
Associate in Applied Science
Terry L. Sherwood
Associate in Applied Science

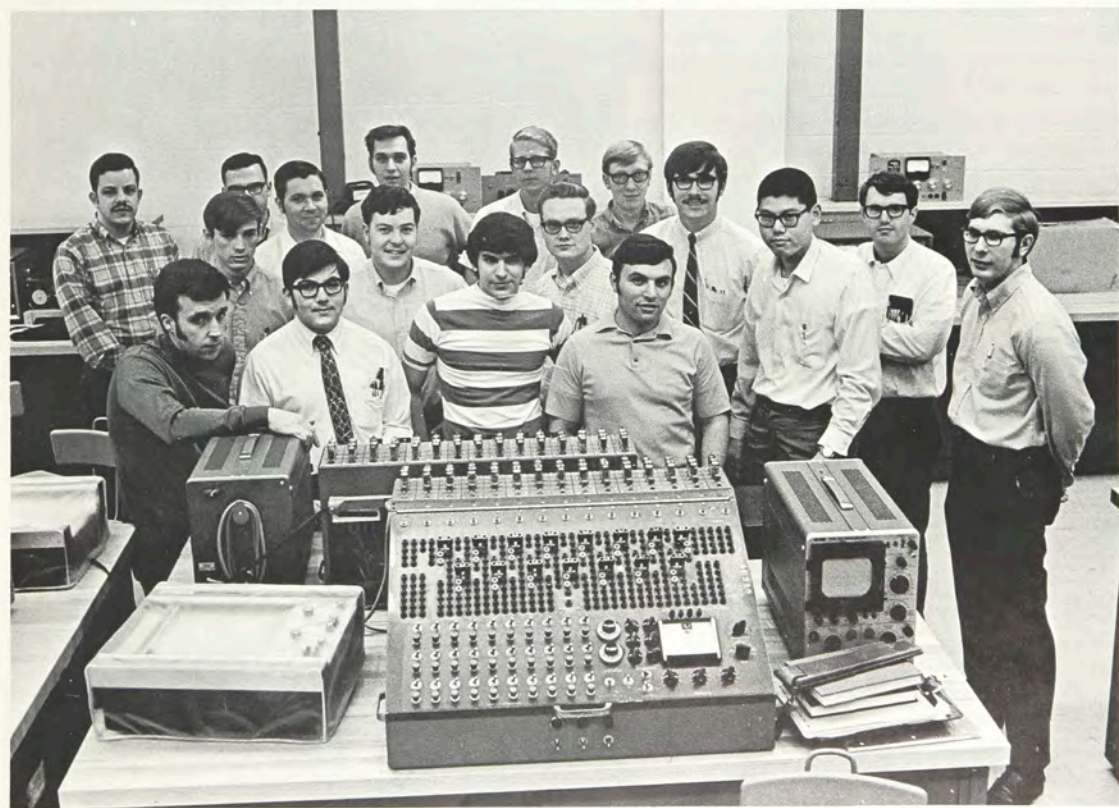




Epsilon Mu

Epsilon Mu, the honorary fraternity of the College of Applied Science, has long had a two-fold purpose, serving its members at RIT. The encouragement of scholastic achievement and the emphasis on character building, is the Epsilon purpose. To be eligible for consideration in the frat, a student must be a full-time participant in the courses offered in the College of Applied Science and must retain a rank in the upper eighth of his class in his junior year and the upper fifth in his senior year.

The honor society was founded in March 1965 with the intent to create a satisfactory brotherhood of those interested in the applied sciences.



There can be no doubt that the past decade has been the most impressive in the 141 year history of the Institute. From the establishment of numerous new degree programs to the dramatic move to the new campus, the by-word of these ten years has been 'change.' TECHMILA has asked four men, who by the very nature of the positions they hold, have both affected, and been affected by, these changes, to give us their impressions of the sixties at Rochester Institute of Technology. Their replies follow:

1960 does not seem that long ago, but looking through the 1960 *Techmila*, I recognize people who weren't gray or bald at that time.

R.I.T. has changed in ten years. I see two significant areas of change. First is size. The growth in facilities and sheer numbers of people have made communications difficult. In 1960 I knew most of the students in the Institute and practically all of the faculty and staff. Today I am hard put to know all the students in the School of Printing alone.

Secondly, I think the students now are more involved and active in supporting causes — the Viet Nam Moratorium, Earth Day, and the like. In 1960 the big concern was apathy.

On the other side of the coin, I feel that two important things have remained the same. R.I.T.'s students still have a dedi-

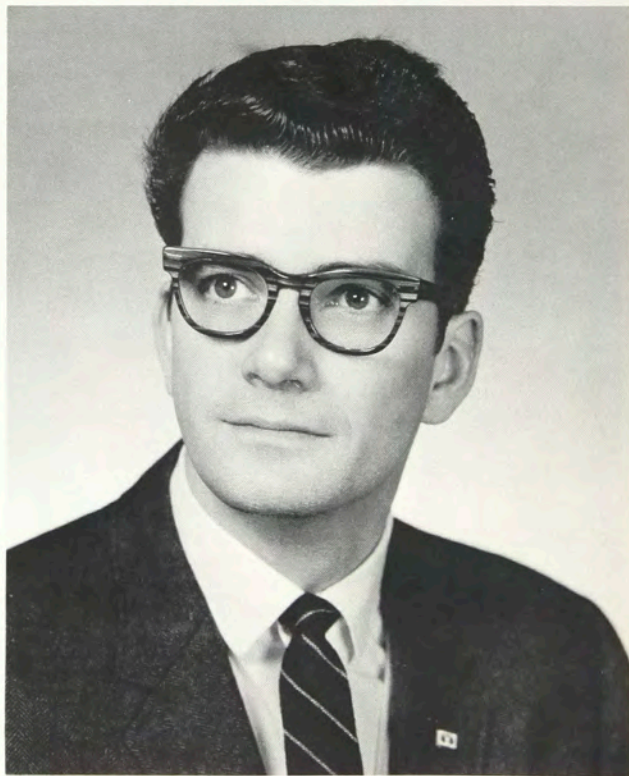
cated sense of purpose in pursuing their learning, and the faculty still has a dedication to teaching. We have not fallen into the "publish or perish" trap. Our students come first.

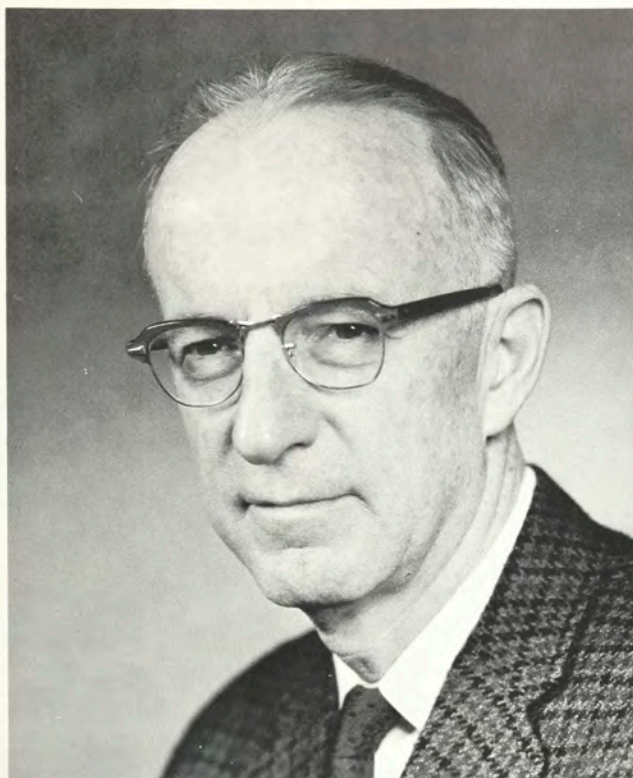
The other factor is the continuation of an open, warm, helpful, and unpretentious attitude on the part of the students, faculty, and staff of R.I.T. New students, employees, and visitors are always made to feel welcome.

I believe both these points can be summed up as a philosophy of concern for the individual which is sorely lacking in today's world.

When looking into the past, we tend to remember the good and forget the bad. Even so, with all our present problems, I think of R.I.T. as a better place today than in 1960.

Associate Professor Andrew V. Johnson, Assistant Director of the School of Printing, has been with the College of Graphic Arts and Photography since 1955.





Dr. Leo F. Smith, Vice President of Academic Administration, has been involved with RIT since 1939.

The decade of the 1960's has undoubtedly been the most significant in the entire one hundred and forty-year history of the Institute. In the fall, 1961, the Board of Trustees voted to move from the downtown campus. On the morning following this announcement, the Student Association presented Dr. Ellingson with a check for \$10,000 to assist with the New Campus Fund Drive. In the months and years which followed, the land for the new campus was purchased, architects were employed, buildings were designed and built, and in 1968-69 the move was made from the old to the new campus.

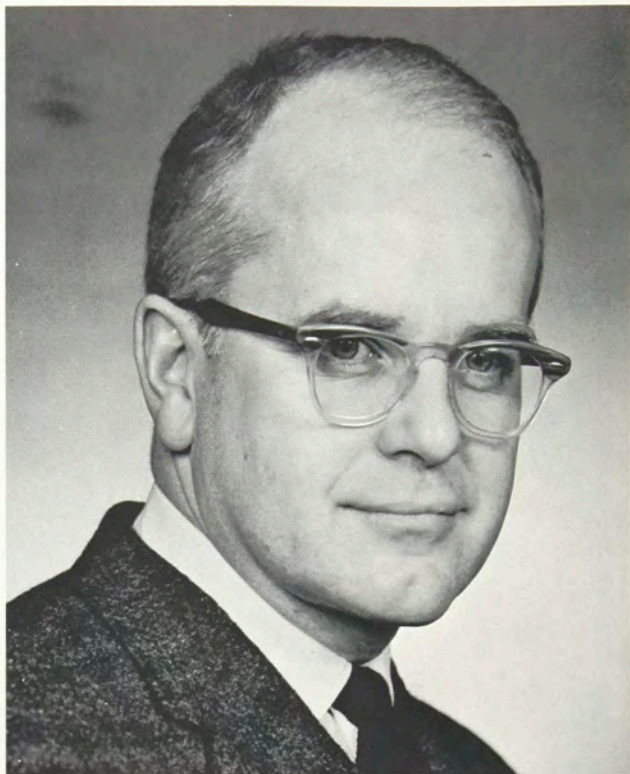
But not only was there a tremendous expansion in the physical facilities, the educational programs, the faculty, and the student body also grew in size and in stature. At the beginning of this period R.I.T. was just emerging as a baccalaureate degree-granting institution, but as the years went by, the number and level of programs expanded at an accelerating pace. During the decade a College of Science was established with

majors in biology, chemistry, mathematics, medical technology, and physics. Masters degree programs were started in engineering, business, fine and applied arts, photography, printing, chemistry, and mathematical and applied statistics. The faculty increased from 138 full-time members in 1960-61 to 275 in 1969-70. The full-time day student body more than doubled in size and grew to 4263 in 1969-70.

R.I.T. was selected by the U.S. Department of Health, Education, and Welfare in 1966 to establish the National Technical Institute for the Deaf to provide technological programs for deaf students in the fields of business, industry, government and education.

The ten years of 1969-70 have thus witnessed the growth of the Institute in physical size and educational stature. With the new campus and the outstanding facilities and faculty, R.I.T. is poised at the beginning of the Seventies for even greater service to the local and national communities.

Associate Professor Robert G. Koch, Chairman of the Language and Literature Dept. in the College of General Studies, has been with the Institute since 1950.



A widening and ascending spiral fairly symbolizes R.I.T. in the decades just past and in the foreseeably exciting future.

Starting in 1950 with the Associate in Applied Science, the Institute has moved by degrees from the diploma base of its preceding generations through the B.S. and B.F.A. turn of the mid-1950's and onto a circle of higher degrees in the 1960's: M.S., M.F.A., M.S.T., M.B.A. Keeping its eye ever on higher and higher targets in a shifting educational universe, R.I.T. has constructed its own benevolent A.B.M. (Associate, Bachelor, Master) system, reshaping old wisdom with new.

But the widening and ascending slope of the R.I.T. educational effort is not restricted to new degrees or growing recognition by accrediting agencies, as important as these are.

The Institute's continuing emphasis on higher education shaped and energized by an early vocational choice has also seen wider application into new fields, more comprehensive conceptions of those fields, and strong support for melding this vocational core with a broadened and deepened sense of

the significance of life as citizen and man. These turns have resulted in new or enlarged departments and colleges but, more important, in a heightened and re-enforced educational vision.

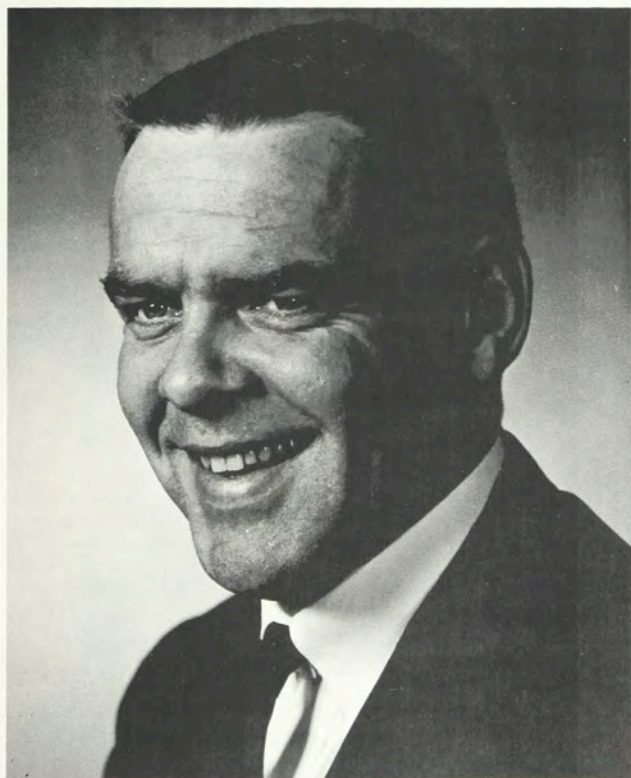
In the widened physical circle of the Henrietta campus a challenge to new educational heights emerged. Mark Ellingson's leadership had swung the Institute up these slopes, now Paul Miller would guide the search for balance between highly charged centrifugal and centripetal forces. R.I.T., it seems certain, will push upwards towards more quality, but will also range outwards to recruit new ranges of students into older programs and into others still to be envisioned. It will find new force and insight in genuine community of students, faculty and administrators. Thus does the world around it continue to shape a sensitive R.I.T., while R.I.T. in turn helps to change that struggling world through the shrewd strengths that have brought it along its widening and ascending educational spiral.

When asked to evaluate the changes which have taken place over the past ten years, one's first reaction is to postulate that we have had a great deal of change. After all, we have gone through 2½ generations of students. Consequently, one would anticipate change in numerous directions. This is true in many areas and untrue in other areas of the Institute. Where change has not occurred; it should not have. What basically has changed is the methodology.

As naive as this might sound, there are still students and there are still faculty and administrators, operating in an educational environment for the sole purpose of attaining a good technological education as it relates to the social environment and professional fields. This has not changed only the direction and impetus of certain aspects of the educational processes have changed. There is still discourse going on between students, faculty, and administrators. What has changed is the degree of involvement, the direction of that involvement, and

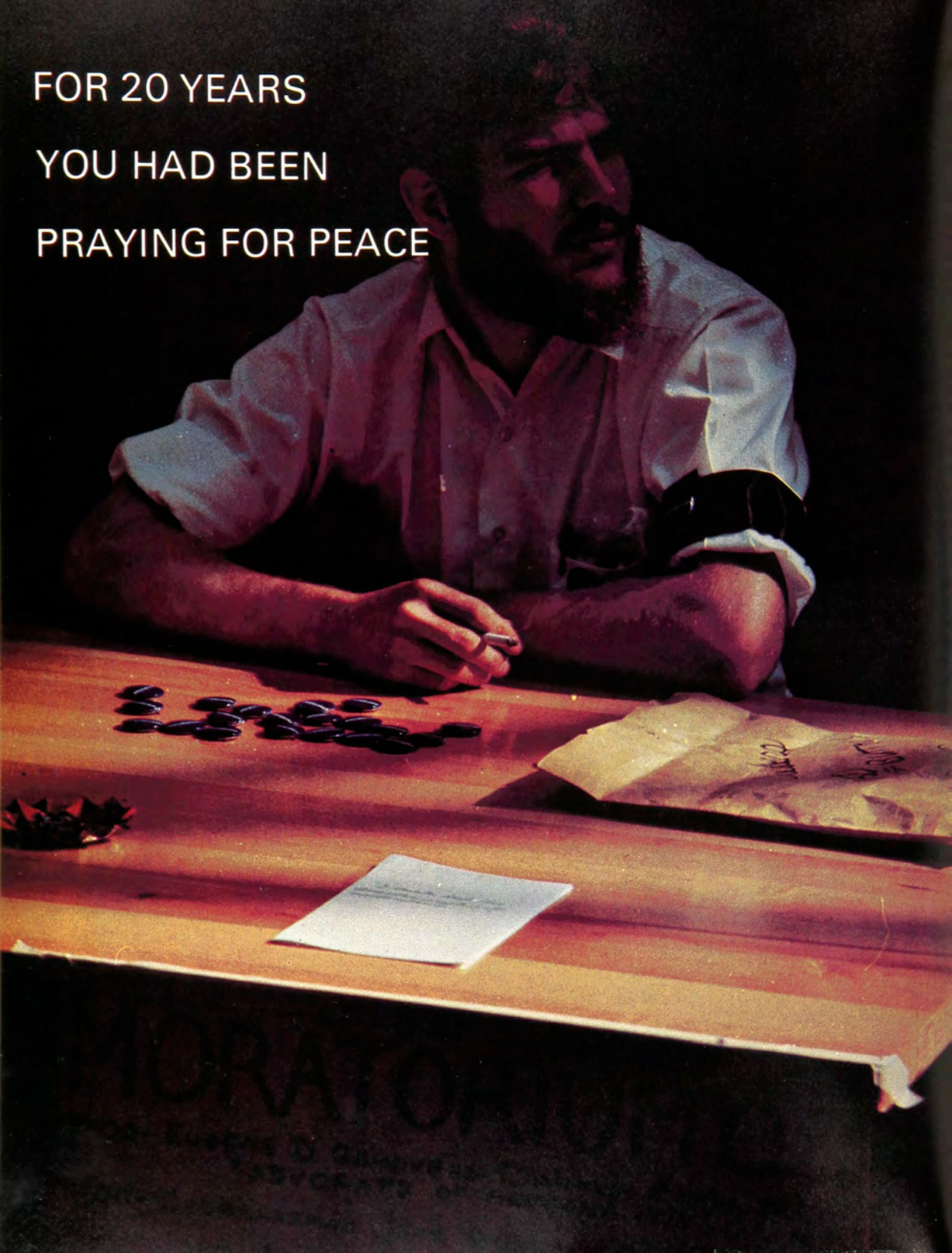
the topics being discussed. We started out eight years ago talking about a program for a new campus. We are now talking about a program for an improved academic environment and involvement in social and national affairs. All areas of concern are important and all have their place in environmental tasks.

One can consider any or all aspects of the total educational environment and analyze the difference between then and now. To pick the one most significant aspect of the total Institute, I suggest the student. Not necessarily the ability level, the entry level, the experience level, but the degree of awareness and true concern for honest meaningful participation is the most significant area of change for the greatest percentage of the student body. This, to me, is as it should be and we must work towards further constructive change on the premise that change is necessary, gradual, constructive, and participatory at all levels of Institute governance.



Dr. James B. Campbell has served as Vice President of Student Personnel Services since 1962.

FOR 20 YEARS
YOU HAD BEEN
PRAYING FOR PEACE



... but on October 15, 1969,
you finally decided it was worth working for.

Article by Dean Dexter

Photography by Bob Culverwell

October 15, 1969, at RIT was not too unlike most other college campuses around the country.

In early morning it was quiet; the relatively few people who always rise for breakfast were in the cafeteria as usual stumbling and blinking past the plastic-like piles of institutional-fried eggs and sausage, both cooked to perfection in rather healthy amounts of the thick yellow grease the RIT chefs are famous for.

Chewing and nodding over their trays in the long tilted rows of tables and chairs in Grace Watson Hall, these few people, dedicated to the ideal that a good breakfast is just about the best way to begin a productive day, prepared to become a part of the largest, most forthright, single political demonstration this country had ever known. Some of these good people would curse this day. Others would merely tolerate it, still others would consider its activities as positive and constructive. None of them, however, would be unaffected by it. The day would become known to history as simply, "The Moratorium."

At about the same time across the campus in the Student Association office, Moratorium coordinator, Irving Blumenthal sat deep in Joel Pollack's dark blue swivel chair. The flesh of his face was drawn tight, his eyes, bloodshot and glassy, had sunk deep into his head. He was wearing a light brown army-type work shirt rolled up at the sleeves, the same one he had worn for a week—he had put it on the last time he had awakened from a good night's sleep.

Around him about a dozen people worked, collating leaflets, sending off peace buttons by courier to the U of R, St. John Fisher, and U of B. Several others had just returned from the mock graveyard between the Union and Library buildings, replacing the crosses that had been vandalized during the night by an impassioned patriot. Others were busy planning material and reserving busses for the November 15 March on Washington.

Last minute details were checked for the days activities that would include, in the end, more than half the people at the Institute.

All during the preceeding week this tiny group, headed by Blumenthal, former editor of *Techmilla '69* and Student Senator from the College Union Board, pushed the Moratorium idea on to anyone who would listen. Disgusted with the ineptness and communicating ability of standard student news publications, the group, known as the Moratorium committee, published a mimeographed newsletter noting the activities that would be held on campus and around the rest of the country, paying special attention to comments made by notable figures involved with the youth movement.

Besides the usual signs and posters, the committee built all the crosses for the symbolic cemetery and procured the black armbands and buttons that were used for campus distribution, aside from planning the day's agenda.

As the minutes passed, the people in that small, gray, cinderblock office in the Union basement found themselves on the edge of all they had worked for. All those signs, all that writing, all that planning, all those worked filled nights and black coffee, and cigarettes, and Carrol's hamburgers; all that for this morning's day.

A day that would see U of R's professor Eugene D. Genovese say "Anyone believing that a powerful anti-war movement launched on campus can have little effect on government figures would do well to talk to Lyndon Johnson." And hear New York's Congressman Jonathan Bingham support the McGovern resolution requesting a timetable for complete withdrawal from South Vietnam.

It was about 7:30 a.m. now, and Blumenthal got up from his chair and called for his WWII U.S. Army storm-trooper coat, which was covered with anti-war buttons and black crepe. A mousy little girl with greasy hair and skinny legs brought it to him and he left for his apartment off campus with orders not to be disturbed—he was going to get a few hours sleep, maybe a shower and definitely another shirt.

The others continued as they had. It was going to be a long day, but a good one.

There has been much speculation as to how the Moratorium movement got started. *Time* magazine stated that the idea came from somewhere in Massachusetts, but many in upstate New York and close to the Boston headquarters feel the idea came from one Robert M. Kiger, late of RIT and former editor of what was once a magazine on campus called *Reporter*.

The reason people feel this way is because Kiger published such an idea before anyone else did, and it happened this way:

Kiger and this writer had just put to bed the last issue of *Reporter* for March of 1969. We were both a bit weary, and it was about 4:30 a.m. I was at my desk preparing to abscond with whatever piece of mind I had left and Kiger was leaning against the secretary's desk in front of me. All of a sudden he said without warning, "You know what? We've got to develop a plan to end the war. I've just read the most fantastic speech by a Dr. George Wald of Harvard."

Somewhat stricken, I said, "Only an arrogant bastard like you would ever think of anything like that, never mind saying it out loud."

I then read the speech that had been reported



*"... people moving together,
that is the hope of this country."*

published in the *New Yorker*.

Appalled by the power of thought and perceptiveness of concept the speech contained, I said, "You've got it, we've got to do something, something big, and something that hasn't been done."

We talked about the speech off and on and even published it. Then one afternoon after we had returned from the bindery and were walking into the Union loading dock, Kiger stopped and said, "Oh, by the way Dexter, I've just thought of a way we can end the War."

His plan was to tell all the college kids in the country not to return to school after summer vacation until the war ends. A specific date would be set and would utilize to the fullest extent the consumer power students hold.

It sounded impossible, but not quite.

That night, Neil Shapiro, then editor-at-large, started work on an official statement. The plan was to run in the April 18 issue of *Reporter*.

Meanwhile, Kiger was on the phone to Cambridge, Mass. and talking to Dr. Wald himself. Kiger told him of the plan and Wald's reaction was printed in the April 18 issue.

"Bless your heart, it's this kind of thing — people moving together, that is the hope of this country . . . I am overwhelmed."

Kiger asked him how we could get out of Vietnam. Wald replied, "In ships."

On the idea itself, Wald thought that its power and strength would lie in its spontaneity and though it may have originated at a small school like RIT, it would ultimately be up to the big schools like Harvard, Columbia, and Stanford to give the movement its momentum.

Kiger writes, "Our conversation ended at this point, leaving us somewhat uncertain of the true feelings of this Nobel Laureate. Our uncertainty vanished abruptly fifteen minutes later with a return call from Dr. Wald, who said, I think you've got something there. This could be a very big thing."

After the article and proposal was published, the staff sent out over 700 copies to U. S. colleges and to the

Liberation News Service, and Collegiate Press Service.

Part of that article by Shapiro states: "After September 1, 1969, if the War in Vietnam continues, the college students of America will boycott all classes, and all functions of their respective colleges—until the United States begins a massive pull-out of men and materials from South Vietnam."

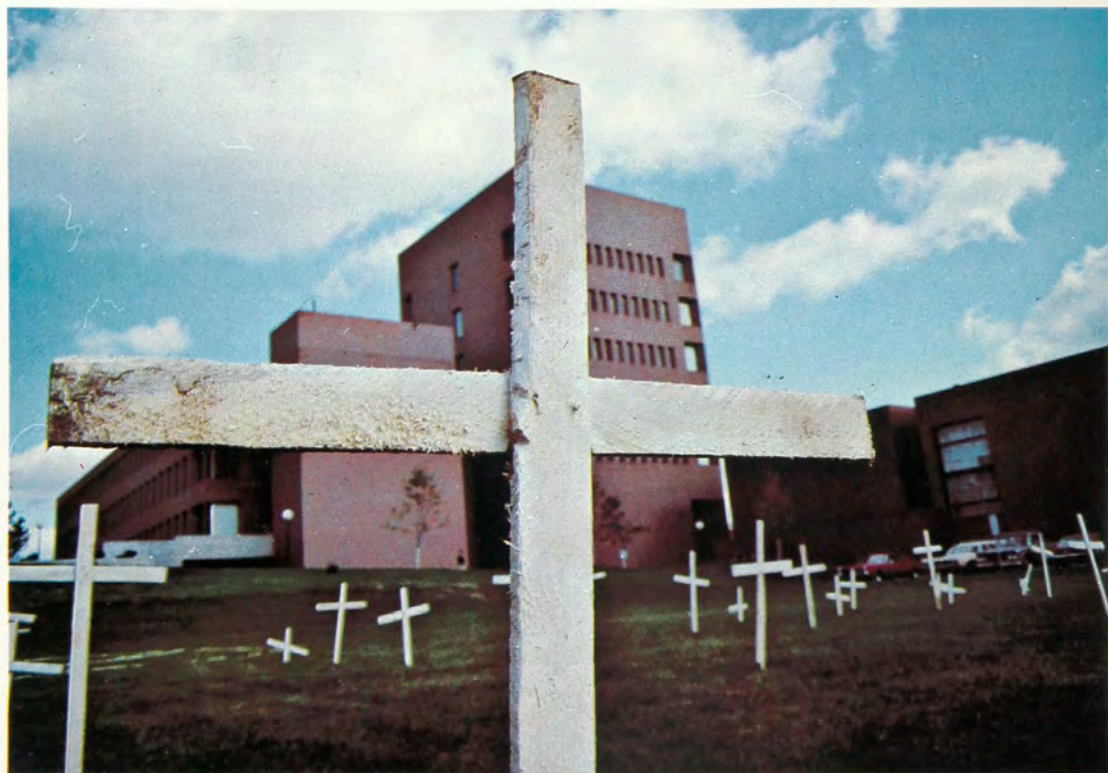
July 4 commemorates a war, but this date is the first date in the history of man which can bring about peace. Peace by acclamation."

It is interesting enough to note that virtually no support was given this idea on campus—the Student Senate tabled a proposal of support after a Senator from one of the engineering departments, evidently succumbing to his panicking constituency, brought up a resolution to kill any support Senate might give.

Once more, many of the student leaders that worked so hard for the October 15 Moratorium, were indifferent to the article and Senate resolution, watching the very seed of the ultimate effort squelched.



"...we can all be proud that the moratorium was a part of each and every member of our generation."



The G.I. Joe fiasco came a few weeks later and sapped any energy for further crusading on the part of *Reporter* personnel, and the idea of a universal student strike seemed lost.

By the first of June, however, Sam Brown and Dave Hawk phoned Kiger from Washington telling him of a modification of the idea saying that a one day strike in the middle of October would be planned, with subsequent demonstrations in the months to come. They did not, however, admit to Kiger that it was his idea, though he could name no other source.

By October Kiger was the only person under thirty invited to dinner with Wald and New York Senator Charles Goodell before their speeches at the U of R.

Kiger states: "The whole purpose of the plan was to throw the idea out into the 'market place of ideas' — to be heard, thought about, changed, rejected or accepted."

"It really doesn't matter," he continued, "who gets the credit for it. The facts stand that this is what happened. It was thought about very carefully, it was changed a little, and finally it was accepted. And we all can be proud that the moratorium was a part of each and every member of our generation."

In any event, it's obvious that the idea was new to Wald in early April, the acknowledged inspirational figure of the Moratorium, and if he didn't know then, the chances are that no one did.

So on October 15, 1969, Bob Kiger left his apartment late—his wife had already left for work and his daughter was already at the baby sitters'. He had a button and a black armband on a freshly starched pale blue work shirt.

On his schedule was Monroe Community College where he would give a speech to about five hundred students.

Later on, he was to find himself in downtown Rochester standing on a big dump truck by Midtown, soapbox style, talking himself hoarse about peace to anyone who would listen.

But as he walked through the crisp autumn air that morning on his way to the Ingle Memorial Auditorium, Bob Kiger had a smile on his face.

It was going to be a long day, but a good one.



that was Homecoming '69



A fall week-end packed with banquets, awards, a queen, soccer and football games, a concert, reunions, the Homecoming Ball — that was Homecoming '69, three days of something for everyone. Beginning Friday, October 17, this year's Homecoming events included the first induction into RIT's Sports Hall of Fame and the first Sarah Margaret Gillam Award presentation.

Inductees into the Hall of Fame were Dr. Mark Ellingson, former Institute president and wrestling coach; former athletic director Sherman Hagbert; and past basketball mentors Leo Fox and Harold Brodie. The Gillam Award recipient was Harris H. Rusitsky, Food Administration '56, owner of Serv-Rite Food Service and Consulting Corporation.

Student organizations worked closely with the Alumni office this year in planning the week-end's activities. Student chairmen were John A. Galto II (IFC) and Peggy Felt (Panhel). Girls from Gamma Sigma, a new service sorority, manned the information booth, and WITR radio furnished the sound systems. All on-campus promotion and the Friday night beer blast featuring the Lincoln Zephyr were sponsored by students, and the Sunday afternoon concert starring Oliver was sponsored by the College Union Board.

On Saturday, the Football Club demolished New York Tech 66-0; the Soccer team squeaked by Albany State 1-0; and the Cross Country team won two-thirds of a quadrangle meet.

During the Soccer game half-time, Art and Design student Elizabeth Holbrook was crowned Homecoming Queen. The 21 year old New Englander was chosen by student vote.

Saturday evening the annual Homecoming Banquet was held in the George H. Clark Memorial Gymnasium. Two alumni, Raymond F. DaBoll, AD '12, and Warren L. Rhodes, PH '52 were cited as "Outstanding Alumni" at the Banquet.

On Sunday, RIT president Paul A. Miller spoke at the One Hundred Club Brunch held in the College Union. The One Hundred Club is composed of alumni who have contributed \$100. or more to the 1968-69 Alumni Annual Fund.

In assessing the weekend, Alumni Relations Director Richard Limpert stated, "This year showed an increase in student participation and we look forward to the years ahead when students will take more of a part in Homecoming. As for this year though," he continued, "I wouldn't call it a milestone, but maybe a cornerstone."



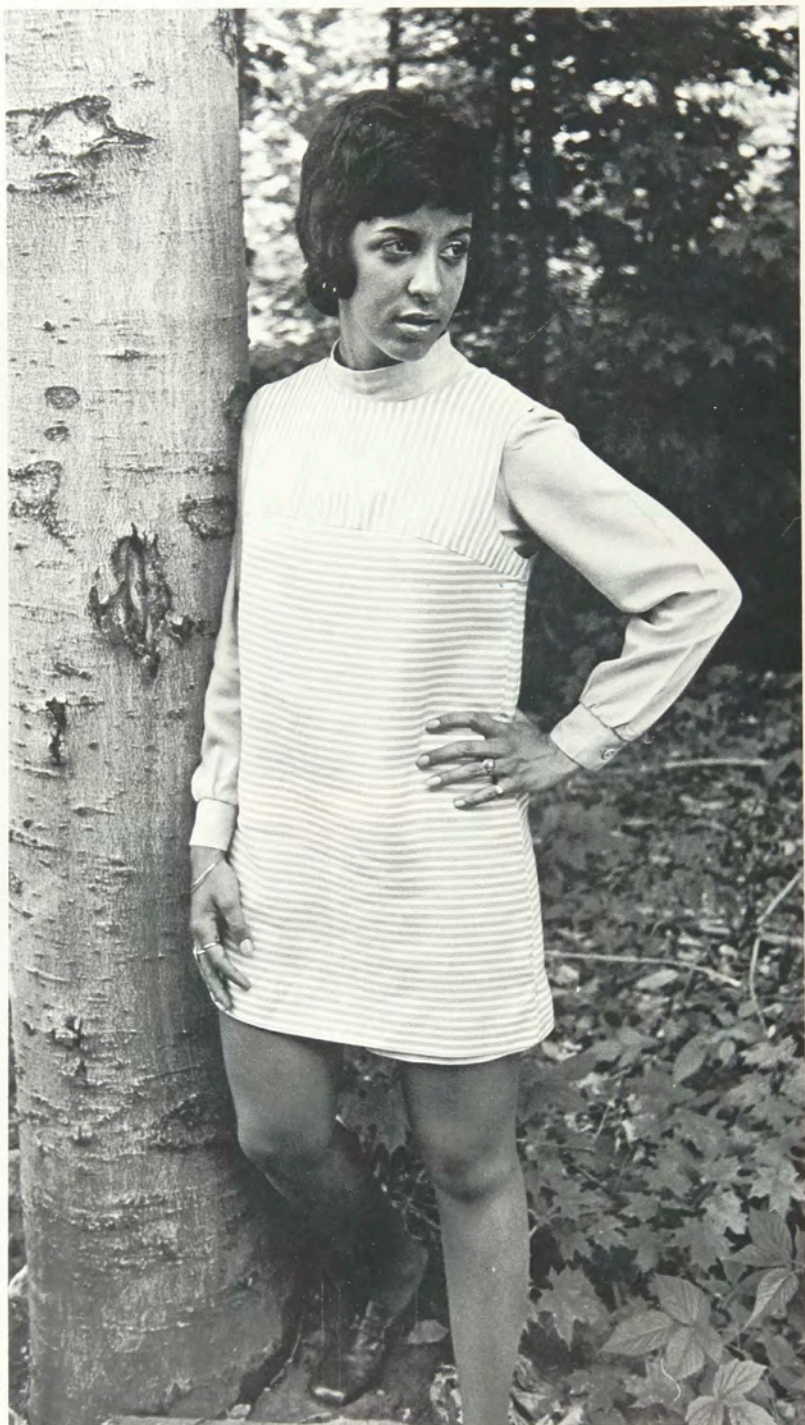




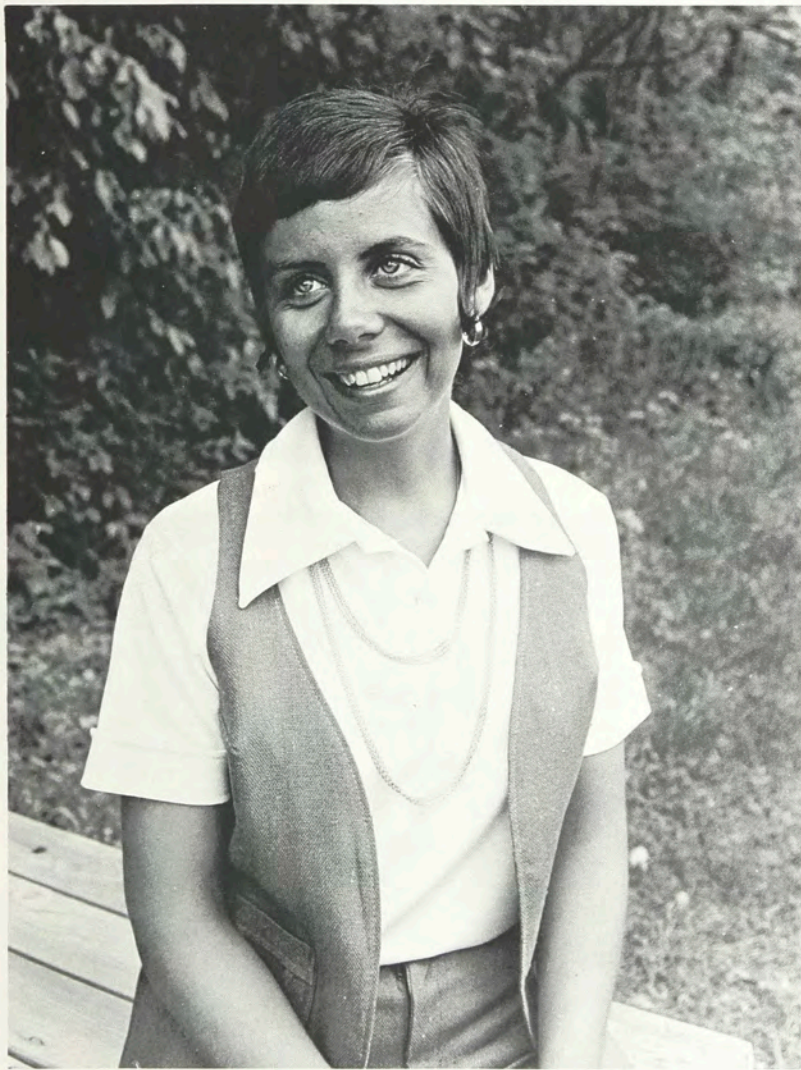


Sigma Pi
Harvest Moon
Queen

Judith Kaleb



**Alpha Epsilon Pi
Sweetheart**



Maureen Bogwick

COLLEGE OF GRAPHIC ARTS & PHOTOGRAPHY





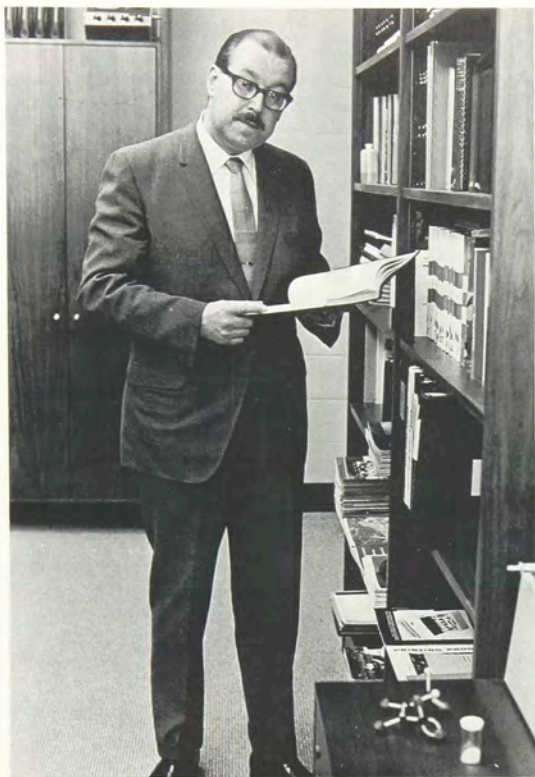
The College of Graphic Arts and Photography, containing the School of Printing, the School of Photographic Arts and Sciences, and the Graphic Arts Research Center, is one of the largest and best equipped such colleges in the country. The college is designed to prepare men and women, not only to comprehend the technologies of their careers, but also to integrate their technical background with the areas of humanities, art of communication, and all phases of natural and social sciences.

In elementary courses, the student begins in printing or photography with only the basics supplied. As he progresses to junior and senior years, the student has the option of defining his course outline in detail. The School of Printing offers four areas of concentrated study: Journalism, Printing Management, Technology, and Production. The School of Photographic Sciences concentrates on Professional Photography, Photographic Illustration, and Photographic Science and Instrumentation. The College offers the Associates in Applied Science, Bachelor of Science, Bachelor of Fine Arts, and the Master of Science degree in Photo-Science and Instrumentation.

The degree program is not the only unique feature of the College. Named for newspaperman, Frank E. Gannett, the building itself — with its many classrooms, complex studies, darkrooms, and laboratories, is the only one in the country where photographer, journalist, production expert, press operator and manager are trained in equal and important levels. Each student, whether he is in the professional photography area, the newspaper managing career, or the graphic research sciences, is afforded the opportunity to work and study in a professional atmosphere, alongside competent faculty and many area industrial experts. The main lobby of the College of Graphic Arts and Photography is used as an exhibit area, designed to show student as well as professional art/photo material.

The Graphic Arts Research Center is located in the ground floor area — visible from the first floor on the main lobby. Supplied with a 4-unit Web offset press, computer controls, and endless supplies of paper, the scientific research team conducts experiments in various fields of the graphic arts. With its own full-time staff, the center provides specialized courses for a small number of people interested in the professional fields of graphic arts.

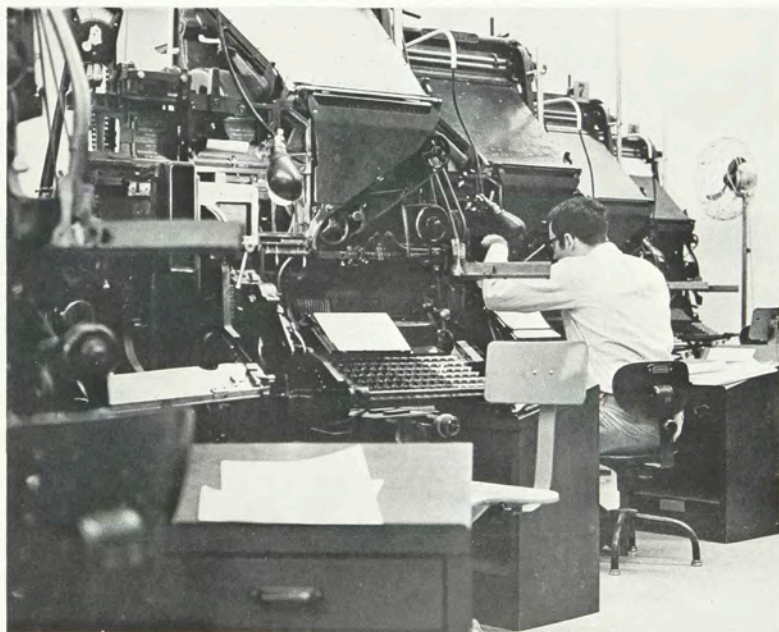




by Dr. Lothar K. Engelmann, Dean

The College of Graphic Arts and Photography is unique among the colleges of R.I.T. and among other American and foreign institutions of higher learning. Rather than following the well established divisions found at most Universities and Colleges, our activities are governed by two major technologies, Photography and Printing. Both technologies have come to command a field of their own, although they are related to and interdependent on each other. Both technologies play a leading role in the overall field of visual communications. Both technologies incorporate and cross over to many other disciplines. Art, Biology, Chemistry, Computer Science, Design, Ecology, Education, Electronics, Engineering, Journalism, Literature, Management, Medicine, Physics, and Television are but a few areas they are closely connected with. The three departments of the college, the School of Photographic Arts and Sciences, the School of Printing, and the Graphics Arts Research Center have gained world wide reputation. Our programs are manifold, exciting and sometimes frustrating. Curriculum changes have and will have to be made to align our education to the rapidly changing field. New programs have to be started, and less pertinent ones have to be eliminated. In short, we are constantly trying to balance and improve our programs to provide our students with a wide educational basis which enables them to become leading members in this changing and expanding and exciting field of Graphic Arts and Photography.





Photographic Illustration

The curriculum in Photographic Illustration is planned to prepare the student for those areas of photography which require the solving of visual communication problems. During his four years with the program, the photo illustrator is expected to develop individualized responses to these problems; to become sensitive to the visual aspects of his society; to become a skilled craftsman in the photographic field; and perhaps most important, to become a perceptive and responsible citizen of our evolving society.

Upon graduation, the photo illustrator can choose from dozens of fields in his quest for employment. He may enter the lucrative field of advertising — He may choose one of the numerous publications requiring photography — He may create visual materials for business or government — Or he may enter one of the numerous facets of the entertainment field. He is also qualified as an artist to express himself through photography. In short, the photo illustrator is a man with something to say, and the skill to say it through photography.





Steven L. Brown
Bachelor of Fine Arts
Steven P. Camp
Bachelor of Fine Arts
Timothy D. Cheney
Associate in Applied Science
Peter W. Clement
Associate in Applied Science
Martin Cooper
Bachelor of Fine Arts
Jeffrey A. Cosloy
Bachelor of Fine Arts

Dean J. Dexter
Associate in Applied Science
Herbert L. Eichelberger
Bachelor of Fine Arts
Arlene M. Goodman
Associate in Applied Science
Philip D. Greco
Associate in Applied Science
James G. Hamilton
Associate in Applied Science
Mark E. Hockman
Associate in Applied Science

Theodore C. Iserman
Bachelor of Fine Arts
Michael J. Kagan
Associate in Applied Science
Thomas J. Mackie Jr.
Bachelor of Fine Arts
Stephen S. Mangione
Bachelor of Fine Arts
Alan T. Mayo
Associate in Applied Science
Robert S. McKane
Associate in Applied Science

Jay A. Needleman
Associate in Applied Science
B. Steven Neumann
Associate in Applied Science
David A. O'Neill
Associate in Applied Science
Franklin H. Oriester
Bachelor of Fine Arts
Andy S. Partos
Associate in Applied Science

Carl W. Quilitzch
Bachelor of Fine Arts
Steven R. Raichelson
Bachelor of Fine Arts
James S. Richards
Associate in Applied Science
Harry G. Schaefer
Bachelor of Fine Arts
Robert J. Shewchuk
Associate in Applied Science

Heather Thornton
Bachelor of Fine Arts
Dana S. Thresher
Associate in Applied Science
Alan V. VanDeMoore
Associate in Applied Science
Mark P. Wollwage
Associate in Applied Science
Carl M. Zucker
Bachelor of Fine Arts

Professional Photography

by Edwin M. Wilson

All young people come to realize, sooner or later, that life presents them with a two-part burden which they cannot escape. (1) They must learn enough to make them capable of competing successfully in the labor market; and (2) they must compete successfully.

At the outset, a youth can be likened to a captive upon whom is imposed the task of constantly pushing uphill a square wooden cube, a box of substantial weight, so heavy that he can barely move it upward. The box will never reduce in weight, the problem is to find a way to move it more easily.

At first, all he can do is push it. As his strength increases, he finds he can tip it from one side to another. By observation and learning, he discovers he can remove the corners, make it a cylinder, then a ball. By alteration, the burden moves easily, and soon he finds he has gone so far he has reached a plateau where the ball moves almost effortlessly.

Professional Photography is designed to accelerate the conversion from cube to sphere by giving a series of learning options that encompass the gamut from science to art, and by explaining photography's many adaptive applications. Upon graduation, the student is a self-reliant individual — confident with knowledge of his profession, while humble with the understanding that he must remain a student.





Robert W. Agostino
Associate in Applied Science
Francis J. Ault
Bachelor of Science
Michael J. Baker
Associate in Applied Science
Jeffrey S. Barlowe
Bachelor of Science

Stephen J. Bassett
Associate in Applied Science
John C. Bechtel
Bachelor of Science
William F. Bicking
Associate in Applied Science
Michael W. Blake
Associate in Applied Science

Salvatore J. Cavallaro
Bachelor of Science
Allan L. Chesebro
Bachelor of Science
Guy R. Clark
Bachelor of Science
E. William Clymer
Bachelor of Science

Kevin W. Dean
Bachelor of Science
Kerry K. Decker
Bachelor of Science
Gregory M. Dolgash
Bachelor of Science
James E. Ecclestone
Bachelor of Science

Scott D. Engdahl
Associate in Applied Science
Samuel J. Falk
Associate in Applied Science
Steven M. Felton
Bachelor of Science
Robert A. Fink
Associate in Applied Science

Frank S. Garcia
Associate in Applied Science
Roger T. Goss
Bachelor of Science
John G. Hall
Bachelor of Science

Professional Photography



Robert J. Harrison
Bachelor of Science
Dennette A. Harrod
Associate in Applied Science
Eddie R. Hill
Bachelor of Science
John G. Hodgson
Associate in Applied Science
Vincent J. Indelicato
Bachelor of Science
Charles W. Isenhour
Associate in Applied Science

Glenn A. James
Associate in Applied Science
Warren W. Jamison
Associate in Applied Science
Christine A. Johnson
Associate in Applied Science
Bob Kiger
Bachelor of Science
Laurence A. Koltyz
Associate in Applied Science
Harold W. Larson
Bachelor of Science

James M. Leveson
Bachelor of Science
Hoo Joong Lim
Bachelor of Science
Al Loiselle
Associate in Applied Science
Ronald N. Mace
Associate in Applied Science
James A. Magoffin
Associate in Applied Science
Forest R. Maguire
Associate in Applied Science

Howard N. Mandel
Bachelor of Science
Robert E. Marion
Bachelor of Science
David J. Maslanka
Bachelor of Science
Robert P. Mayer
Bachelor of Science
Charles W. McKeen
Associate in Applied Science
Samuel McVicker
Bachelor of Science

Richard D. Meade
Bachelor of Science
Thomas R. Mergler
Bachelor of Science
Lawrence P. Milstein
Associate in Applied Science
Fred M. Misterka
Associate in Applied Science
Edwin J. Montalvo
Associate in Applied Science
Frederick R. Neveu
Bachelor of Science

William G. Novak
Associate in Applied Science
John E. Nowlan Jr.
Bachelor of Science
Bruce E. Park
Bachelor of Science
Melvin S. Parrish
Associate in Applied Science
R. Scott Perry
Associate in Applied Science
David L. Pivovarnik
Bachelor of Science



Bradley J. Primeau
Bachelor of Science
Gregory S. Reynolds
Bachelor of Science
Richard L. Rogers
Associate in Applied Science
Arthur F. Rounds
Associate in Applied Science
Stuart Rubin
Associate in Applied Science
Dean A. Salerno
Associate in Applied Science

Dennis M. Schaefer
Associate in Applied Science
Thomas A. Schmolt
Bachelor of Science
Jay M. Schulman
Associate in Applied Science
Dean R. Shaffer
Associate in Applied Science
John L. Sharrard
Bachelor of Science
Terry E. Simmons
Bachelor of Science

John Simas
Associate in Applied Science
Scott H. Sims
Bachelor of Science
Daniel Ernest Sinto
Bachelor of Science
Sherwood R. Snyder
Associate in Applied Science
Garland H. Solt
Associate in Applied Science
Ben A. Stackhouse
Associate in Applied Science

Thomas D. Stillman
Associate in Applied Science
Thomas R. Taber
Associate in Applied Science
Garry J. Thall
Associate in Applied Science
Thomas J. Thuma
Bachelor of Science
Gregory A. Troup
Bachelor of Science
Donald M. Tyrrell
Associate in Applied Science

Donald H. Underwood
Associate in Applied Science
Stephen E. Vandewater
Bachelor of Science
Nicholas Vitagliano
Associate in Applied Science
William J. Wade
Associate in Applied Science
Dennis M. Walsh
Associate in Applied Science
Peter Francis Weishaar
Associate in Applied Science

Clark C. Whitney
Bachelor of Science
Nancy S. Wiseman
Associate in Applied Science
Paul W. Wohfeil
Bachelor of Science
Louis D. Yalisove
Associate in Applied Science
John E. Yost Jr.
Bachelor of Science
Brian E. Zavitz
Associate in Applied Science

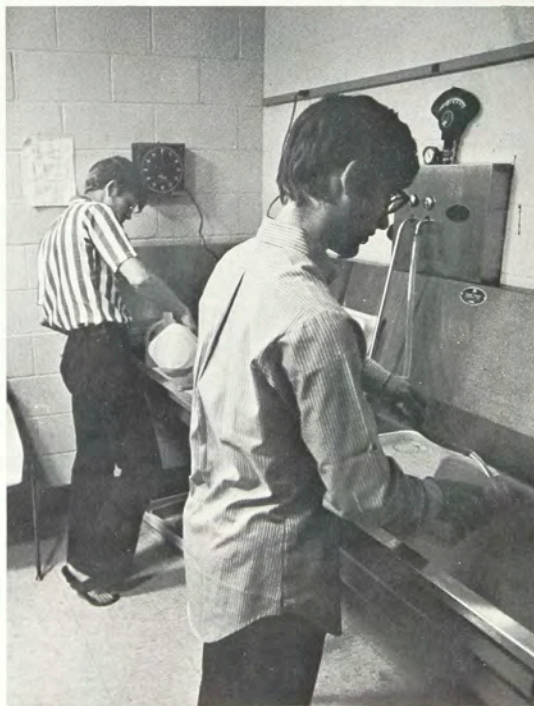
Photographic Science and Instrumentation

by Prof. Albert D. Rickmers

The Department of Photographic Science is giving birth to a new generation of Scientist and/or Engineer, the Photographic Engineer. Using the basic sciences: Mathematics, Chemistry, and Physics, the photographic science student develops an understanding of subject areas such as: Geometric and Physical Optics, Photographic Theory, Statistics, Computers, Instrumentation, Metrology, Photographic Chemistry, Radiation, and Color Photography, Photographic and Optical System Analysis, Imaging Systems, and Research.

Within the department is found a close working association between faculty and student body. At least once a quarter, there is a departmental gathering of all students and faculty for open discussion. There is a two-way flow of questions and answers, with problem areas being identified and assigned to individuals or groups for study. Some subjects are approached by team teaching, others by lectures given by outstanding members of the industrial world. Faculty operate with an open-door policy and students are able to seek advice, or extra help on photographic work and on other course work as well.

There are constant reviews of course content, and a never-ending program of revision to keep the program up-to-date with the changing world of science. In Photo Science, it is not what a student is when he enters the program, but what he is when he completes it, which is important. The success of the overall program in Photo Science by both faculty and students, is measured by the performance of the students after they leave R.I.T. Both the faculty and students point with pride at the progress in the world of Photographic Science which is now being made by alumni.





Carl A. Camenisch
Bachelor of Science
Anthony V. Casinelli
Bachelor of Science
Kent R. Collier
Bachelor of Science
Michael A. Desantis
Bachelor of Science
Salvatore DiMarco
Bachelor of Science

Mitchell A. Glasser
Associate in Applied Science
Bruno B. Glavich
Associate in Applied Science
David W. Gleiter
Bachelor of Science
Joel E. Gray
Bachelor of Science
Joseph E. Griggs
Associate in Applied Science

David E. Heagy
Associate in Applied Science
John S. Hilar
Bachelor of Science
Johnny D. Hovis
Bachelor of Science
Michael R. Jones
Bachelor of Science
Laurence A. Kaplan
Associate in Applied Science

Stephen Kelly
Bachelor of Science
Christopher S. Law
Bachelor of Science
Bruce M. Levine
Associate in Applied Science
Gary J. McSweeney
Bachelor of Science
Robert J. Merisko
Bachelor of Science

David C. Miller
Bachelor of Science
Harry Nick Morgan
Bachelor of Science
Steven F. Paes
Bachelor of Science
Jon L. Roberts
Bachelor of Science
Richard A. Shaffer
Associate in Applied Science

Ralph Joseph Simin
Bachelor of Science
Ray G. Stobbe
Bachelor of Science
Alan F. Turner
Associate in Applied Science
Robert A. Uzenoff
Bachelor of Science
James N. Wiley
Bachelor of Science

Printing Management

by John B. Wordeman

Many RIT printing students desire to become managers. A goal in printing management might be in the area of sales and marketing, production, personnel, estimating, or finance. Some students aspire to the related fields of advertising production management, and graphic arts purchasing.

The management program sequence provides an opportunity for students to emphasize comprehensive study in these areas, to build upon their basic background in printing technology.

The role of education in printing management is to afford basic understanding in management theory and techniques as they relate to the printing industry. Each management course is specialized for application to the printing field.

The courses are reviewed periodically to make them relevant to industry needs. Printing is a basic industry, but it is dynamic in that it is undergoing a great deal of technological change. One of the needs of the industry is for sophisticated management ability. RIT printing management students, who have a good grounding in technology, are a valuable resource.





William Arnold
Associate in Applied Science
Donald F. Baron
Associate in Applied Science
Clyde S. Baumwell
Bachelor of Science

John A. Berry
Associate in Applied Science
Richard L. Boissonault
Bachelor of Science
Kenneth R. Bower
Associate in Applied Science

Gary A. Brogdon
Bachelor of Science
Paul J. Brown
Associate in Applied Science
Janice A. Clark
Associate in Applied Science

Paul H. Collis
Bachelor of Science
Joseph D. Cummings
Bachelor of Science
Donald L. Dehoff
Bachelor of Science
David S. Downes
Bachelor of Science

Dennis P. Dufek
Bachelor of Science
William J. Edwards
Associate in Applied Science
Lee R. Einzig
Bachelor of Science
Michael J. Favoretto
Associate in Applied Science

Robert H. Fehsenfeld
Bachelor of Science
Russell Fisher
Associate in Applied Science
James J. Forleo
Bachelor of Science
Larry R. Fuller
Associate in Applied Science

Printing Management



John A. Galto II
Associate in Applied Science
Douglas C. George
Bachelor of Science
Michael C. Glenn
Bachelor of Science
Charles B. Goes
Bachelor of Science
Eugene J. Graltan
Bachelor of Science
Richard W. Gramiak
Bachelor of Science

Daniel J. Grieco
Bachelor of Science
Bruce Alan Hack
Bachelor of Science
Bernard S. Herschbein
Associate in Applied Science
Bruce S. Hickey
Bachelor of Science
Alan D. Horowitz
Bachelor of Science
Maynard A. Howe Jr.
Bachelor of Science

Robert L. Jackson
Associate in Applied Science
Robert P. Jaques
Associate in Applied Science
Stephen R. Jaques
Bachelor of Science
Stephen Alan Jones
Bachelor of Science
Thomas W. Jones
Associate in Applied Science
John W. Kerner
Bachelor of Science

Alan S. Kimball
Bachelor of Science
Gerald S. Kleinman
Bachelor of Science
Gerald E. Kosnaski
Associate in Applied Science
William E. Krell
Associate in Applied Science
Robert P. Kudwa
Bachelor of Science
Paul Kwiecinski
Bachelor of Science

Steven J. Livingston
Bachelor of Science
Carl F. Loomis
Associate in Applied Science
Guy J. Lehy
Associate in Applied Science
Richard D. Lehmer
Associate in Applied Science
Guy P. Lindsey
Associate in Applied Science
Cameron C. Luckock
Associate in Applied Science

Herbert J. Mallet
Bachelor of Science
Brian J. Marder
Associate in Applied Science
Richard E. Mayle
Associate in Applied Science
Dante M. Mazzocco
Associate in Applied Science
John M. McQueen
Bachelor of Science
George L. Measer II
Associate in Applied Science



Timothy P. Molgaard
Bachelor of Science
Chester C. Nebolini
Associate in Applied Science
Brian E. Nicholas
Bachelor of Science
David L. Nicholas
Bachelor of Science
David T. Nilosiek
Associate in Applied Science
Peter S. Nilson
Associate in Applied Science

Seth M. Oser
Bachelor of Science
Adam D. Pangraoe
Associate in Applied Science
David W. Querer
Bachelor of Science
Thomas C. Raders
Associate in Applied Science
Bryon J. Ramseyer
Bachelor of Science
John J. Rawlins
Associate in Applied Science

James L. Ressler
Bachelor of Science
Steven L. Rost
Bachelor of Science
Richard O. Sales
Bachelor of Science
John W. Sanders
Bachelor of Science
Vincent Sanzo
Associate in Applied Science
Arthur L. Schwartz
Bachelor of Science

Ray Searles
Bachelor of Science
John M. Smart
Bachelor of Science
Thomas A. Steward
Associate in Applied Science
Russell E. Stratton
Bachelor of Science
David A. Strickler
Bachelor of Science
John F. Superty III
Bachelor of Science

Kunio Suzuki
Bachelor of Science
Ronald C. Swanson
Bachelor of Science
George E. Swengros
Associate in Applied Science
Douglas J. Thomas
Bachelor of Science
Louis W. Tomafsky
Associate in Applied Science
Jeffrey L. Wagaman
Associate in Applied Science

James A. Weeks
Bachelor of Science
Ward H. Wentzel
Associate in Applied Science
Terry Marshall Wheplton
Bachelor of Science
Thomas E. Winter
Associate in Applied Science
Robert J. Wislosky
Bachelor of Science
Steven Zenker
Bachelor of Science

Printing Technology

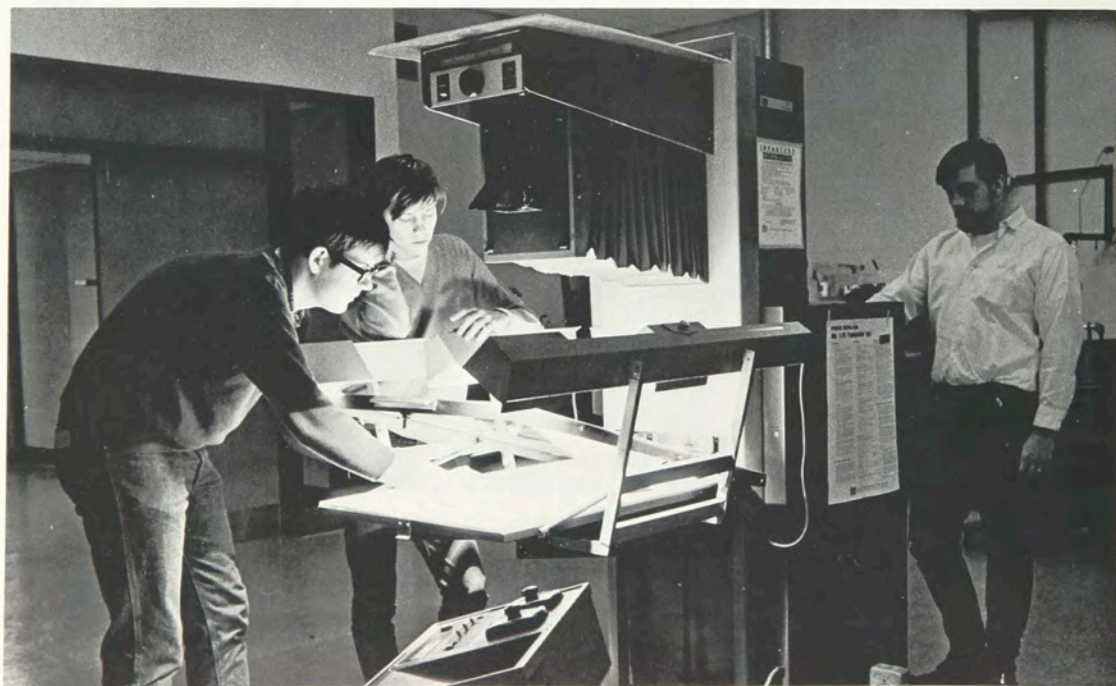
The technical major in the School of Printing is designed for those students who indicate an aptitude and desire toward the mechanical and scientific applications of the Graphic Arts field. Courses in this major are directed to such possibilities of employment as industrial planning, process development, quality control, production supervision, work simplification, technical writing, and technical sales and service. Upon graduation, the Printing Technician works closely with engineering and planning personnel in the industry, toward the objective of efficiency within one of the most diversified and complex fields in the world today.



George E. Barnes
Bachelor of Science
Stephen M. Berdy
Bachelor of Science
Dennis L. Boulnois
Associate in Applied Science

Daniel Edwards
Associate in Applied Science
Larry L. Grober
Associate in Applied Science
Ronald P. Lippert
Associate in Applied Science

Birger E. Moe
Bachelor of Science
Karen L. Pfeiffer
Associate in Applied Science
Franz Sigg
Associate in Applied Science





Printing Journalism

by W. Frederick Craig

The Journalism-Printing Program at RIT prepares graduates to join staffs of enterprises such as community newspapers, small-city dailies, industrial and plant publications, public relations agencies, and similar organizations.

Since many of these operations require their personnel to have a broad understanding of production procedures and methods, an essential core of technical printing courses is included in the program.

Courses in Journalism have been selected to develop versatility in the areas of writing, editing, and planning. They combine the tested and traditional approaches to the news story, feature, and editorial with the modern dynamic forms utilized by related news media such as TV, radio, and business and industrial publications. Courses in photography, production methods, newspaper management, libel laws, and production control, add breadth and balance to the program.

As fine employment opportunities continue to expand, they provide an exciting challenge to interested and energetic students. To help meet this challenge, RIT has developed a specialized program to prepare graduates for careers in the dynamic and well-paying field which combines journalism, printing, and management.



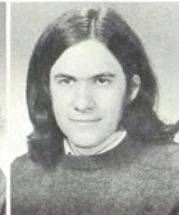
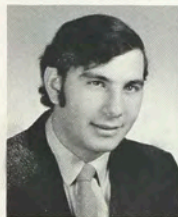
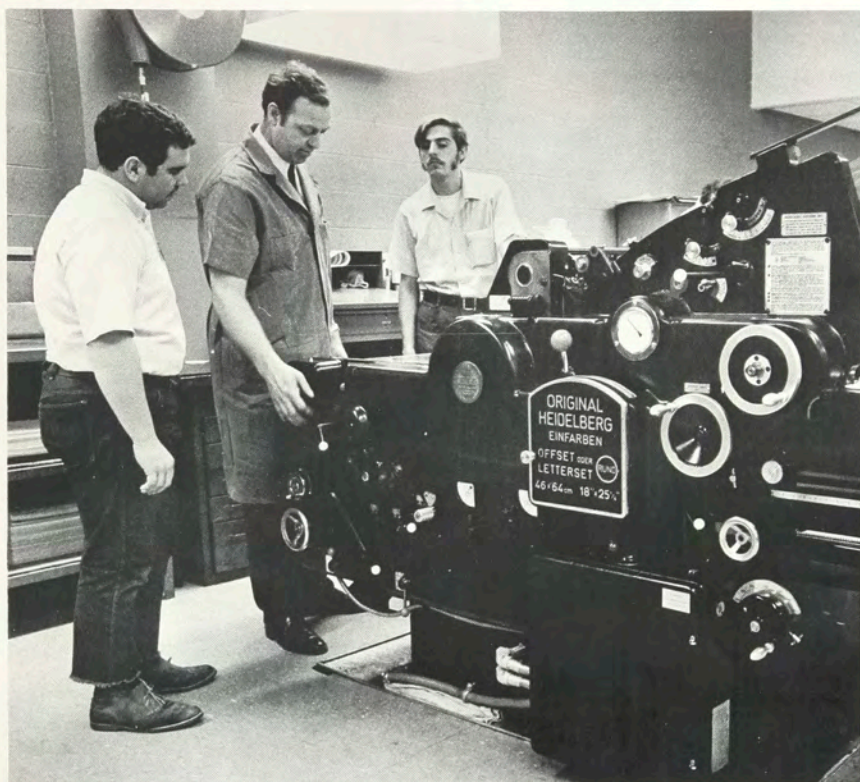
Roger W. Feldenheimer
Bachelor of Science
Patricia E. Paul
Associate in Applied Science
James E. Sutherland
Bachelor of Science

General Printing

The General major in the School of Printing is designed for those students who desire a well-rounded base in the numerous facets of the printing field. The courses give an approximate balance between technology and production on one hand and management on the other. Many employers seek graduates of this major to fill positions of promotional development. Industry sometimes prefers men with this broad type of background because of their flexibility in adapting to a wide range of positions and responsibilities.

Upon receiving the Bachelor of Science degree, graduates work in such areas as; general administration, production management, quality control, sales management, estimating, cost and financial control, plant development, technical writing, and layout and design.





Tony R. Ajemian
Associate in Applied Science
Mark Altbier
Bachelor of Science

Peter A. Aschoff
Bachelor of Science
Richard Baxter
Bachelor of Science

Danny L. Beckman
Bachelor of Science
Ronald C. Behl
Associate in Applied Science

Stewart L. Berman
Bachelor of Science
Barry H. Bleier
Associate in Applied Science

Robert A. Bodo
Bachelor of Science
Scott Borski
Associate in Applied Science

Leslie Bruce
Bachelor of Science
Richard F. Budden
Bachelor of Science
Peter K. Champagne
Bachelor of Science

General Printing



Anthony J. Colozzo
Bachelor of Science
Raymond P. Connolly
Associate in Applied Science
John D. Craft
Bachelor of Science
Clifford K. Cyphers
Bachelor of Science
Terry G. Deboer
Associate in Applied Science
Thomas M. Donnelly
Associate in Applied Science

Peter E. Dreyfuss
Associate in Applied Science
Robert C. Engbertson
Associate in Applied Science
Tom M. Federlin
Associate in Applied Science
Morgan K. Fenley
Associate in Applied Science
Edward J. Grabowski
Associate in Applied Science
John C. Grandits
Associate in Applied Science

Cameron J. Hall
Associate in Applied Science
Joseph W. Howes
Associate in Applied Science
William A. Henry
Associate in Applied Science
Kris A. Kimball
Associate in Applied Science
A. Peter Landolfo
Bachelor of Science
Michael W. Lavine
Bachelor of Science

Harry K. Macey
Associate in Applied Science
George A. Manley
Bachelor of Science
Martin J. Marks
Bachelor of Science
Stuart J. Menkes
Bachelor of Science
William S. Mulley
Bachelor of Science
David A. Nicholson
Associate in Applied Science

Lawrence D. Nuesch
Associate in Applied Science
Carl M. Palmer
Bachelor of Science
Paul A. Planet
Associate in Applied Science
Larry R. Pocobello
Bachelor of Science
Leslie R. Prine
Bachelor of Science
Gary J. Privitera
Associate in Applied Science

Richard A. Raveson
Bachelor of Science
Scott D. Rimmer
Associate in Applied Science
Douglas S. Robinson
Bachelor of Science
Bradford C. Smith
Associate in Applied Science
Robert Steven Suskin
Associate in Applied Science
John Wilson
Bachelor of Science

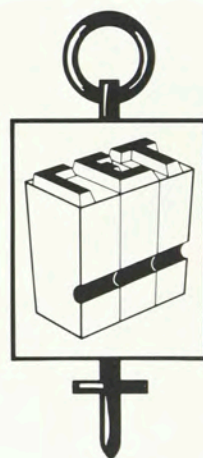
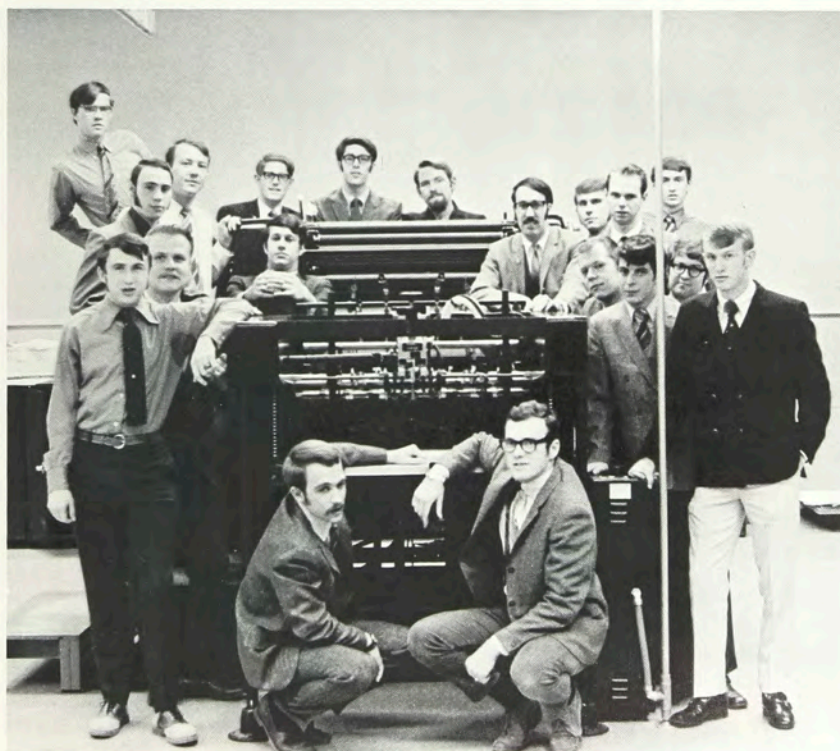


Gamma Epsilon Tau

Gamma Epsilon Tau, the international collegiate fraternity for those pursuing the course of study in any field of the graphic arts, is an honorary fraternity. The Zeta chapter of RIT has recently become the international headquarters for GET. With the facilities and research projects boasted by the School of Printing, the new RIT headquarters promises to be well-situated. GET, active in promoting the importance of professional technical education, helps the student prepare for a career in the graphic arts.

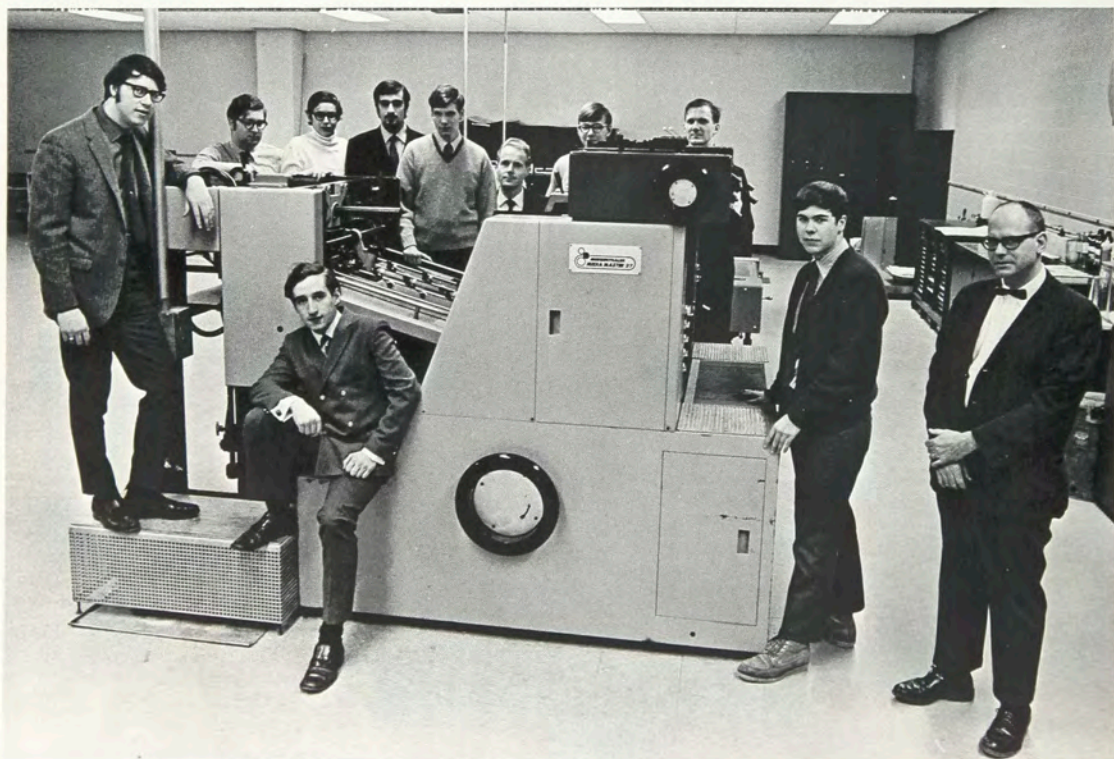
Qualifications for membership into the brotherhood are fairly stringent — the student must carry a 3.0 average, and be enrolled as a full-time student in the School of Printing for at least three quarters.

This year, Gamma Epsilon Tau initiated an international planning convention in the graphic arts. GET also sponsored the annual Printing Week Banquet in the spring.



Graphix

Graphix is a new name on campus. The organization used to be known as the Pi Club for several years; this autumn the Club reorganized itself and changed the name so as to reflect the organization's connection with the printing industry and the field of graphic arts as a whole. The primary goal of the organization is to promote interest in the graphic arts as an area of work, to explore the latest changes and innovations as they occur, and to work toward furthering education in printing. Graphix holds regular meetings, usually twice monthly, at which guest speakers or movies are featured. The organization is also responsible for arranging a comprehensive series of tours through local printing establishments. This year Graphix held numerous tours and excursions, including trips to Case-Hoyt, F. M. Burt, Burroughs Corporation, and the Hammermill Paper Company plants. At year's end, Graphix scheduled its annual picnic as the final meeting for spring quarter.





Aviation

The Aviation Club promotes and advances the interest in flying at RIT. Their basic goals in this matter are to encourage flying, to make it less expensive to the student, and to hold activities for the membership.

During each fall quarter, a "fly-in" is held at an assigned airport and the members fly — and drive — there to enjoy both airplane rides and a picnic.

Next year, the organization plans to have a sky rally. Each pilot and his navigator will fly from an airport approximately 120 miles from Rochester; the object being to use their skill to estimate their exact time of arrival and the amount of fuel used. The team which estimates all of this closest wins the "Sky Pilot Trophy."



Tech Tourney

The annual Tech Tourney is usually outstanding; this year's five-winter sports teams set the pace for the events.

The first event began on the RIT mats—Notre Dame competing against the Tigers, Case Tech, and Rensselaer Polytechnic Institute, in all weight categories.

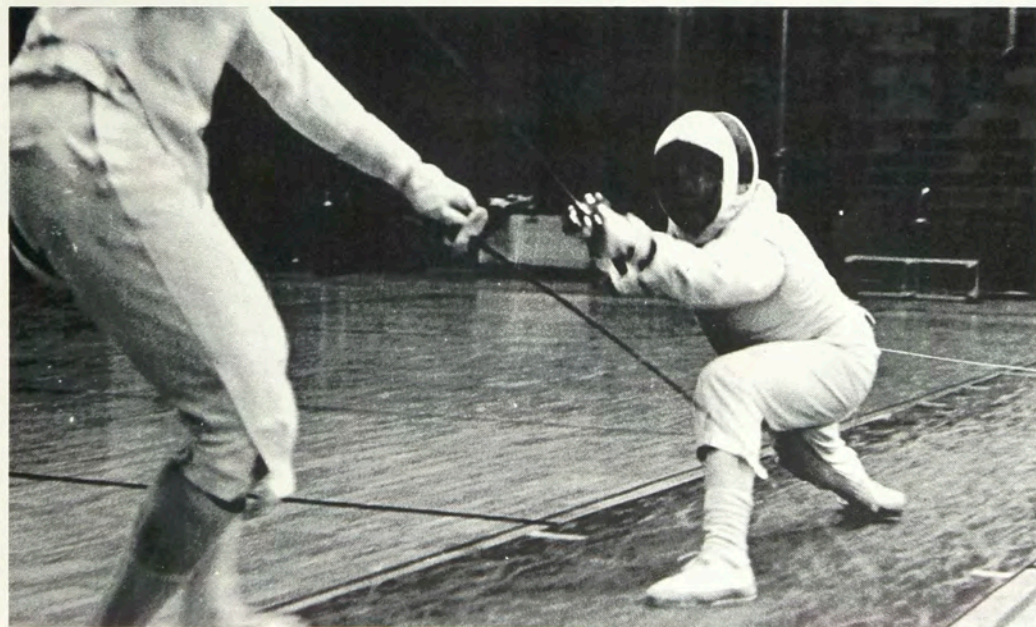
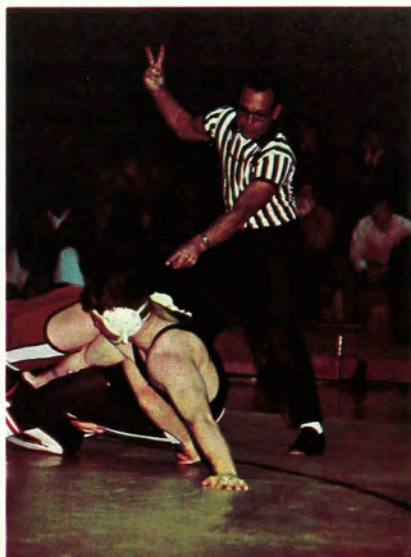
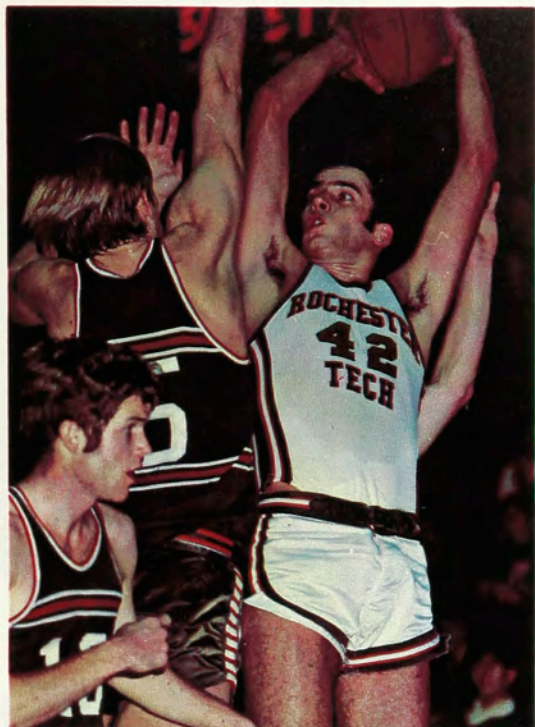
The basketball double-header opened with Indiana Institute of Technology meeting Rensselaer, to be followed by last season's basketball champs—the Tigers—against Case Tech. With the gym filled to capacity, the RIT men played a close 0-3 game before student and tourney fans.

Fencing matches got off to a good start that Saturday, with the University of Rochester securing a number of points over the less-professional RIT fencers, who showed that the relatively new sport has yet further to progress.

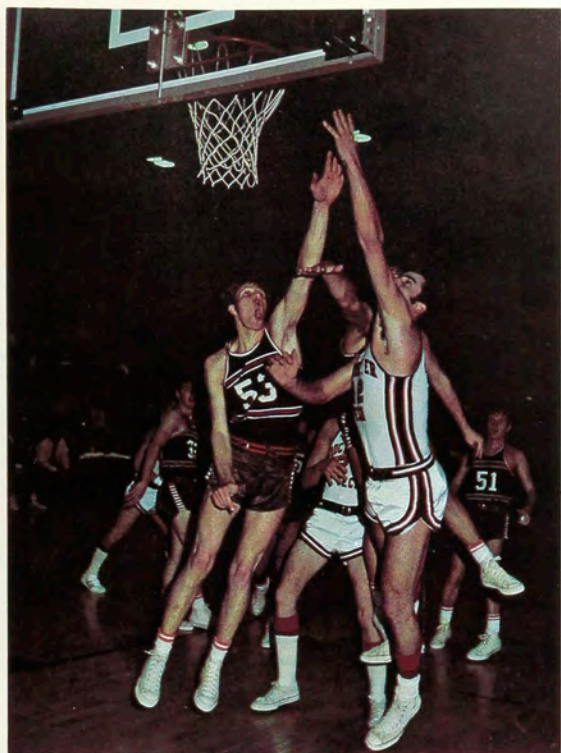
Coach John Buckholtz and Captain Mike Cahill primed the Tiger swim team for weeks to prepare them for the strong University of Rochester's swimmers in the Edith Woodward Memorial Pool on Saturday, December 6. This year the swimmers did a commendable job, 43-70 against the old-time U of R champs.

Sunday concluded the tourney with Coach Sullivan's Hockey team scoring a 3-2 victory against St. John Fisher—amidst the screams of icer fans gathered in the arena.









REPORTER

You know those nights when you stay up all night studying — you know, when a steady, creeping feeling of fatigue slowly crawls into your system, building from the bottom of your guts and up into the back part of your forehead . . .

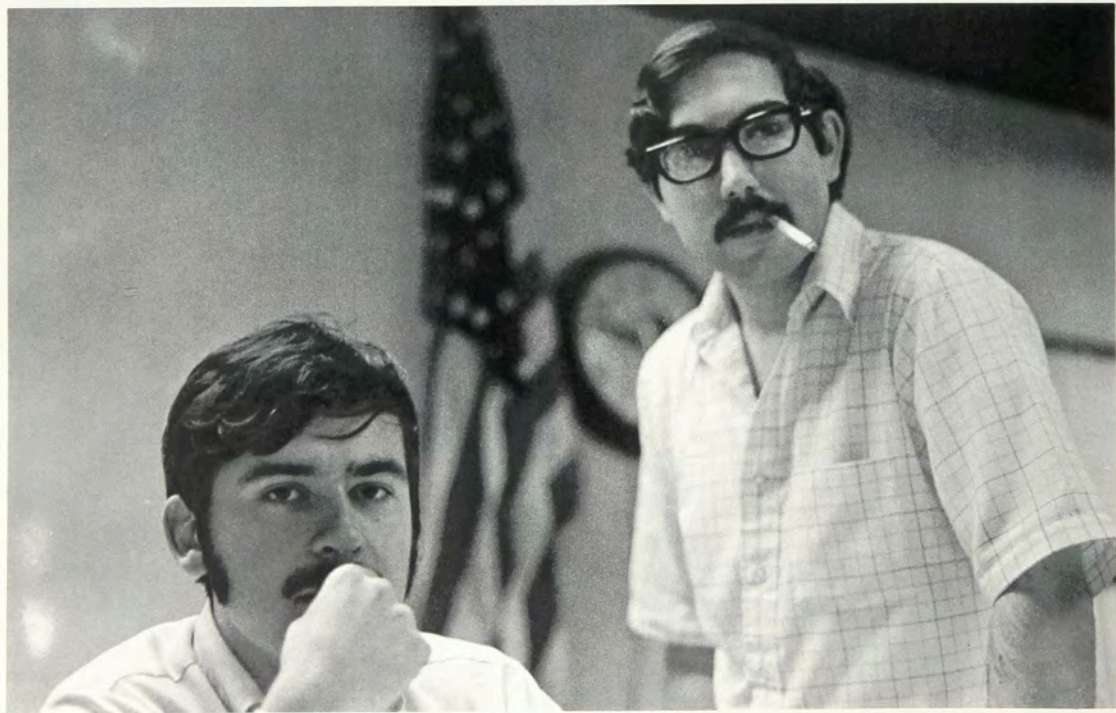
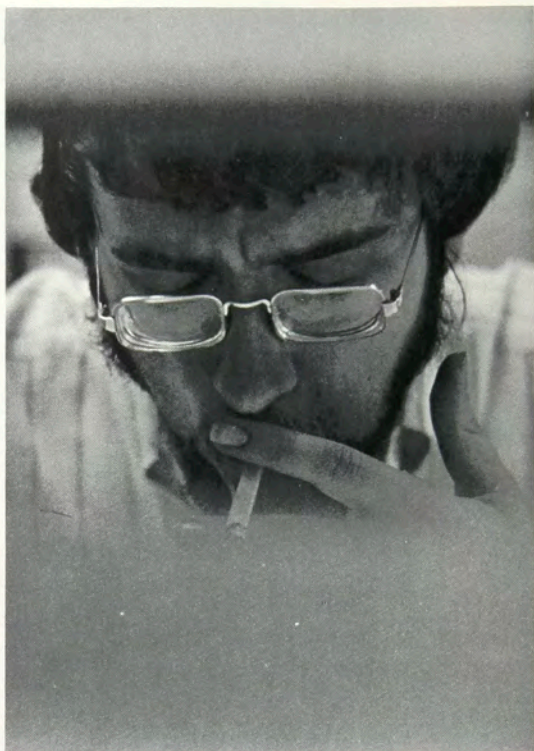
And once in a while when you glance at your desk, all you see is smoke, and all you smell is stale air; papers are all over the place, coffee is all over the papers, and cigarette ash is all over the coffee . . .

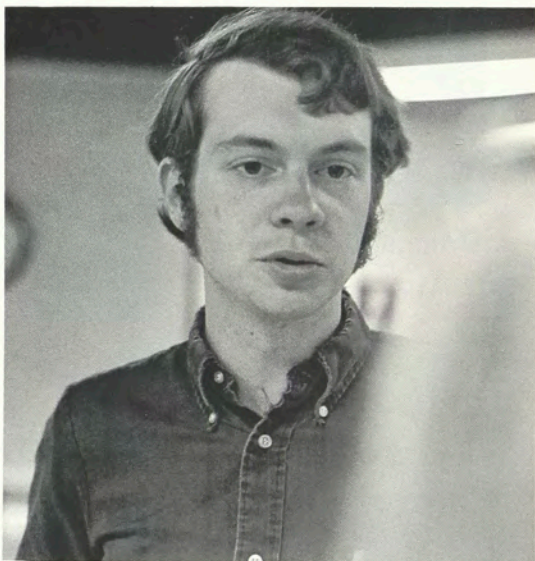
And then you glance back at your work and your eyes begin to smart and you get this weird, dry, cottony sort of taste in your mouth, and a hollow, pressing pain in your chest that those 45 Winstons you went through in the last 7 hours caused . . .

And you just can't stop, no way . . . the stuff's due that morning at eight . . .

Well how would you like to do that twice a week, every week, and love it?

Some people do. And they work on *Reporter Magazine*. But then it's not the magazine itself, it's the idea of it.





Opposite bottom: Co-Editors, Dean Dexter and Neil Shapiro — Opposite top: Carl Loomis, Business Manager — Upper left: Pat Paul, News Editor — Left: Richard Ronchi, Layout Editor — Upper right: Judy Brown, Feature Editor — Above: James Sutherland, Editor-at-Large.

Phi Kappa Tau
Sentimental Sweetheart



Margaret Mohoney



Phi Sigma Kappa



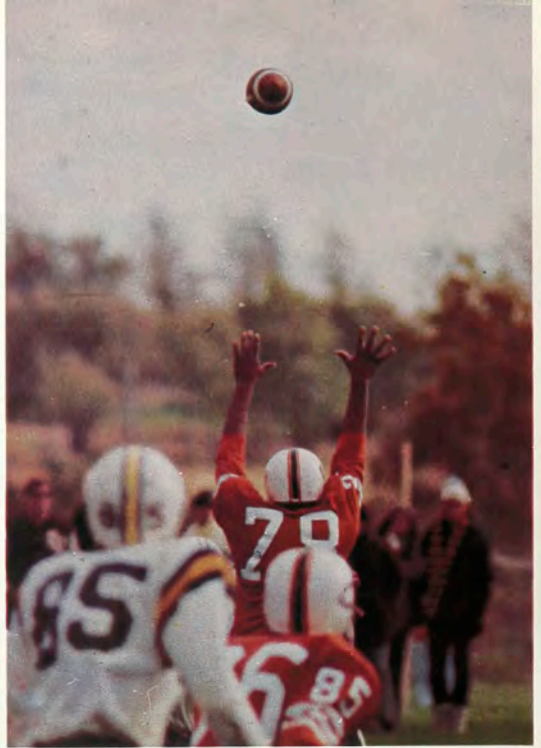
Moonlight Queen

Bonnie Baltisberger



Fall Sports

Autumn sports are never delinquent in participation and/or audience interest. The 1970 football season, a relatively quiet one this year, came up with a fine team, but a disappointing 2-4 record for the season. Having attained the true status necessary for a college football team, they are well-equipped for next season. In a season of 8 wins, 5 losses, and 3 ties, the soccer team ended its 1969 season of games in excellent standing. Steve Teremy, inside right, cracked his 1968 record of 38 goals by his three-year consecutive scoring record of 59 goals, compiled this fall. Coach James Dickey, praising the 1970 team, looks ahead to a truly fine season in 1971. New York State Cross Country Champions for the second consecutive year, the RIT Cross Country team chalked-up the most wins in one single season; adding to Coach Pete Todd's five-year winning record. New individual records were set by Dave Kosowski—the RIT course record, and the most wins and least losses in a season. The team gave Roberts Wesleyan their first loss at home in 7 years; at the same time, their first loss at Homecoming in 15 years.

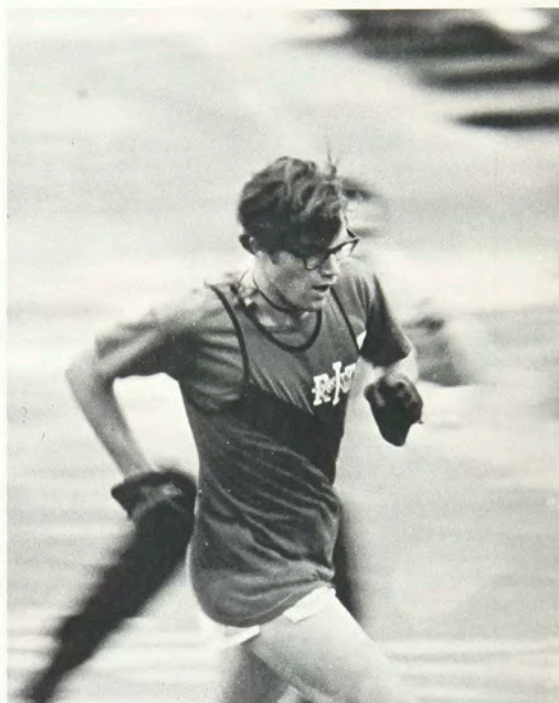




Cross Country

(Won 4, Lost 18)

RIT	OPPN.
21	Clarkson 34
20	Hartwick 39
29	Niagara U. 28
23	Ithaca 32
24	Oneonta 32
18	St. John Fisher 41
16	St. John Fisher 45
33	Brockport 25
15	Utica 49
26	Roberts Wesleyan . . . 31
17	Oswego 38
21	LeMoyne 34
24	U. of Buffalo 31
29	U. of Rochester 28
17	St. Bonaventure 43
15	St. Bonaventure 43
17	Canisius 41
17	Niagara C.C. 41
22	Potsdam 36
21	Hobart 35
15	Houghton 44
28	Cortland 27





Football

(Won 2, Lost 4)

<i>RIT</i>		<i>OPP.</i>
0	Utica College	20
20	Plattsburgh State	13
0	Niagara	8
66	New York Tech.	0
12	St. Bonaventure	13
0	Case Tech.	23





Soccer

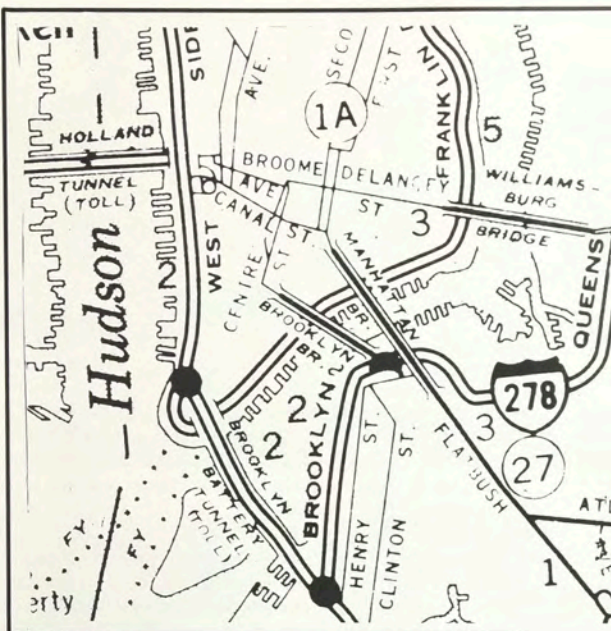
(Won 8, Lost 5, Tied 3)

RIT	OPPONENT
0	Geneseo State 3
3	Harpur 1
1	LeMoyne 0
3	Oswego 3
6	Utica 1
0	Hartwick 3
2	Roberts Wesleyan . . . 7
1	Albany State 0
5	Houghton 0
1	Niagara 2
8	Alfred 0
5	St. Bonaventure 1
2	Potsdam 2
4	Ithaca 2
2	St. John Fisher 2
1	Buffalo State 3



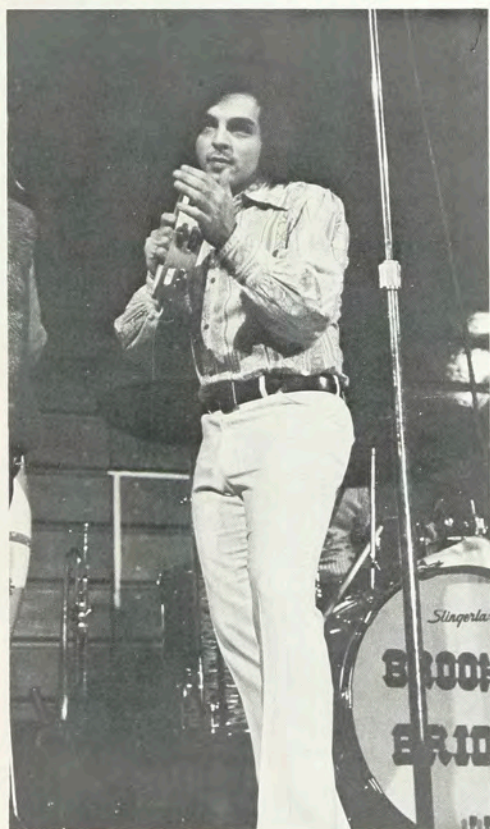






the brooklyn bridge

sat. nov. 15
rit gym 8 p.m.
college union
presentation





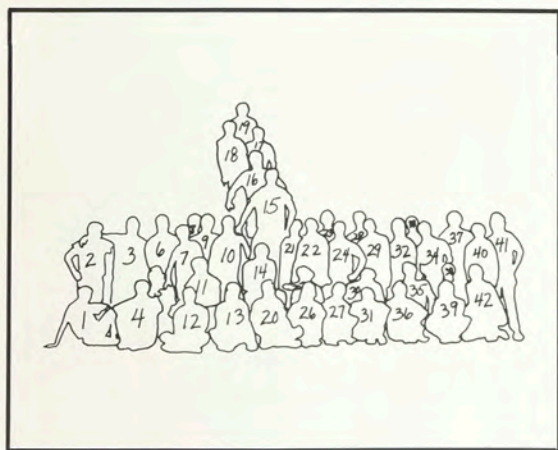
Sigma Pi

Sigma Pi's social functions are an important part of the fraternity's organizational creed. In an attempt to create an equanimity of social and academic events, Sigma Pi has dedicated itself to the furtherance of growth both nationally and locally.

Active in most of RIT's sports programs and intramural games, the members are also avid spectators and enjoy the competitive atmosphere. Last year, Sigma Pi took first place in basketball and bowling IFC competition.

The social ideals of Sigma Pi require the members to participate each year in the Spring Weekend, the Fall weekend festivities for incoming freshmen, and sponsor a fall serenade. The brotherhood has always adhered to the principle of encouraging character and personality; adding to its membership — and participating in all campus activities to strive to enforce the balance of social and academic life.

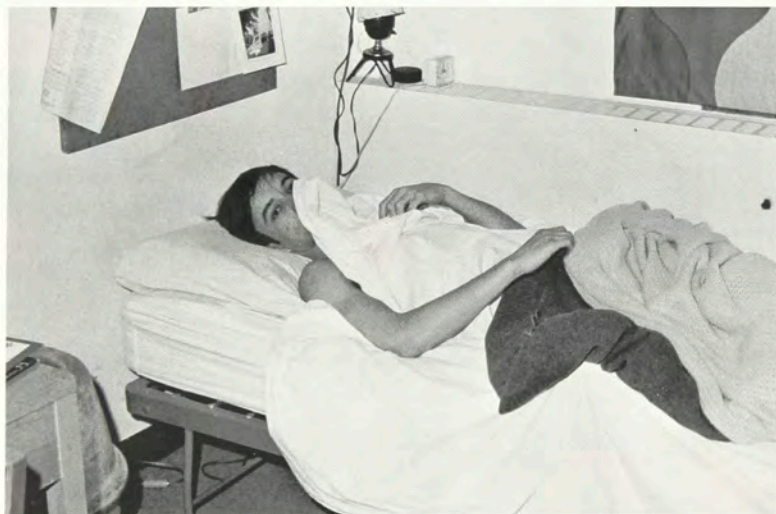
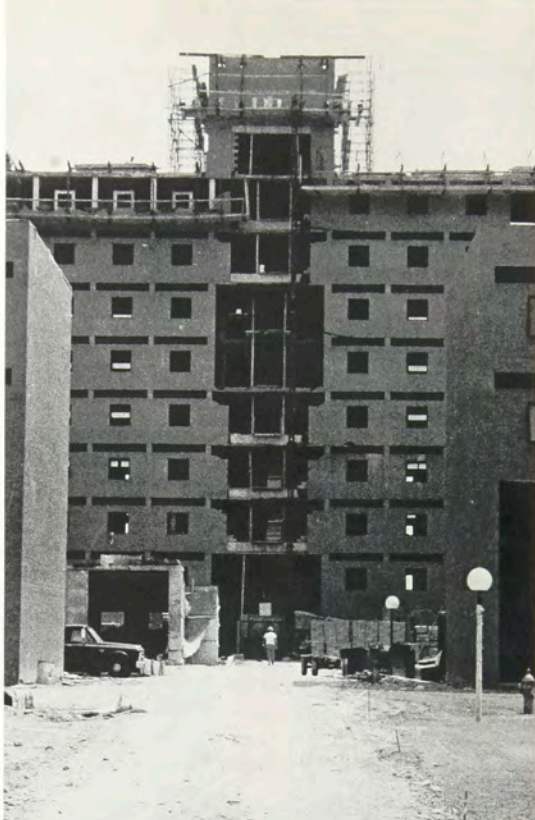


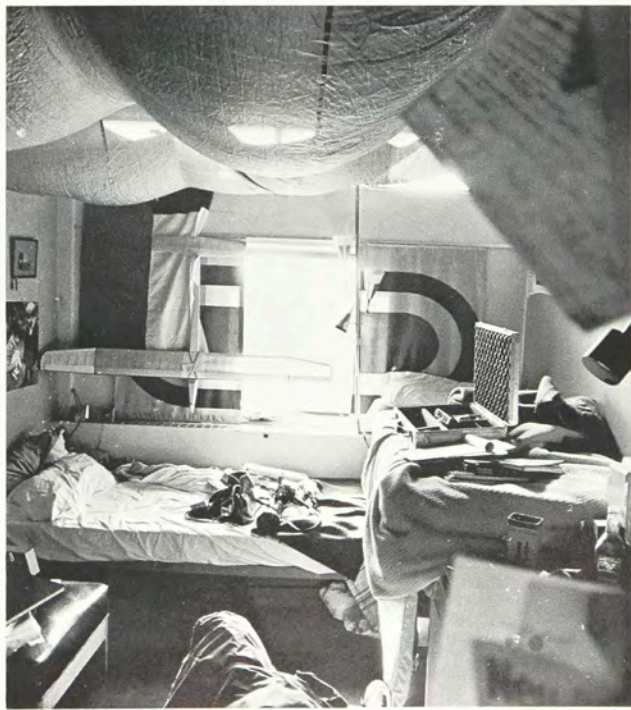
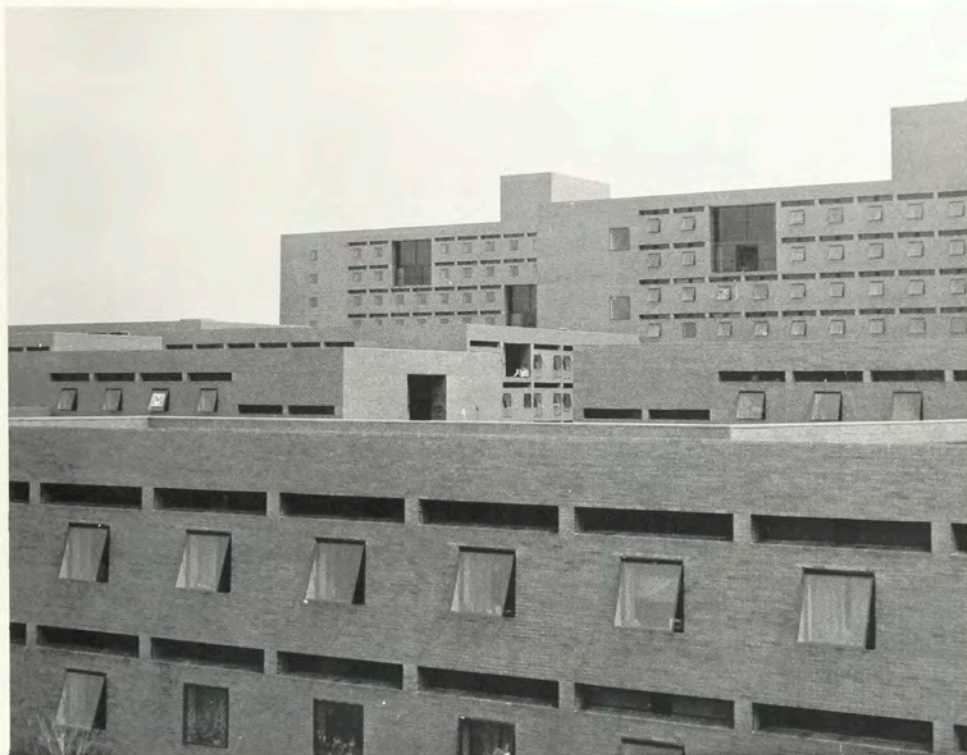


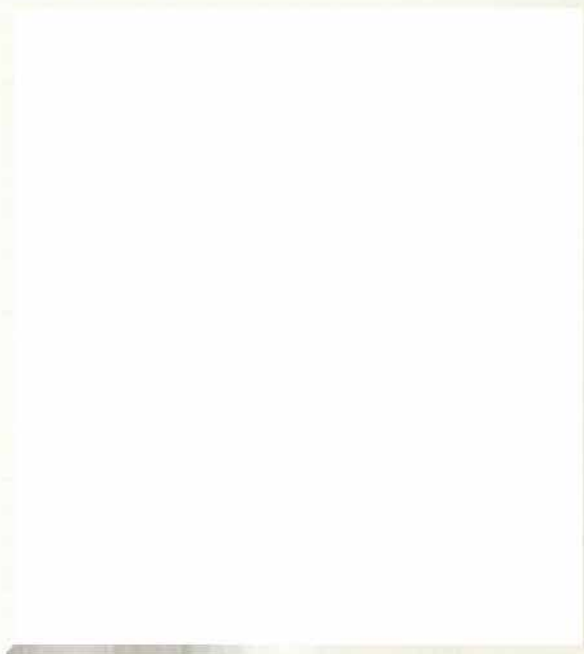
- | | | |
|----------------------|----------------------|-----------------|
| 1. Jerry Angelicho | 26. Larry Fuller | Tony DeFranco |
| 2. Tony Ajemian | 25. Tom Vitale | Vance Fox |
| 3. Bill Fliegel | 28. Steve Flak | Lynn Fuller |
| 4. John Kowalczyk | 29. Gene Zoul | Bob Gunther |
| 5. Sam Montesano | 30. Joe Spahn | Mike Haggerty |
| 6. Dennis Fierle | 31. Keith Zimmer | Bill Hard |
| 7. John Rastetter | 32. Paul Jakins | Dean Harvey |
| 8. Bill Connell | 33. Dave Stoll | Ron Higgins |
| 9. Jim McFarland | 34. Jim Hynds | Dick Laetch |
| 10. Paul Kinsley | 35. Dave Moore | Richie McElwain |
| 11. Jack Kauffman | 36. Gene Laska | Kevin Nolan |
| 12. Carmen Pagano | 37. Joe Costello | Larry Neusch |
| 13. Al Loyer | 38. Gary Noteware | Ken Ogle |
| 14. Alan Hunter | 39. Nich Vitagliano | Bruce Park |
| 15. Steve Early | 40. John A. Galto II | Tom Pfaffenbach |
| 16. Charley Isenhour | 41. Bob McLellan | Jim Ressler |
| 17. Larry Farovitch | 42. Greg Shields | Al Ritsko |
| 18. Jim Buckley | 43. Sundance Kid | Ed Rogers |
| 19. Mike Battaglini | Steve Basset | John Sawicki |
| 20. Bruce Kwass | Ron Benson | Jay Shuman |
| 21. James Brown | Jerry Cambell | John Tuxill |
| 22. Don Baron | Vince Carcia | Jim Vandecar |
| 23. Geoff Wildridge | Jim Clark | Buddy Tonafsky |
| 24. Bill Comins | Bob Coleman | Doug Carlton |
| 25. Dennis Walsh | Joe Cummings | |

Coping With A Cubicle

Living in the residence halls is frequently a complicated procedure. In a word, it demands coping. Coping with assorted insanities and inanities no civilized being would tolerate in his own home, but which become bearable — and even, in some cases attractive — when practiced in the midst of the hundreds of students inhabiting the residential complexes. It means, often for the first time, coping with the late hours, the tiny cubicles they laughingly call “rooms,” the food, the drinking and the parties. And the mess: is there a dorm room anywhere in the dorms that is neat, clean and lovely? One suspects not. It seems to be part of the coping process, or more often it is a reaction against the sterility of the masses of bricks, the sheer expanses of walls, the endless corridors. The pressure of study, of staying awake over deadly dull texts before exams takes its own toll in the dorms, where one is found barricaded at times with books and coffee in a secluded corner. Between study and sleep and eating, life in the dorms become less frantic and the instinct for play seems to blossom in the company of one's peers. Whether it is inside just fooling around at an impromptu party, or throwing snowballs out in the quad, those times are often the best of the days and weeks and months spent in the residence halls.





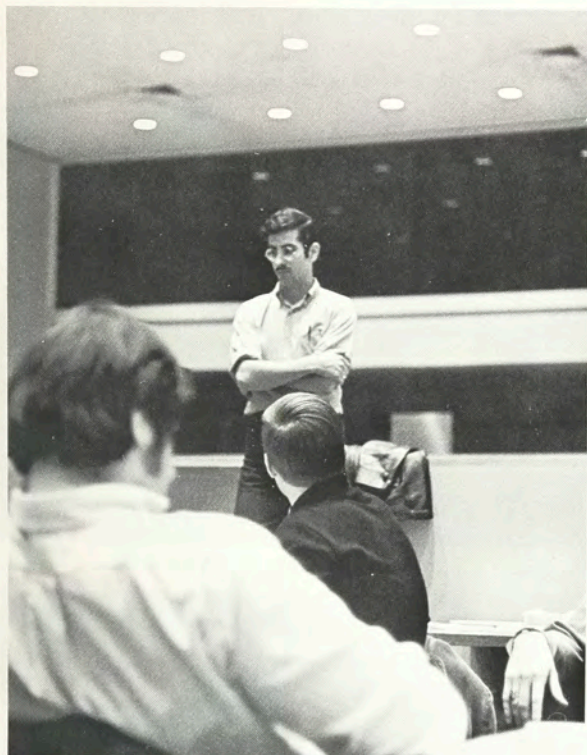




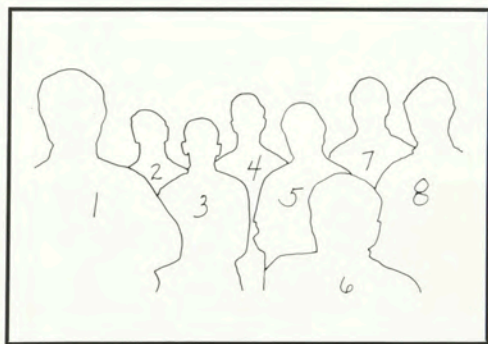
CENTRA

CENTRA is the student agency which has the responsibility of providing services and a measure of representative government to the men's residence halls on campus. At present, CENTRA counts some one thousand and four hundred men who reside in the dormitory complex as members of the organization. For such a large and influential campus group, CENTRA is relatively a newcomer to the Institute; it was established by a number of concerned students in late April of 1968, and operated in a semi-official status for about another year, until its constitution was approved by the Student Assembly this spring. With this move toward formal student recognition, CENTRA shortly became affiliated with the Student Association of RIT. CENTRA, as its name suggests, governs the Institute's housing complex by serving as a central meeting place for the fifteen representatives from the various houses and dormitory blocks. Three representatives from each section, a total of twelve, plus a Treasurer, a Vice President, and a President comprise the central governing body. CENTRA is the highest of the residence-halls governing bodies; below it, the several residence councils and executive boards that locally represent students in those particular blocks or houses report their problems and suggestions to CENTRA.





1. Bruce Manthey
Vice President
2. Gary Iacovazzi
Secretary
3. Rich Freedman
Treasurer
4. Bill Corbin
Judicial Court Chairman
5. Steve Esser
United South President
6. Rudy Foschi
Centra President
7. Kent Kochon
United Nine President
8. Charles Braun
Stage 2 President



WRHA

The oldest student organization on campus, the Women's Residence Hall Association, continued its record of service and government this year. The Association, which originally obtained its grant of power within the Institution from the RIT Board of Trustees in September 1944, this year numbered over 450 independent women members, making it one of the largest organizations on the campus. At present, the governing body is composed of the Women's Residence Hall Association Dormitory Council — a representative group — and the Judicial Board, which is responsible for carrying through the decisions of the WRHA.

The WRHA this year held its annual "Residence Hall Weekend" for new students in conjunction with Centra, as well as the "Welcome Week" orientation program and a series of lecturers who spoke on topics relevant to the situation of the freshman woman student. It also set up an Honor Dorm for 26 women, changed the old curfew regulations, and worked with Centra on several projects designed to link the two organizations in both social and governmental areas of common interest to increase the privileges for all the residents at RIT.





OPPOSITE TOP, Marilyn Tucci: *Pres.*, Kathleen McGarry: *V.P.*; *TOP*, Judicial Board; *LEFT*, Dorm Council; *ABOVE*, Executive Board.





Moody Blues

The Moody Blues at RIT was an event to recall and relive. Once the six-man group's music was available in a limited capacity — appreciated by a small group of sole-selling agents — and considered catalytic to the extent of surrealism. The Moody Blues, in numbers from both their albums, "On the Threshold of a Dream", and "In Search of the Lost Chord," gave the impression of the "unreal" in concert at RIT; but a feel for their style was developed, leaving the audience free to interpret in any manner.

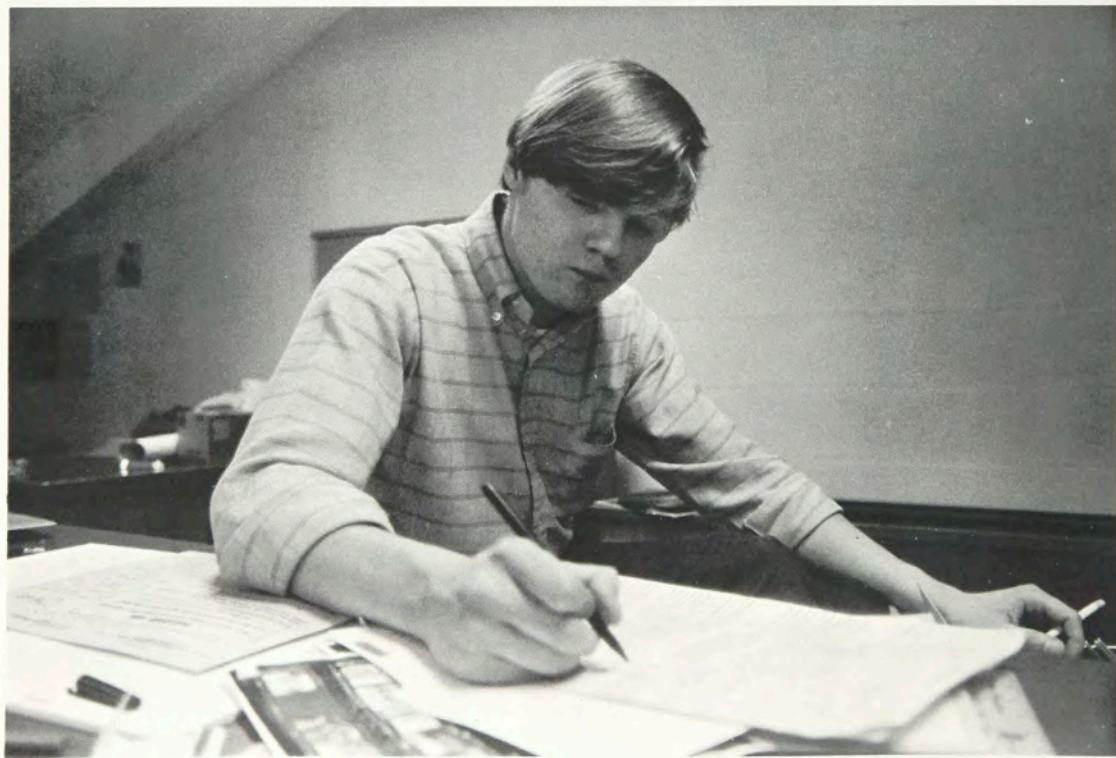
Many cynics at first disliked them for their musical excursions, which often portend total disbelief. But the group took nothing for granted — they defined their sounds as expeditionary — at least they were candid. The Moody Blues are not moody, nor are they blue. They are a group of excellent writers and musicians. Said David Lymonds of the group, "... Moody Blues L.P.'s should be supplied free, like school milk and drainage services — not that there's any connection between the two."

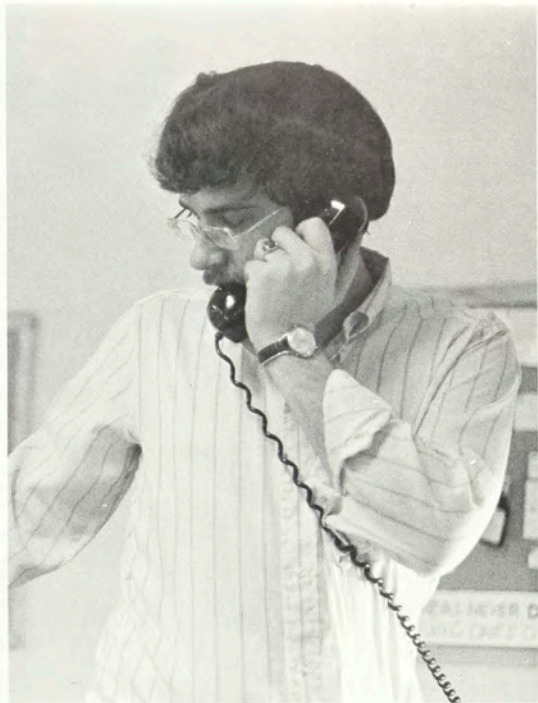
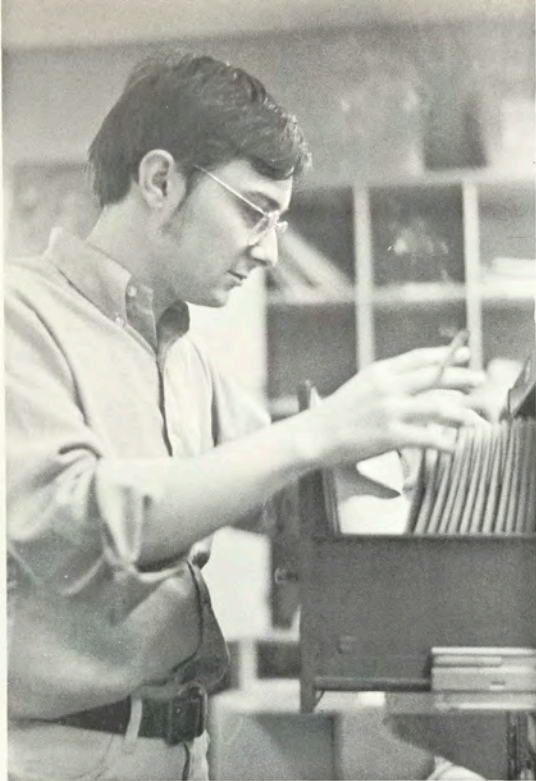


TECHMILA

Thomas Edison once told Henry Ford, "I never did anything worth doing by accident, nor did any of my inventions come by accident, they came by work." To try compressing a year in the life of an establishment as large and diversified as RIT into three hundred some pages can be described in one word, 'work.' It is a task that has driven lesser men to drink. However, the type of people who choose to spend their spare time in an office in the basement of the College Union, are those whose livers are already beyond repair.

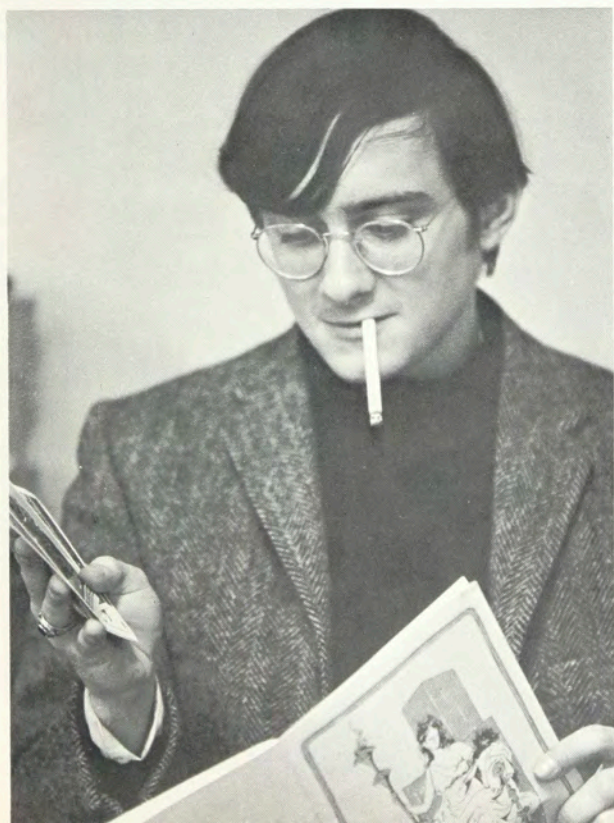
As with the 1969 edition, this year's TECHMILA is truly a *year* book. Beginning its coverage with freshman orientation and continuing on through convocation. But when you attempt to record an entire year in book form, the scales must balance, and a year's effort must go into production. This then, is the essence of TECHMILA — A group of students devoting a year of their college experience to the assimilation, coordination, and production of the chronicle of events, large or small, good or bad, that define a year at RIT.



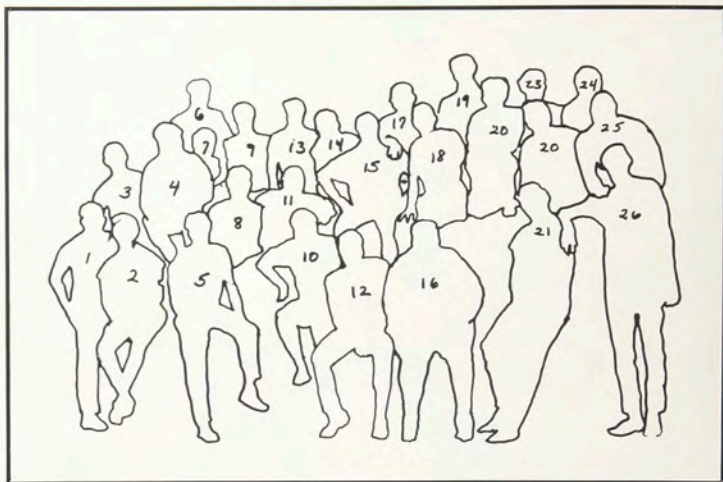
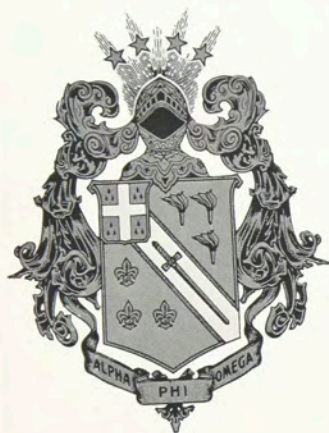


Opposite top: TECHMILA Executive Board — Opposite bottom: Gregory Lewis, Editor-in-Chief — Left: Steve Neumann, Photo Editor — Upper Left: John Galto, Managing Editor — Above: Carl Loomis, Senior Section Editor.





- | | | |
|-------------------|--------------------|---------------------|
| 1. Bob Harrison | 11. Les Delorimier | 23. Mike O'Hara |
| 2. Richard Begbie | 12. Mac Palmer | 24. Mike Smith |
| 3. Bob Larson | 13. Gary Dutcher | 25. Joe Roth |
| 4. Dan Edwards | 14. Tom Camiolo | 26. Larry Pocobello |
| 5. Scott Sims | 15. Jim Tetor | John Bechtel |
| 6. Dave Gresio | 16. Mark Waldman | Brian Charbonneau |
| 7. Gerry Waterman | 17. A. S. Walls | Greg Reynolds |
| 8. Jake Arcanin | 18. Jeff Barlowe | Steve Schultz |
| 9. Gary Tucker | 19. Dave Turbide | Dan Sinto |
| 10. Tony Caloroso | 20. Harry Larson | 1st Vice President |
| | 21. Dick Beck | Ron Westcott |
| | 22. Paul Collin | |





Alpha Phi Omega

The largest fraternity in the world, Alpha Phi Omega, is the epitome of the respected heritage of the Boy Scouts of America. Affiliated with the Scouts, and attempting to assemble college men in true fellowship reminiscent of the service provided by the Scout organization, Alpha Phi Omega contributes more than 3000 service hours per year.

Alpha Phi Omega, whose foundation is service, has no conflicts with the social or honorary fraternal brotherhoods. The Zeta chapter at RIT runs the gamut of service activities from assisting inner city children in the series "Each one Teach one", to sponsoring the annual campus-wide Easter Egg Hunt with special prizes and surprises.

Founded in 1925 at Lafayette College, the national group breaks up into more than 400 chapters, and all are devoted to the development of leadership, the promotion of friendship, and service to humanity.



Newman Apostolate

Some 1200 students form the Catholic community at the Institute. Serving this large and diverse group is the prime responsibility of the Newman Apostolate of RIT.

While the Apostolate has always provided the Campus Parish with the liturgy and sacraments, it has been gradually expanding its activities during the past years. One of the most important aspects has been its continuing cooperation with the Student Christian Movement on a number of projects. The popular Sunday-night "Boswell" coffeehouse is the most conspicuous example of this joint work.

With the coffeehouse, the Apostolate also conducted a pre-cana marriage seminar for its members, a Thanksgiving Assembly, and a series of guest lecturers.

The extent of commitment to their faith was symbolically demonstrated on March 10, when the Apostolate and many others from the community gathered to dedicate newly-acquired Mass equipment.





IVCF

The Inter-Varsity Christian Fellowship was organized originally to promote the spread of Christianity on college campuses in the United States, Canada, and England, and to direct their talents toward evangelism, missionary work, and personal Christian growth. The movement began at Cambridge University in 1877, emigrated to the United States and to Canada, and was here nationally incorporated in 1940. The IVCF became affiliated with, and in some cases merged with, other Christian service organizations in this country. In this phase, many of the college chapters, including the RIT chapter of the IVCF, were established. The campus chapter is a small group which has consistently been active in the religious life of the Institute, joining with the other RIT religious organizations in matters of mutual concern, but remaining a distinctly evangelical group of students at the same time. The primary role of the IVCF is to give its members a well-organized Bible studies program during the year, as well as prayer sessions, lectures from area churches, round-table discussion groups, and several seasonal religious retreats with others from local colleges. The IVCF plans three such retreats annually, autumn, winter, and spring, for meetings with members from other IVCF chapters.



Christian Science

The newly-established and organized Christian Science organization on campus is now fully three years old, and one of the most rapidly expanding religious groups at the Institute. They reported that, by the end of the second year after their establishment in May 1967, the Christian Science membership had increased three hundred and fifty percent. To achieve its aim of bringing an "awareness and an understanding of Christian Science on campus," the organization conducts meetings in the Student Union every week of the year, including summer quarter. The group also invited several lecturers from the Christian Science Board of Lectureship.

Besides these local events, they attend a week-long seminar with representatives from Christian Science churches throughout the world every two years. These meetings, held at the birthplace of Christian Science in Boston, are called the Biennial, and they are usually attended by upwards of six thousand college age representatives. As a campus chapter, the Christian Science organization is affiliated with the RIT Student Association, and the First Church of Christ Scientists in Boston.





SCM

The Protestant students on campus are served by the Student Christian Movement of RIT. SCM is largely responsible for arranging for Sunday morning Protestant services, and most other aspects of Protestant religious life on the campus. Those included spring and winter conferences, and the SCM also planned a series of retreats with other college students during the course of the school year. Some of the members attend the annual state Protestant University Christian Student conference, as well as working with area churches and college SCM groups. Another area that SCM involves itself in is the popular "Boswell" coffee house held Sunday evenings during the year. The coffee house, which began in the old Central Presbyterian Church on the Main Street campus, moved into the new Student Union last year, adding a film series along with the usual folk guitar music that originally made it the meeting place for many students this year.



New York Rock & Roll Ensemble

When the New York Rock and Roll Ensemble came to RIT, they called the Institute "the strangest place they have ever played at." Another few hours at RIT and the group was totally convinced. The traditional view of NYR&R is one of transcendence; the group has historically exceeded the limits of any category in contemporary music. Before a large group in the Grace Watson Dining Hall, the five musicians, supporting a single guitar, several oboes and cellos, provided what New York reviewers have called, "the twentieth century equivalent of a baroque quintet." The NYR&R are the epitome of the beautiful people of music from the classical sounds of Bach und Beethoven to hard acid rock.

The group aroused the response of the students with the numbers, "Faithful Friends," and "Winter's Child." Their blend of rock and "Bach," an unusual synthesis in itself, proved not only enlightening, but outstanding. Their concert showed the group suffering from what they termed as "stage and age", perhaps because the facilities for the concert were less than excellent.





PANHEL

*L to R: JoAnn Crawford, Sue Keane,
Elaine Maloney, Penny Krzys*



IFC



L to R: Richard Whalen, Stuart Menkes, Brian Matthews, John Becker, Paul Michalenko, Mark Minson.

COLLEGE OF FINE & APPLIED ARTS





The four story James E. Booth Memorial Building, sharing a complex with the College of Graphic Arts and Photography, is the second largest academic building in New York State. Noted not only for its impressive size, the Booth Building is appreciated for its interior contents as well. Within the walls of the structure, entered by the Bevier Gallery—lighted by spectacular tubular skydomes—studios and laboratories abound. Here, in the College of Fine and Applied Arts, can be found the true craftsman at work, alongside the technical designer, the artist and the sculpturer. All students enrolled in courses are seeking a background in diversified areas ranging from advertising design to woodworking or ceramics.

The School of Art and Design is arranged to prepare students for a wide variety of industrial positions in the art businesses and/or communities. Emphasis during the first two years is concentrated upon the language of visual communication, in which students are trained to interpret and comprehend style and method. The last two years are student-elective for the most part. Studies are offered in all areas of the arts—from the theoretical to the scientific. Illustration Industrial Design, Advertising Design, Motion Picture and Sound, Photographic studies are but a few of the courses of training.

Those enrolled in the School for American Craftsmen, (SAC) are similarly prepared for a life of personal fulfillment and service to the design and art society by a variety of professional training techniques. Courses of study for both schools are designed to innovate a sense of professionalism into a creative working and learning atmosphere. Degrees are offered at both undergraduate levels; the Bachelor of Fine Arts at the end of four years of study; the Master of Science in Teaching following one year of post-baccalaureate study; and the Master of Fine Arts degree after two more years.

The College of Fine and Applied Arts prides itself on the quality of its programs, the freedom of creativeness generated by its faculty and students, and the ultimate success of its nearly 600 annual graduates.





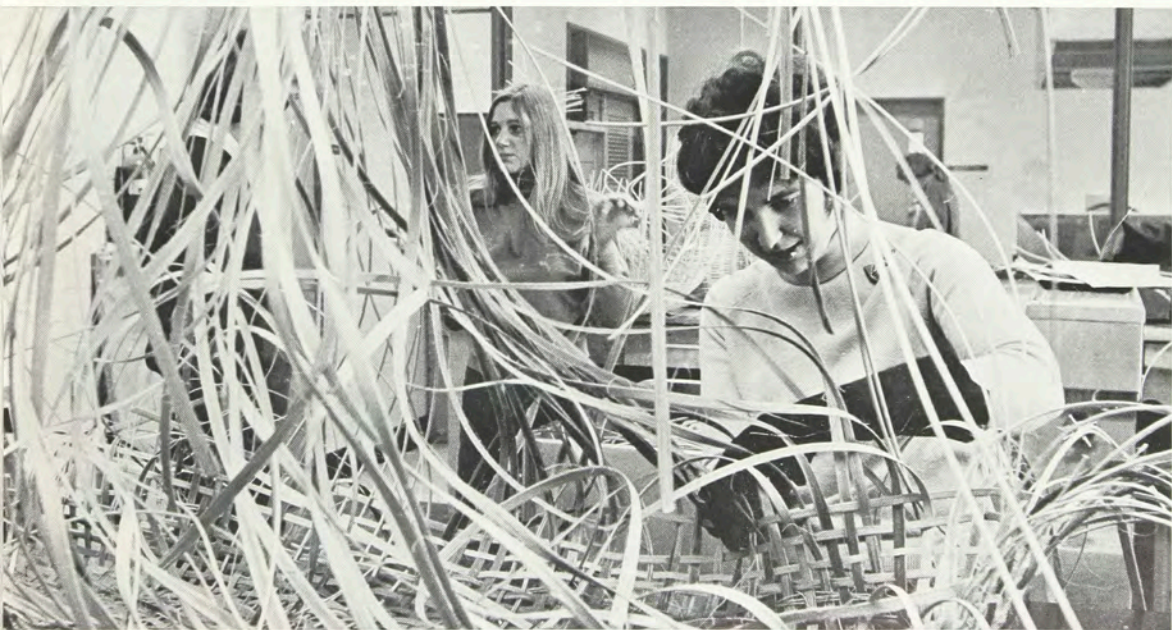
by Harold J. Brennan, Dean

The College of Fine and Applied Arts offers studies in the arts and crafts through programs in the School of Art and Design: Illustration, Industrial Design, Advertising Design, Painting, Printmaking; and the School for American Craftsmen: Ceramics, Metalcrafts and Jewelry, Weaving and Textile Design and Woodworking and Furniture Design. The studies of both Schools emphasize a professional approach designed to prepare the graduate for a life of personal fulfillment and service to society. The faculty are working professionals; their example of competence stimulates and informs the students in their charge.

Degrees are offered at both the undergraduate levels: the Bachelor of Fine Arts at the end of four years of study, the Masters of Science in Teaching after one year of post-baccalaureate study and the Master of Fine Arts degree after two years.

The college prides itself on the quality of its programs, and on the success of its graduates.

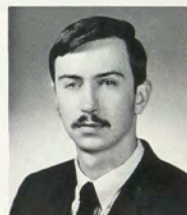




Advertising Design

by R. Roger Remington

The objective of the Advertising Design major is to develop the necessary abilities for professional planning to impart or interchange thoughts, opinions, or information by visual means. Courses are geared to build an inventive ability which can be directed in a problem solving approach to the numerous visual communication fields of our modern society—fields such as advertising design, design for print media, and design for audio visual media.



George J. Barcak, Jr.
Bachelor of Fine Arts
Peter Beesley
Bachelor of Fine Arts
Myron W. Berry
Bachelor of Fine Arts



Jeffrey L. Daly
Bachelor of Fine Arts
Oksana H. Eliazewsky
Bachelor of Fine Arts
Deborah L. Eisenheimer
Bachelor of Fine Arts

Bruce G. Elton
Bachelor of Fine Arts
Dennis W. Gural
Bachelor of Fine Arts
Robert P. Havill
Bachelor of Fine Arts

Elizabeth A. Holbrook
Bachelor of Fine Arts
Robert W. James
Bachelor of Fine Arts
John M. Kauffman
Bachelor of Fine Arts

Susan M. Kemp
Bachelor of Fine Arts
Dennis Richard Mahon
Bachelor of Fine Arts
Philip B. Murray
Bachelor of Fine Arts

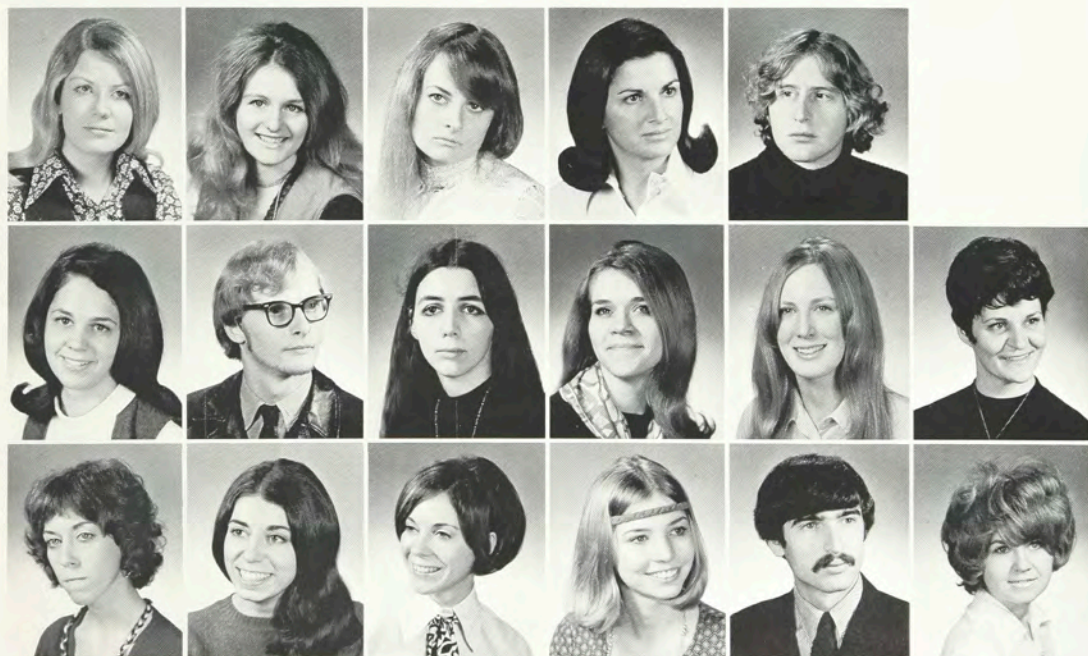
Mary Jane Richardson
Bachelor of Fine Arts
R. Wendy Shoemaker
Bachelor of Fine Arts
Elizabeth A. Stewart
Bachelor of Fine Arts

Peter C. Supinski
Bachelor of Fine Arts
Nancy A. Wiley
Bachelor of Fine Arts
J. Daniel Wintermantel
Bachelor of Fine Arts

Art Illustration

The objective of the Art Illustration major, as opposed to the Advertising or Industrial Design majors, is to give the student a deeper appreciation of the art form as a means of self expression. The first two years are spent in a general adapting to the various tools of the artist. This is followed by a period of two years spent in a combination classroom-professional atmosphere, where the artist learns to use his medium as an expression form while developing his personal attitude towards the medium.





Susan J. Ainsworth
Bachelor of Fine Arts
Johanna M. Bohoy
Bachelor of Fine Arts
Mona A. Callan
Bachelor of Fine Arts

Suzanne J. Crocker
Bachelor of Fine Arts
Brian E. Crothers
Bachelor of Fine Arts
Yvonne J. Cupolo
Bachelor of Fine Arts

Diana J. Evert
Bachelor of Fine Arts
Danica Glamack
Bachelor of Fine Arts
Kathleen R. Hendrickson
Bachelor of Fine Arts

Bernadette M. Merkel
Bachelor of Fine Arts
Robyn W. Reardon
Bachelor of Fine Arts
Sara Ella Richardson
Bachelor of Fine Arts

Albert H. Robbins
Bachelor of Fine Arts
Helen A. Sundstrom
Bachelor of Fine Arts
Christos P. Tsiatsos
Bachelor of Fine Arts

Gladys M. Walker
Bachelor of Fine Arts
Bonnie J. Zimmerman
Bachelor of Fine Arts

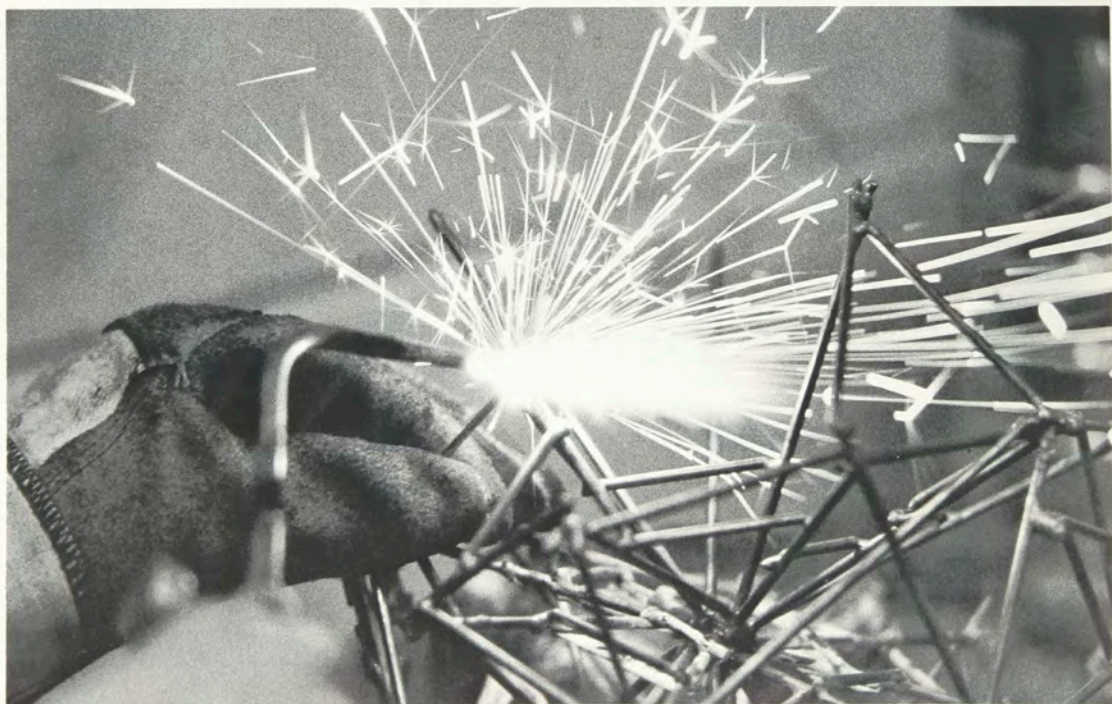
Art & Design

by Prof. Stanley H. Witmeyer

Students in the School of Art & Design spend their first two years in foundation preparation for a wide variety of positions in the art industries and social community. Emphasis is placed upon visual communication. They are primarily trained to comprehend style and method.

The remaining years are involved with studies in Photography, Typography, Television, Motion Picture, and use of the tools of design. Students learn not only; the aesthetics of drawing, the dimensions of photography, and the problems facing the industrial designer, but also the means to solve problems outside the world of his own drawing board.

Graduates are capable of effecting the changing design scene in the fact that tomorrow's graphic communicator and designer will have little reason to hide behind a screen of aesthetics. He will be a scientist of graphic expression, a visual engineer who can interpret ideas for rapid and broad dissemination for our society.





Sharon S. Alama
Associate in Applied Science
Suzanne Altholz
Associate in Applied Science
Janice A. Bastiano
Associate in Applied Science
Linda B. Breen
Associate in Applied Science

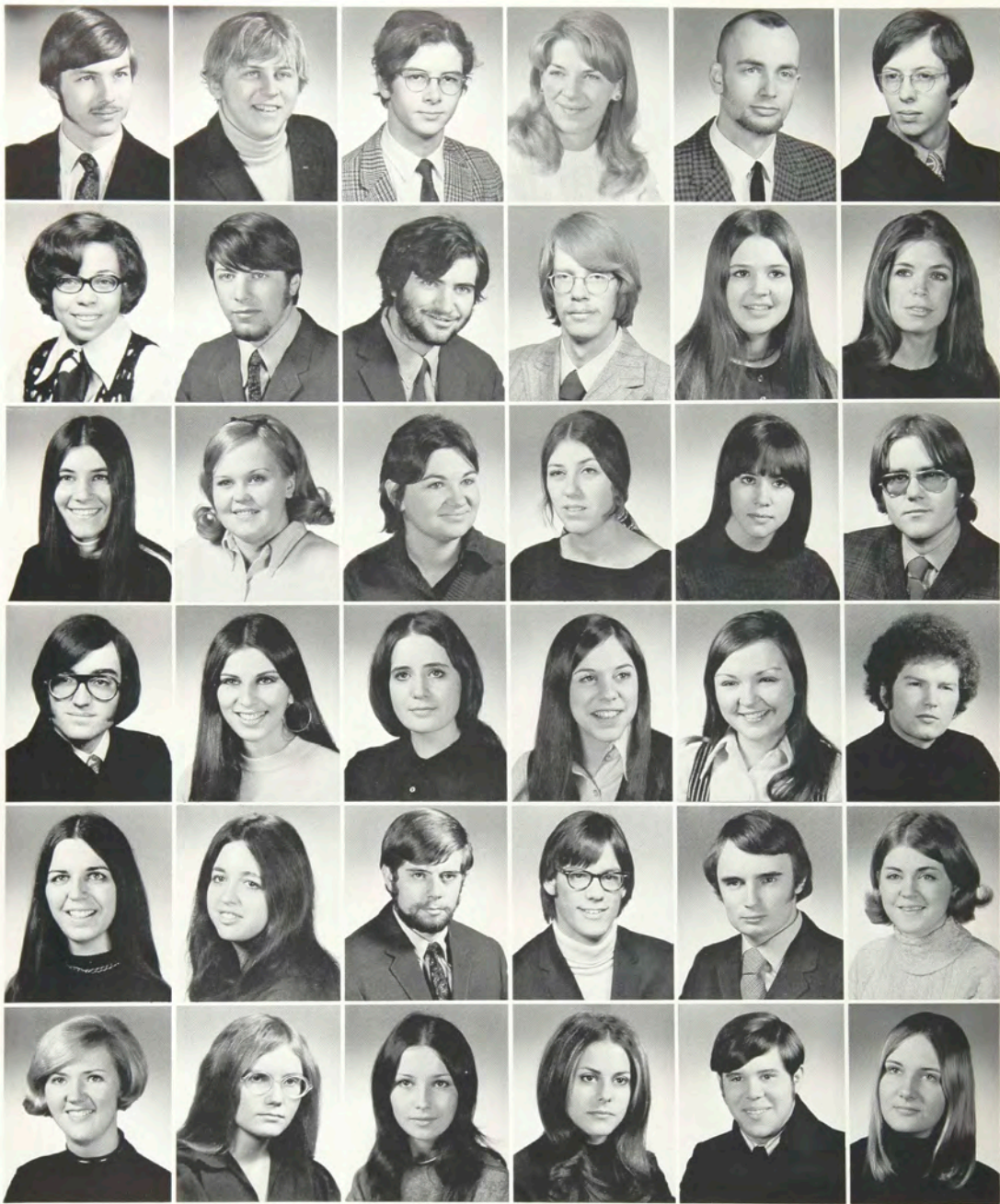
Julie B. Carter
Associate in Applied Science
John D. Caudle
Associate in Applied Science
Michele A. Chisholm
Associate in Applied Science
Marlene E. Denney
Associate in Applied Science

Peter M. Doran
Associate in Applied Science
Sheryl A. Dudley
Associate in Applied Science
Nancy Elam
Associate in Applied Science
Faye H. Eng
Associate in Applied Science

Michele L. Fernaays
Associate in Applied Science
Joanne Lee Fortune
Associate in Applied Science
Donna L. Friedson
Associate in Applied Science
Annalynne Mae Galofaro
Associate in Applied Science

Cary D. Gardner
Associate in Applied Science
Francine Glassic
Associate in Applied Science
Theresa Guglielmo
Associate in Applied Science
Howard E. Hall, Jr.
Associate in Applied Science

John T. Henze
Associate in Applied Science
Frances C. Hicks
Associate in Applied Science
Joyce A. Hrab
Associate in Applied Science



Bruce A. Jaskot
Associate in Applied Science
Norma I. Jefferson
Associate in Applied Science
Elly Katz
Associate in Applied Science
Richard D. Keating
Associate in Applied Science
Carolyn A. Kimpton
Associate in Applied Science
Dorothy N. Knights
Associate in Applied Science

Ronald T. Kosmider
Associate in Applied Science
Stephen M. Lomei
Associate in Applied Science
Beverly Meissner
Associate in Applied Science
Bonnie T. Meyer
Associate in Applied Science
Nancy K. Meyers
Associate in Applied Science
Kathleen E. Miller
Associate in Applied Science

Kevin M. Mullins
Associate in Applied Science
Harter F. Muncy
Associate in Applied Science
Frances Norton
Associate in Applied Science
Sally Lee O'Hara
Associate in Applied Science
Mark J. Podley
Associate in Applied Science
Patricia L. Perkins
Associate in Applied Science

Deborah A. Philp
Associate in Applied Science
Norman H. Ringdahl
Associate in Applied Science
Roxanne F. Ritzel
Associate in Applied Science
Deborah Anne Rosenberg
Associate in Applied Science
John P. Sattler
Associate in Applied Science
Nan S. Schlezinger
Associate in Applied Science

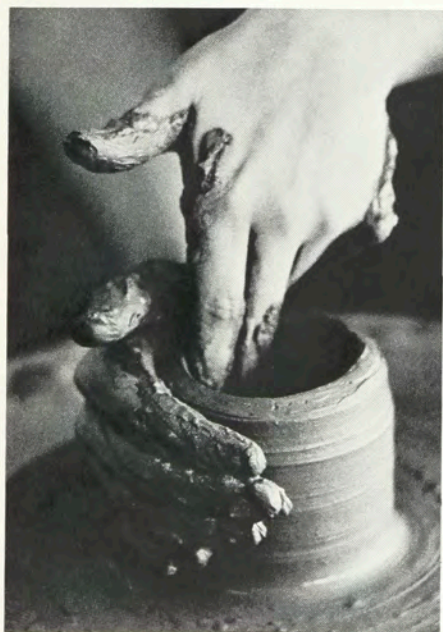
Wayne A. Sheeler
Associate in Applied Science
Shelley S. Smith
Associate in Applied Science
Nancy Ellen Rhodes
Associate in Applied Science
Joyce M. Taylor
Associate in Applied Science
Mark Van Volkinburg
Associate in Applied Science
Mark E. Verna
Associate in Applied Science

Michael J. Voelkl
Associate in Applied Science
Donna L. Weinheim
Associate in Applied Science
William T. Whiting
Associate in Applied Science
Michael A. White
Associate in Applied Science
Jean L. Worth
Associate in Applied Science
Shirley D. Zimmer
Associate in Applied Science



Ceramics

Within the School for American Craftsmen, the Ceramics major operates under the capable direction of Associate Professor, Hobart Cowles. The program seeks to develop the knowledge of the skills necessary to perform the mechanics of ceramics production while fostering an appreciation for its artistic value. It is hoped that by this method, the student will leave the school with not only a stimulated imagination, but the inspiration to seek continuous improvement through self-analysis and self-evaluation.



Lee L. Cummings
Associate in Applied Science
Hope Hilton
Associate in Applied Science

Metalcrafts and Jewelry

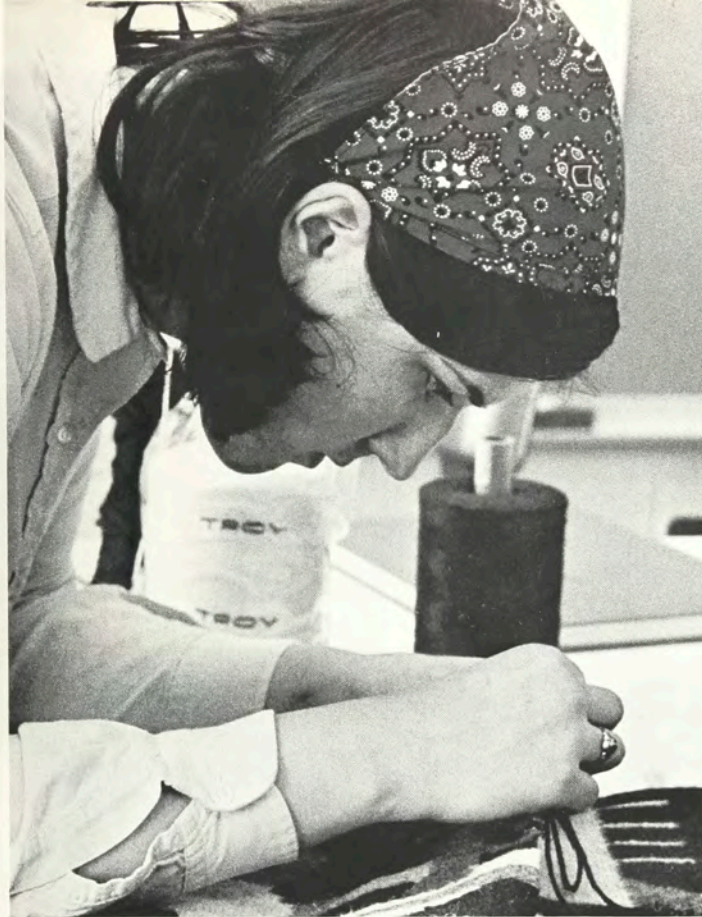
by Dean Harold J. Brennan

The program of study in metalcrafts and jewelry is intensive and professional in character and covers a broad spectrum of techniques in silversmithing and jewelry design and construction. Taught by Hans Christensen (a former designer for Georg Jensen in Copenhagen) and Albert Paley Jr. (a young jeweler widely known for his exhibitions and awards), the students have at hand, in addition to instructional excellence, facilities that are the best available.



Barbara A. Astman
Associate in Applied Science





Weaving and Textiles

The Weaving and Textiles program in the School for American Craftsmen provides intensive training for those students desiring to use fibres as a medium for their expression. The course, co-ordinated by Associate Professor Donald G. Bujnowski, instructs the student in the mechanics of the textile industry while allowing him to develop his own expressionistic capability. By this method, the student becomes that type of craftsman which uses his trade as an extension of his own personality.



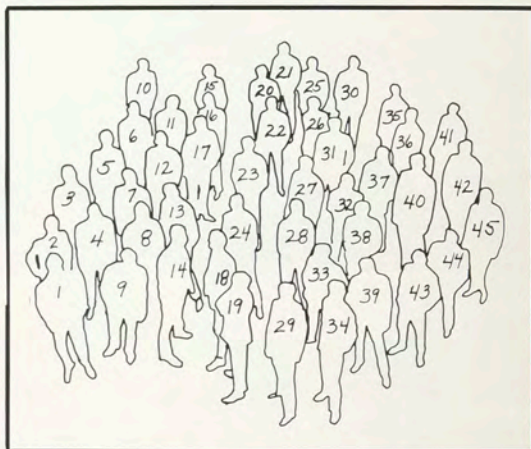
Virginia R. Dohner
Bachelor of Fine Arts
Roberta J. Jones
Bachelor of Fine Arts

Patricia G. Moore
Bachelor of Fine Arts
Carlyle Taylor
Bachelor of Fine Arts

Phi Sigma Kappa

Life in the Phi Sig House is never predictable, yet thoroughly contagious. There are more than sixty brothers, majoring in nearly ten programs, with a desire not only to assist fellow brothers, but to retain the antithesis of a true college organization, and remain a helpful resource to any RIT student. Winter Weekend, with the crowning of special queen, cheerleader's spirit at fall games, and memorable summer clambakes are attributable to the Phi Sigma Kappa's men to integrate their fraternity into the Institute whole for the benefit of a greater living experience while attending college. The brotherhood has long represented a basic social and academic institution where communication is the throne and intelligent discourse is the pass-word.

As quoted from the Phi Sigma Kappa Pledge Manual, "Phi Sigma Kappa offers you not idle medals and indolent shores . . . she offers you hills, and a star." If this is an indication of the fraternity's ideals, it is no wonder that this year's membership is considerably more than in any previous time.



- | | | |
|---------------------|----------------------|-----------------|
| 1. Paul Michalenko | 27. Dean deMaintenor | Tom Donnelly |
| 2. Mike Hartman | 28. Bill Nevin | Tim Fagan |
| 3. Dave Winterton | 29. Alfredo Smith | Tim Frelick |
| 4. John Ward | 30. Rich Gabelman | Ray Finney |
| 5. Jim McNamara | 31. Ken Rachfal | John Galvin |
| 6. Bob Cembrola | 32. Ken Schrader | Louis Guard |
| 7. Jim McCrossen | 33. Len Rue | Advisor |
| 8. Rick Brady | 34. Carl Shuman | Bruce Knowlton |
| 9. Darby Switzer | 35. Bob Maxwell | Bruce Opalka |
| 10. Jack Oliver | 36. Bill Walvoord | Kevin O'Donnell |
| 11. Ken Hoffman | 37. Bill Schlegel | Al Paolucci |
| 12. Jeff Metzger | 38. Dave Mooney | Ed Phillips |
| 13. Craig Sager | 39. Steve Herrick | Lonny Porter |
| 14. Stan Pokracki | 40. Dave Pierrisma | Joe Potenza |
| 15. Bob Charbonneau | 41. Mark Sandler | Roger Ramsay |
| 16. Larry Schroeder | 42. Bob Witmeyer | Dawson Raymo |
| 17. Greg Loomis | 43. Don Haney | Steve Rimmer |
| 18. Bruce Kaczowka | 44. John Huie | Al Turner |
| 19. Phil Fazio | 45. Fred Bertoni | Joe Watkins |
| 20. Paul Goul | Pete Adams | |
| 21. Jeff Egan | Selaer Ayers | |
| 22. Gary Brogdon | Bucky Batley | |
| 23. Bill Burns | Dave Boyea | |
| 24. Bob McIntyre | Bo Brown | |
| 25. Rowley Hayner | Chuck Carey | |
| 26. Gerald Binns | Mike Celani | |
| Advisor | Terry Doherty | |



Chicago and Rotary Connection

The February 19th college concert featuring Chicago and the Rotary Connection was the first awakening of the latent RIT student body's ability to respond to the sounds of aesthetics in music. More than 2500 tickets were sold on the week previous to the concert. The RIT community showed up in great numbers for the seven-man presentation of Chicago's personal message—their medium is their way—and they proved it this winter at RIT. The music left the audience intact—not disassociated and sterile, but totally involved. In the true sense of communication the audience responded and rejoiced at the Rotary Connection and Chicago's show. Both groups, fairly unfamiliar with the RIT college typical, were assured from the beginning to the end of the concert—they had won acceptance.

This February, the RIT students were afforded the unusual opportunity to experience the best in contemporary music and the appreciation of the student body was astounding.







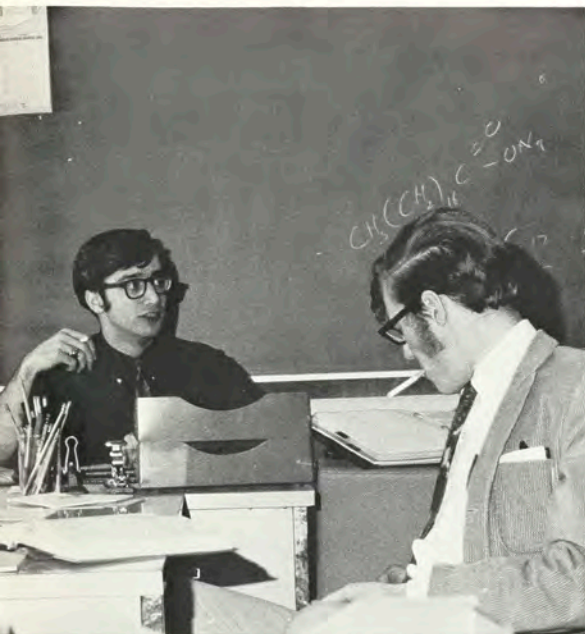
Alpha Chi Sigma

The Beta Sigma chapter of Alpha Chi Sigma was installed at RIT in the fall of 1968. The present members of the professional fraternity for the promotion and recognition of Chemistry, aid the Chemistry faculty in assuring laboratory safety measures, conduct seminars and lectures; and integrate the study of Chemistry into all the Institute's schools.

On April 22 of this year, during the observance of Earth Day, the fraternity had an opportunity to hold an open booth demonstration; testing the pollutant factor of Rochester's air in the downtown area. Also active in the annual Spring Week-end at RIT, the members of Alpha Chi Sigma attempt to bind themselves in service to the sciences and other professional areas.

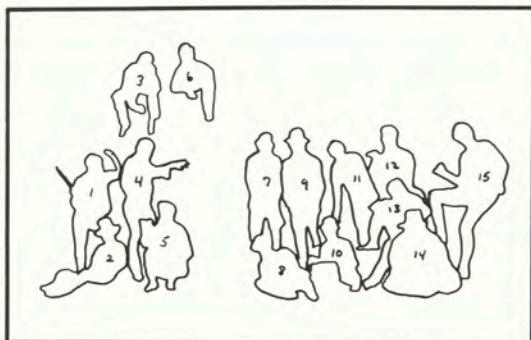
The national chapter of the frat was established in 1902 at the University of Wisconsin, and has expanded to include more than twenty professional chapters.





1. Dave Malecki
2. Anthony Gingello
3. Ed Boshart
4. Russell Witkowski
5. Jim Walling
6. Roger Kuntz
7. Larry Locke
8. Allen Benway
9. Jim Full
10. Tom Smearing
11. Richard Kitson
12. Peter Klein
13. Bernard Zysman
14. Frank Paris
15. Paul Hammesfahr

John Campbell
Charles Dugeon
Richard Ehle
Jerald Horncastle
Reporter
Richard LaMonica
Master Alchemist
Alfred Migliore
Recorder
Charles Renner
Roger Shaw
Vice Master Alchemist
George Southworth
Ron Wake
Dr. G. E. Gilman
Advisor



Student Wives Association

The Student Wives Association celebrated its first full decade this year. The Association, which was formed by women whose husbands are attending day school, has its nucleus in the Married Student's Housing block near the dorm complex, and has a membership of nearly fifty wives. Members are constantly changing as the typical four-year students move in and out of the Married Students's Housing with their families at intervals frequent enough to provide for a nearly constant turnover. Accordingly, the activities of the wives in the Association are planned with an eye to the social life of the married students. They held this year several parties and functions for members and guests, and took time to hold fund-raising activities to help local charities. At the end of the year, it is traditional for the Association to award one of its "PhTs" (for "Putting hubby Through" RIT) to every member whose husband graduated from the Institute.





Ski

Campus ski buffs are members of what is probably the largest participant winter sport in the land, and it is likely that they are also members of the RIT Ski Club. This fact accounts for the very large membership of the Club, which this year numbered over a hundred and twenty. All kinds of skiers join the Club—from rank beginners to experts who have skied for years. The Club seeks to meet the very different needs of all its members in several ways. At their bi-weekly meetings, Club members regularly see instructional movies on both the basics and the latest techniques in skiing. The Club schedules guest speakers occasionally, and has developed a full social and recreation calendar of its own which includes numerous parties and get-togethers both on the slopes and off. Annually, the Club sponsors a trip to one of the best slopes in the Northeast. From among the membership, the Club also chooses a four-man Ski Team to represent the Institute in competition with area colleges across the country during the snow season, and encourages the membership to try out for a place on the team annually.



Bowling

The Men's Bowling League, sanctioned by the American Bowling Congress, Collegiate Division, boasts forty members who pursue their favorite sport each week in the new facilities of the College Union.

Founded by Edward Biro and Robert Bodo in September of 1969 the club hopes to promote interest in bowling and to prepare members for intercollegiate competition in the future.

While no special events have been held, other than the weekly bowling excursions into the basement of the College Union Building, the club is one of the most popular on campus and looks forward to continued years of growth.

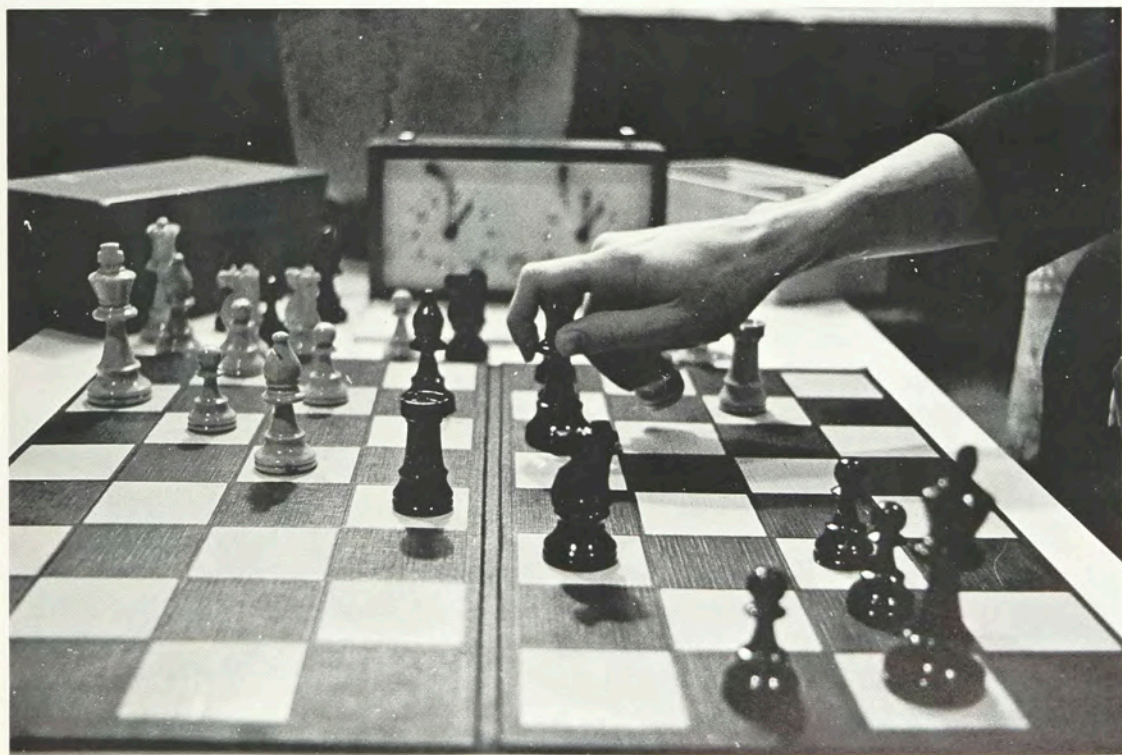
Officers this year were, Edward Biro, *President*; Edwin Engel, *Vice President*; Fred Neveu, *Treasurer*; and Robert Bodo, *Secretary*.





Chess

The game of chess is probably the most popular game invented by the mind of man. It has millions of enthusiasts in every part of the world, a popularity which no doubt results from chess's uncanny symbolism of the complexities of human life, its rules of movement, power and position. RIT has had an active chess club for years, but recently, the Club has grown in activities. The Club's schedule included not only regular meetings, but also school-wide chess tournaments held throughout the year. From these bouts, the best players were selected for the RIT Chess Team, which in the past, has competed against local and state college chess teams at the Regional Chess Tournament. To sharpen their skills, the Chess Club scheduled a popular student-faculty tournament in the spring before the Regional tourney was to be held.



NTID Alive in a World of Sound

by Neil Shapiro

If you accept the definition of the word 'handicapped' as meaning a disability which causes an individual's failure to cope with the world, then none of RIT's students at the National Technical Institute for the Deaf are handicapped. Each and every day they go out and compete, make friends, and lead their lives in our own world of sound.

The NTID encompasses more than forty different fields of study in all five of the Institute's colleges. Prior to the NTID the only major learning establishment for the deaf was Galludet College, which was founded in 1864, and which remains the only liberal arts college. In April of 1964 the Conference of Executives of American Schools for the Deaf urged Congress to establish technical and vocational training facilities to help fulfill the needs of business, industry, and education.

Both houses of Congress supported the resulting bill and on June 8, 1965 the National Technical Institute for the Deaf Act was signed into law by then President Lyndon Johnson. It then remained to the Conference to select a school. After perusing more than thirty colleges and universities, the Department of Health, Education and Welfare announced the selection of RIT.

That's basically how the NTID came to be at our campus, but what's it like to be a student in a world quite different from your own?

Dr. Robert Frisina, Institute vice-president in charge of NTID once said, "For many years we have told the world that the deaf, if given the opportunity, could be educated on the college level, and as a result could make some outstanding contributions in the professions and business. We now have the chance and we must take advantage of the opportunity."

It does not seem too early in the program to say with certainty that Dr. Frisina and the NTID students have fully seized their opportunity.

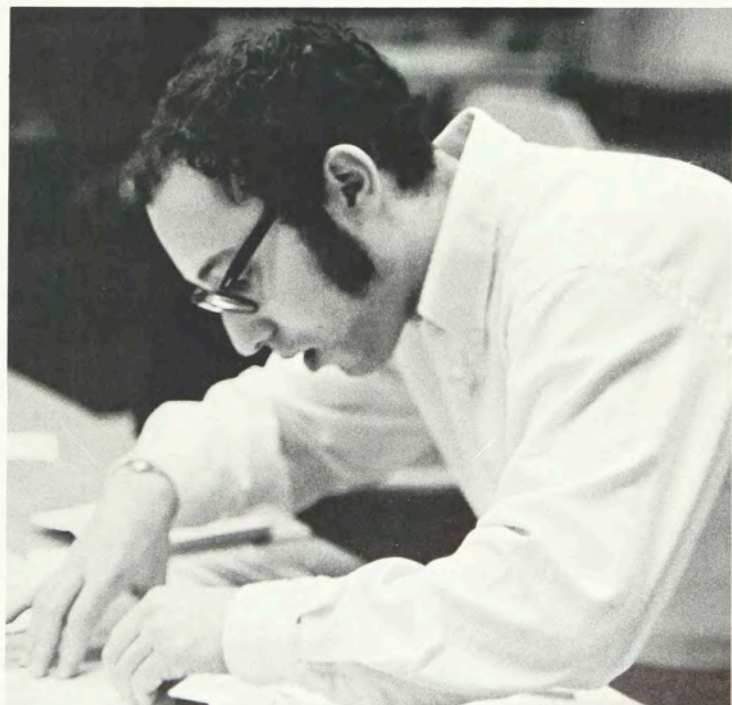
The most obvious and biggest problem they had to face was simply; how would a teacher be able to communicate knowledge to the deaf students in his class equally as well as he did to the hearing. Thanks to the fine classroom interpreters this problem was soon solved. With the use of the hand sign language, the deaf student is able to follow along with the lecture at the same rate as the other students in his class. If he has a question, the interpreter can act as a middle man between the student and the instructor.

But what really shows the success of the program is not so much that the NTID students have the will to compete, but the fact that they have so well integrated themselves into the campus community.

Many hearing students on campus have taken the trouble to learn the hand sign language, but many more have co-operated and helped by taking duplicate notes for deaf friends. As one of these note-takers put it, "I have found that in living, working, playing and even dating the deaf student I have been able to understand both myself and other people better."

And, after all, that's what college is supposed to be all about — understanding.





Richard L. Ottinger

Most of us at RIT have never totally been involved in the acute politics of our nation. Richard L. Ottinger, Democrat from Westchester County, changed that for many at the Institute.

On a clear, sun-splashed afternoon in early spring, United States Senate candidate Richard Ottinger appeared before a large crowd to speak on the problems of pollution. Ottinger, one of the first New York state legislators to become involved in the issues of ecology, made it clear that students do have the ability, if not the duty, to control their lives. While other politicians have talked about encroachment on American civil liberties, Ottinger has long been stressing the importance of lifting the American populous out of the tentacles of apple pie, motherhood, and the Marine Corps.

"Conservation," he related, "has become the 1970 version of these old tradition-worn stand-bys." Ottinger, with a delicate nose for pollution, realizes that gigantic industries, pouring their wastes into already stagnant rivers, are ruining the water supply of the nation. "We are turning our waters into a great, wet desert," he said to the crowd gathered in the College Union lounge.

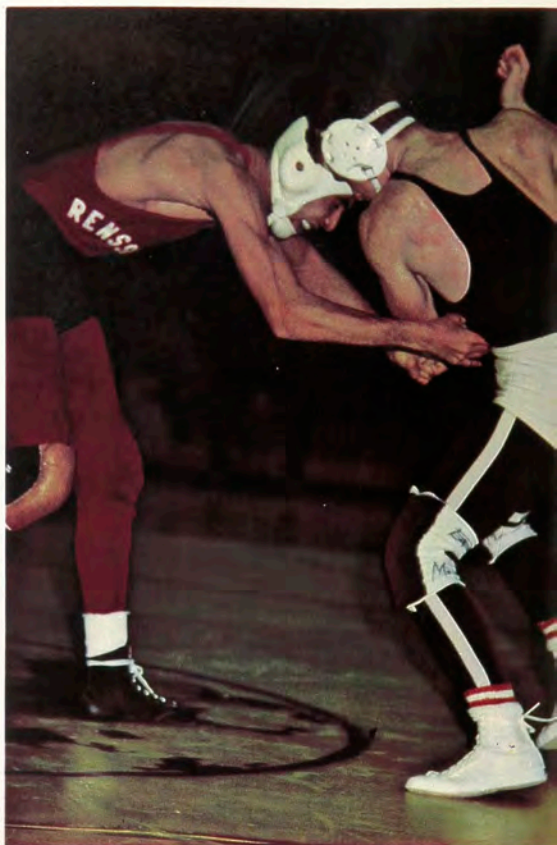
"You, as the future brains of our nation, must make whatever changes you deem necessary, in whatever way you think practical." RIT students responded to Ottinger's call on Earth Day, April 22.

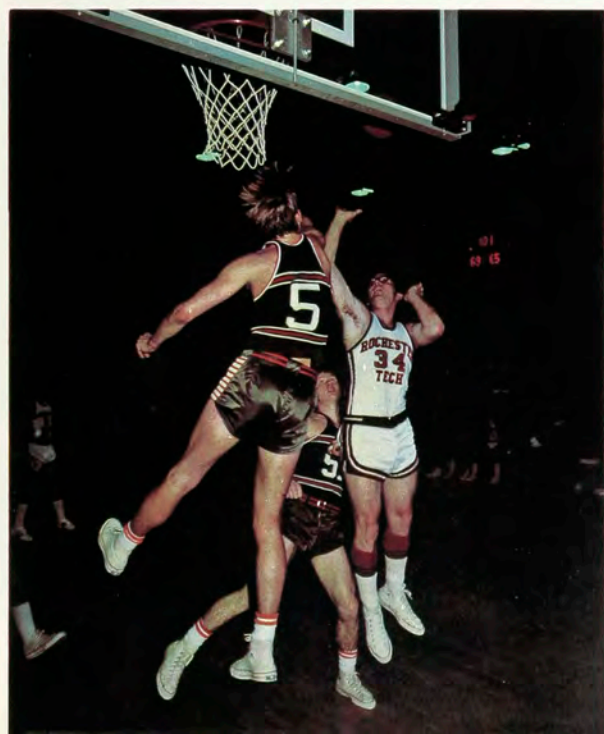




Winter Sports

Winter sports at RIT are, perhaps, the best-attended during the year. Hockey, one of the most exciting sports, produced a mediocre-scoring season for 1970 statistics, but remained intact against stronger teams throughout the season. With the number of losses leveling down the wins, the team still scored well in several individual games, with center, Dennis Lepley accredited with a majority of the action. Varsity wrestling, pulling itself up from last year's defeating 2-9 record, had a satisfactory season; finishing with a 5-6 record, scoring heavily against Hobart and Hartwick late in the season. The 1968 fencing team, lacking the expert subtlety of professional fencers, fared better this season than last. The fencers received a 4-6 record, holding equal against bigger name schools. The Tiger swimming team is one of the most-respected teams at RIT, having received numerous awards and citations since its inception in 1967. This year for the swimmers was no exception, with the season record at 5-7, and the members scoring well in the National Swim Meet in Detroit. Coach John Buckholtz, creating a fine team through a series of concentrated practices, also is an adamant supporter of individual training. Basketball hits this year saw a turn for the better as the George Clark Memorial Gym became the site of many an exciting, record-touching game. The most points were scored in any one game this year—103, by the Tigers in a match against Utica, late in the year; rallying RIT to 112 points against the opponent's 77. Coach Bill Carey, after the gloomy 1968-9 season enjoyed the increasing support of the team members as well as the added spirit of additional students and cheerleaders.

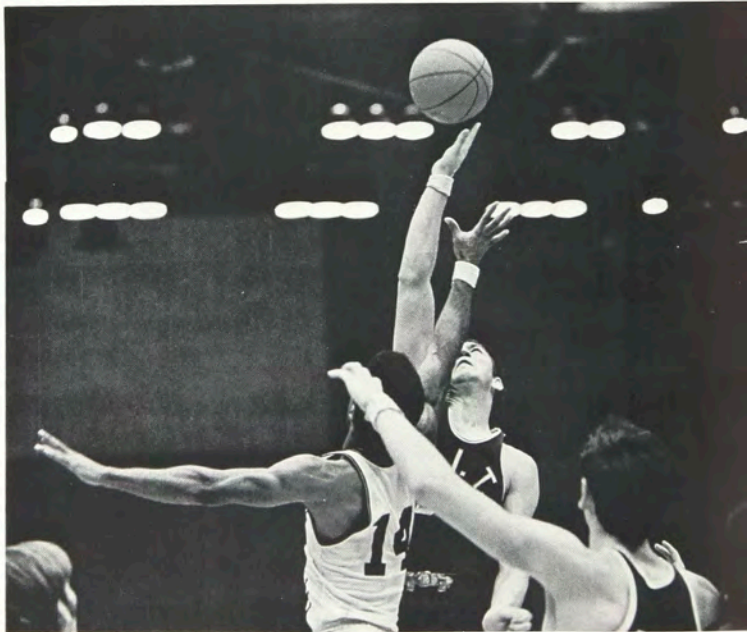




Basketball

(Won 15, Lost 8)

RIT	OPP.
69 Brockport	74
82 Brockport	68
72 Case Tech	65
55 R.P.I.	71
86 Utica	82
112 Utica	92
68 Brooklyn Poly	62
59 New York Tech	77
87 Ithaca	68
68 Alfred Tech	76
66 Geneseo	71
92 Hobart	86
70 Bentley	68
92 Babson	90
70 St. John Fisher	62
61 St. John Fisher	48
82 Oswego	80
99 Houghton	69
69 Hartwick	93
86 Clarkson	77
74 Potsdam	76
50 Fredonia	52

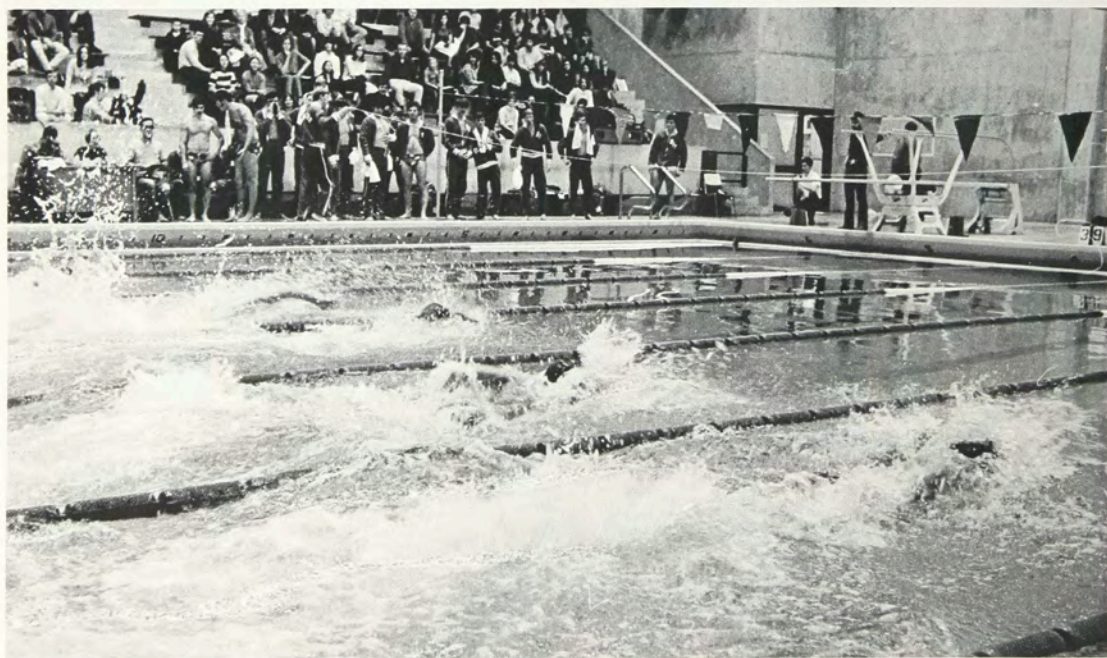
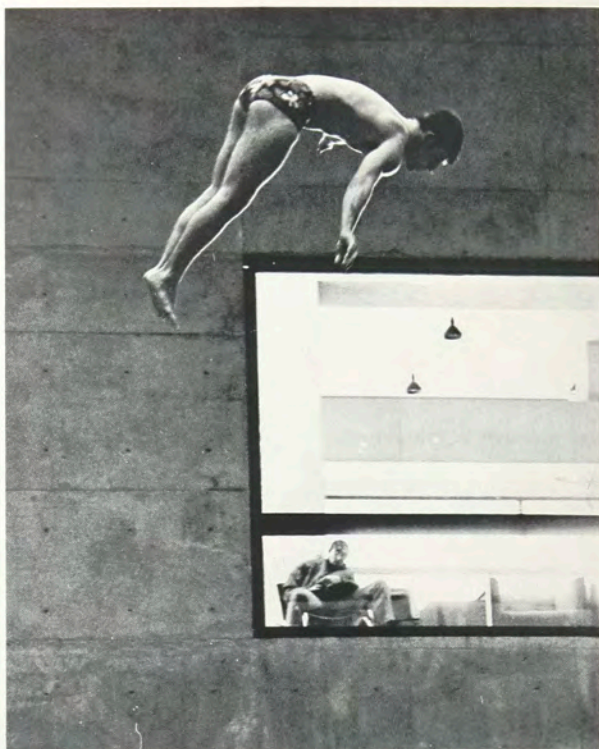


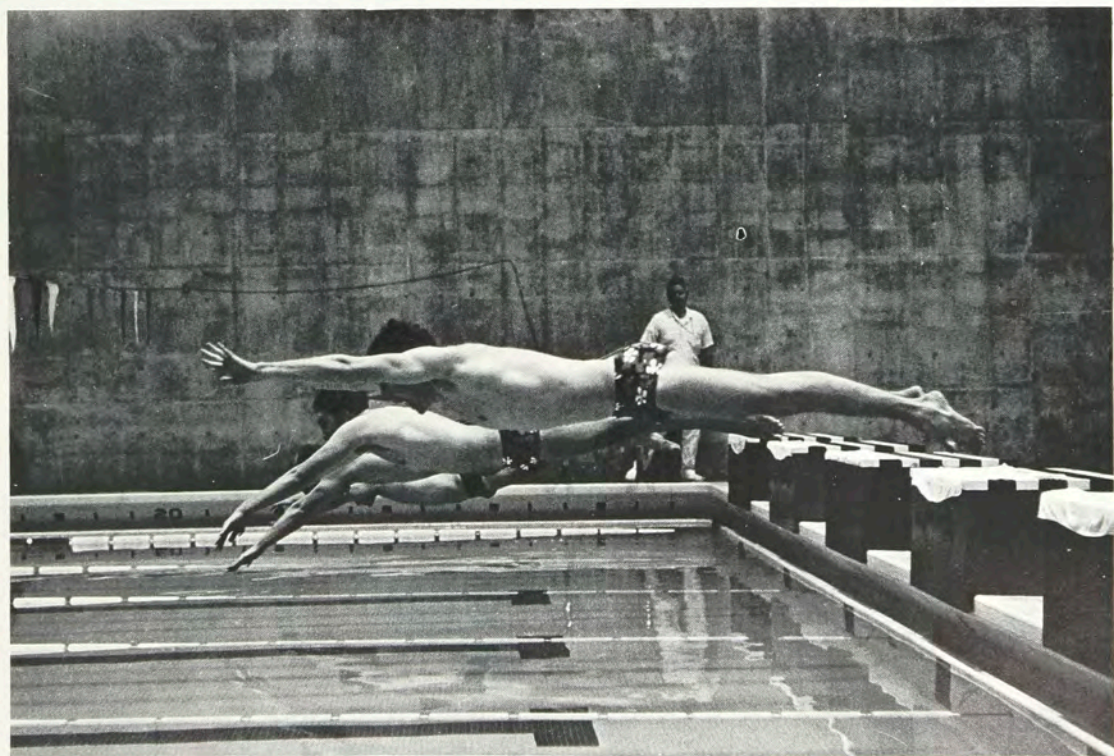
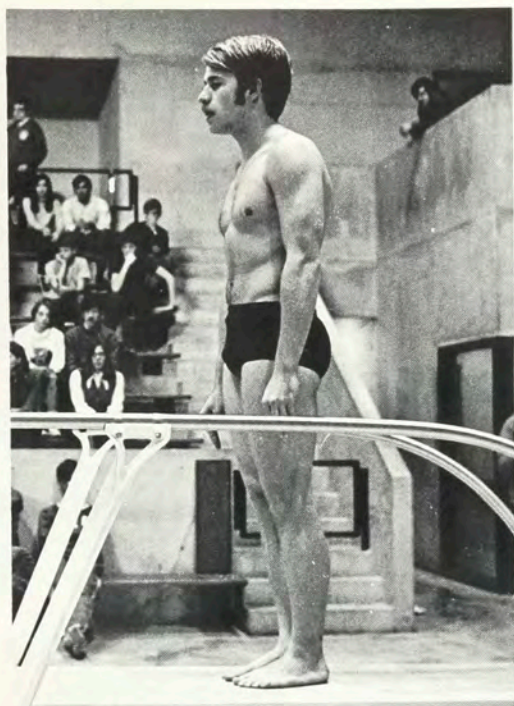


Swimming

(Won 5, Lost 7)

RIT		OPPONENT
43	U. Rochester	70
35	Cortland	78
70	Albany	41
41	Geneseo	63
62	Ithaca	49
53	Brockport	60
58	U. Buffalo	46
49	Hobart	64
75	Canisius	33
45	Oswego	68
49	Union	55
60	Potsdam	42

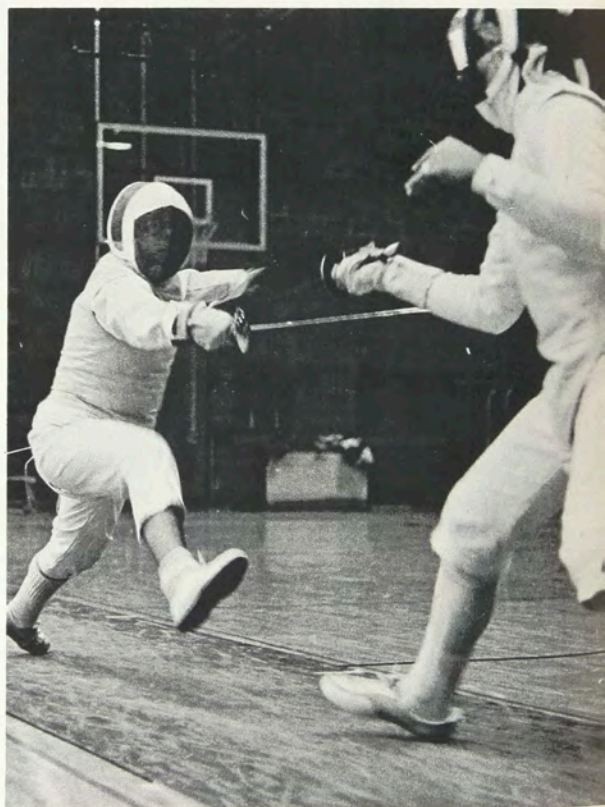
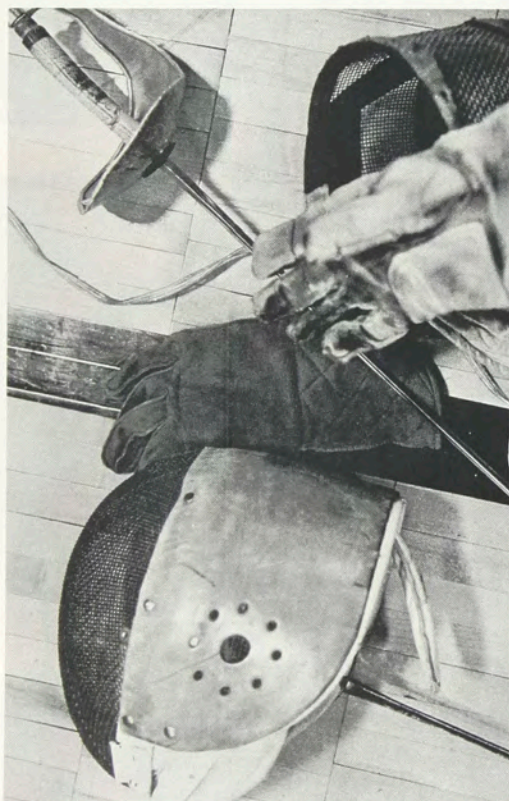
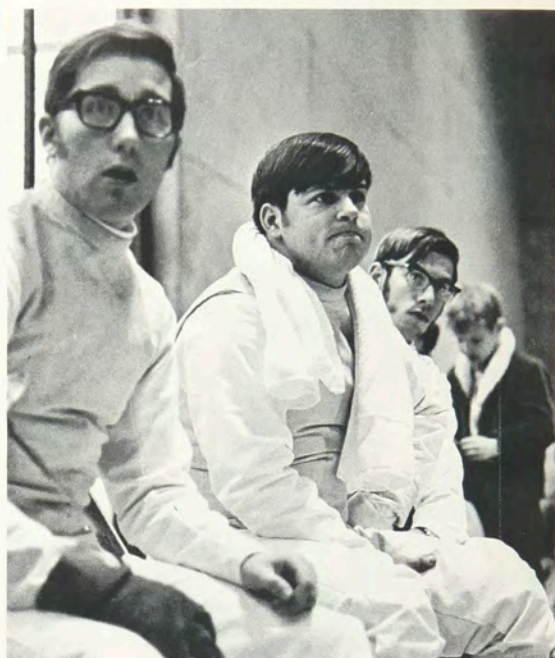


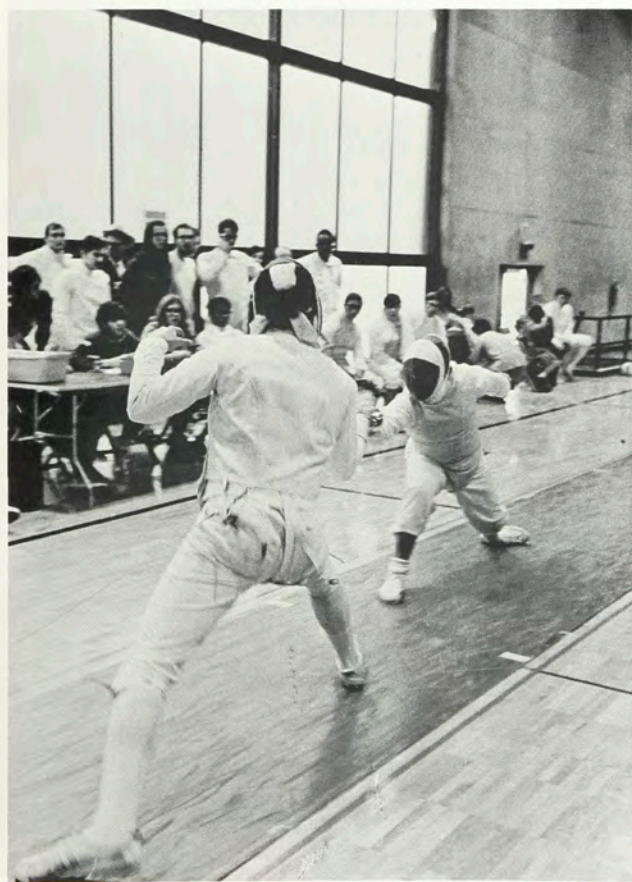
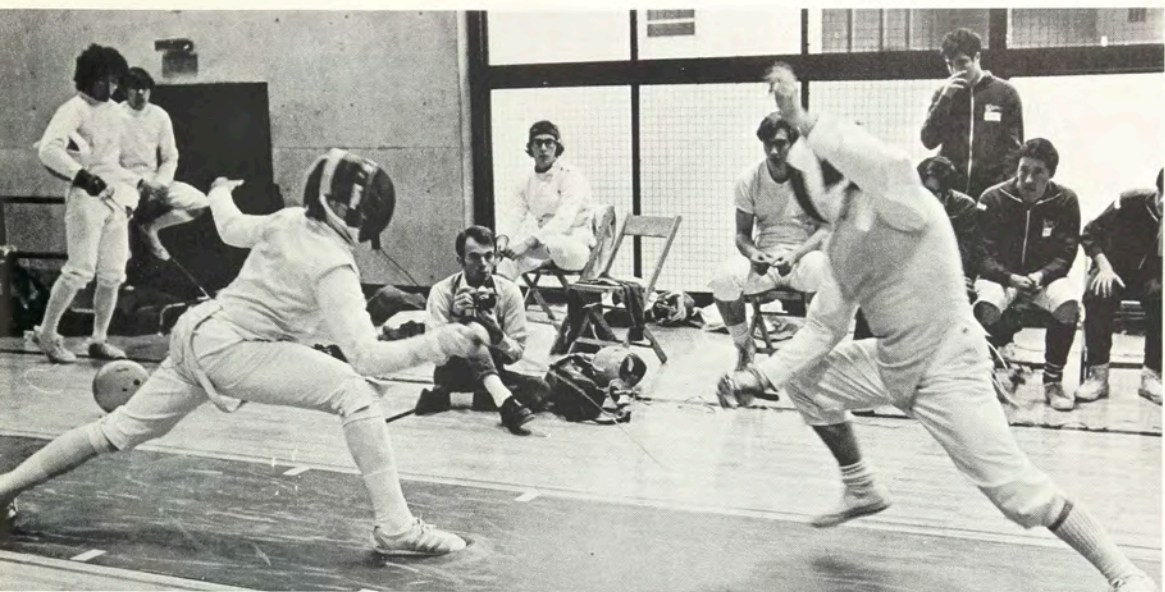


Fencing

(Won 4, Lost 6)

RIT		OPPONENT
11	U. Buffalo	16
4	U. Buffalo	23
6	Cornell	21
13	Harpur	14
9	Hobart	18
11	Hobart	16
17	Syracuse	10
17	Syracuse	10
15	Toronto	12
25	Toronto Military	2

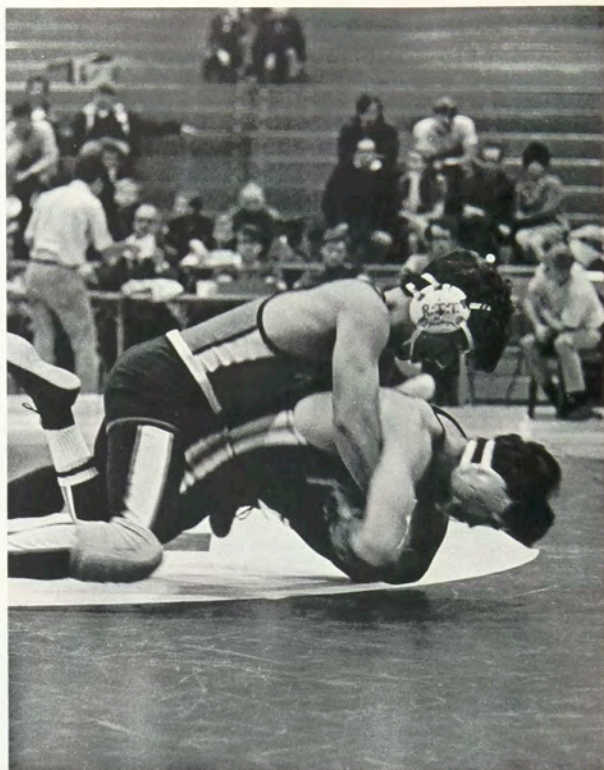


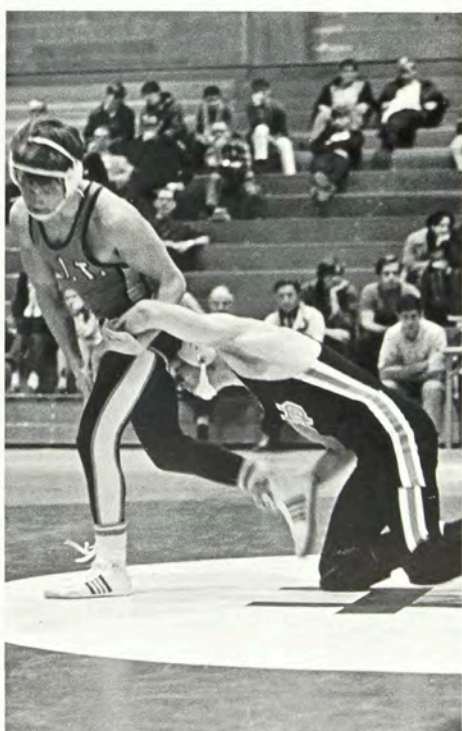
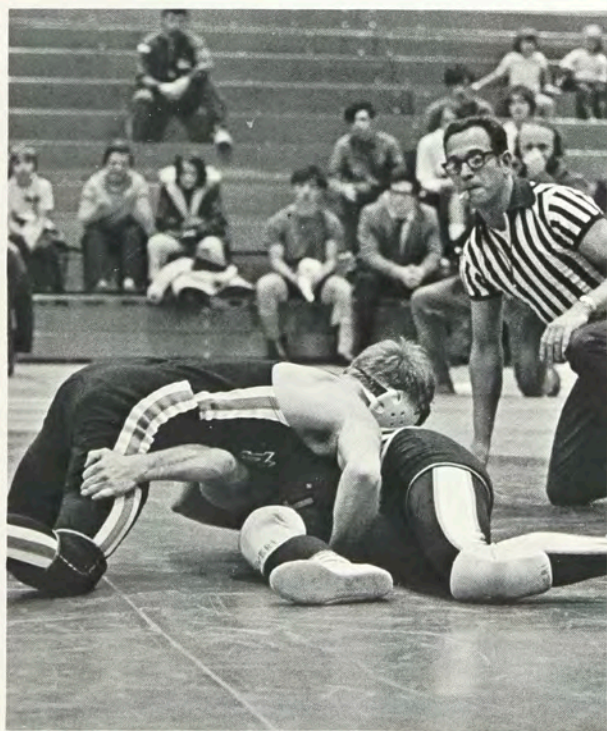
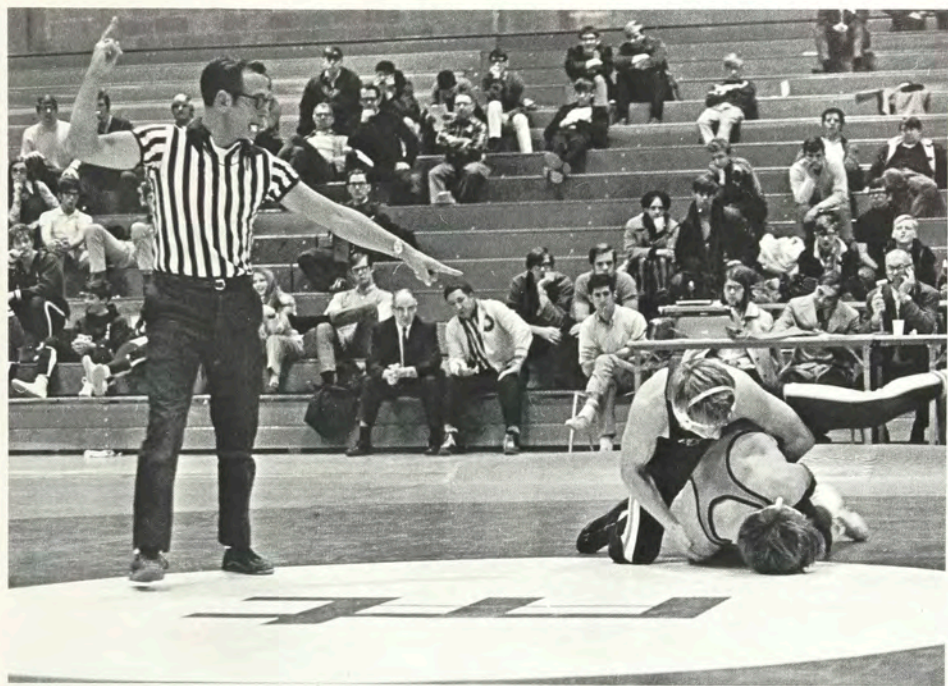


Wrestling

(Won 5, Lost 6)

RIT		OPPONENT
31	Clarkson	3
8	Cornell	34
3	Lycoming	33
14	Brockport	24
3	U. Buffalo	31
0	Oswego	34
20	St. Lawrence	16
21	Ithaca	17
6	Cortland	34
19	Hobart	17
32	Hartwick	12





Gamma Sigma

A service sorority at RIT has become an important asset to college life. After an unsuccessful attempt to establish a service organization in 1964, Gamma Sigma became the first independent local sorority to set its roots in the soil of the new campus. The local sorority hopes to become an integral part of the national Gamma Sigma Sigma, as an overall service sorority. Just what is a service organization for women? It, as related by the members of Gamma Sigma, concerns understanding, friendship, and empathy with the college women involved in pursuing their respective careers. The sorority has sponsored many events in the past year, including the Service Shoppe—specializing in student hair trimming, shirt and slack pressing and/or mending, and various other personal dress services for Institute members.

Gamma Sigma is usually well represented in Homecoming Weekend, Spring Weekend, and the College Union Christmas Holiday festivities.

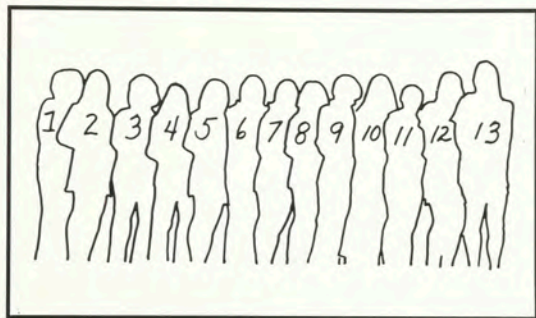
In the next year, the sorority plans to finalize their structural foundation and establish guidelines for future organizational changes.



- | | | |
|--|---|---|
| 1. Debby DiBiase
<i>President</i> | 8. Patty Krupski
<i>Sr. Theresa Daniel</i>
<i>Advisor</i> | 16. Mary Borelli
<i>Secretary</i> |
| 2. Janet Bonsall
<i>Vice Pres. — Membership</i> | 9. Joy Johns
<i>Advisor</i> | 17. Lorilyn Norway
<i>Mrs. A. S. Walls</i>
<i>Advisor</i> |
| 3. Barb Kowalczyk | 10. Jeanne Buller | Mary Lou Balacki |
| 4. Jan Tollerton | 11. Charmaine Paront | Cindy Johnson |
| 5. Arlene Lerdahl | 12. Patty Gladstone | |
| 6. Dianne Crockett | 13. Rita Kwiatkowski
<i>Treasurer</i> | |
| 7. Kathy Klueber
<i>Vice Pres. — Service</i> | 14. Dyan Collin | |



Phi Gamma Nu



1. Barbara Jones
2. Patty Lane
2nd Vice President
3. Sheila Synesael
President
4. Sandi Warcup
5. Kathie Waterson
6. Lucy Redmann
7. Cathy Seitz

8. Linda Schwartz
Corresponding Sec.
9. Barb Newson
10. Linda Sanders
11. Chris Cameron
12. Mary Kay Nevill
13. Eileen Crowley
Edi Abbott
Karen Adams

Recording Sec.
Marylee Bunting
Donna Carragher
Chris Hart
Fay Moran
Nancy Schuler
Janice Sengle
1st Vice Pres.

Phi Gamma Nu, the National Professional Business Sorority, is represented on the RIT campus through Alpha Lambda chapter. Phi Gamma Nu encourages high standards in academic areas, participation in college activities and social achievement. This year, the sisters sponsored two professional events, participated in the campus blood drive, and presented the annual Phi Gamma Nu Scholarship Key to the senior coed business major with the highest graduating average.

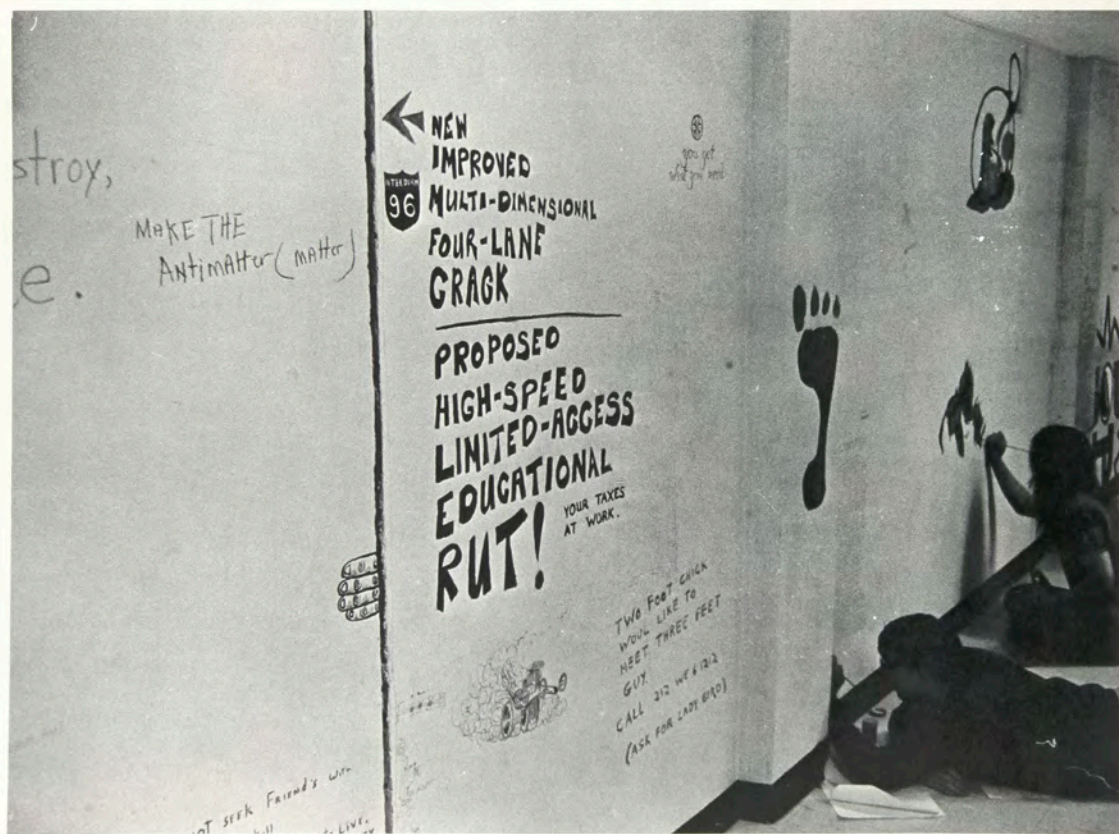
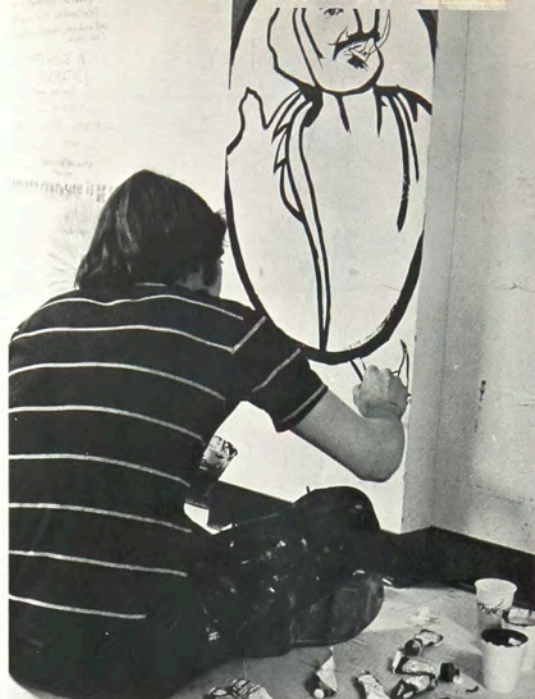
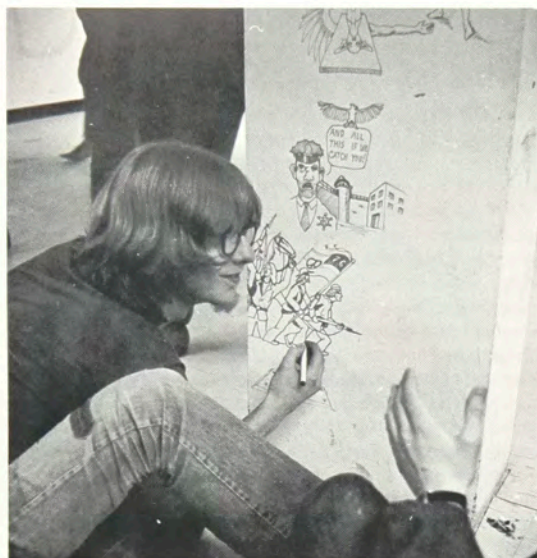
Socially, the new house lounge was appropriately christened Winter Quarter when we hostessed our first Greek happy hour. "Everybody loves a donut", and the Phi Gamms became more widely known on campus through their bi-monthly Tuesday night donut sales.

The sisters combined with their brother fraternity to honor Edwina Hogadone, Dean of the College of Business with a retirement dinner. At this time the sisters donated a \$50 grant to the Library.

Phi Gamma Nu means many things, but as the motto states: "a circle of smiles, doing your share, and its forever."



Graffiti









RIT-TV

RIT's unique Television Center, recently licensed by the Federal Communications Commission, transmits daily from the basement of Wallace Memorial Library to its receivers in the upstate area. Part of an inter-institutional cooperative venture, the Television Center is capable of broadcasting, not only within the institute for classroom consumption, but also to three area colleges. In order to receive the center's programming, a receiving antenna and converting device are mandatory. Nazareth College, St. John Fisher, and the old Main Street West location are present receivers.

On July 25, 1963, the Federal Communications Commission opened thirty-one channels in the 2500-2690 megahertz frequency range for use by educational institutions for instructional purposes. All channels in this frequency range carry the official designation of "Instructional Fixed Service."

Thomas L. Russell, co-ordinator of the center, announced a new course open to those interested in directing, editing, staging, and production planning, during the spring.

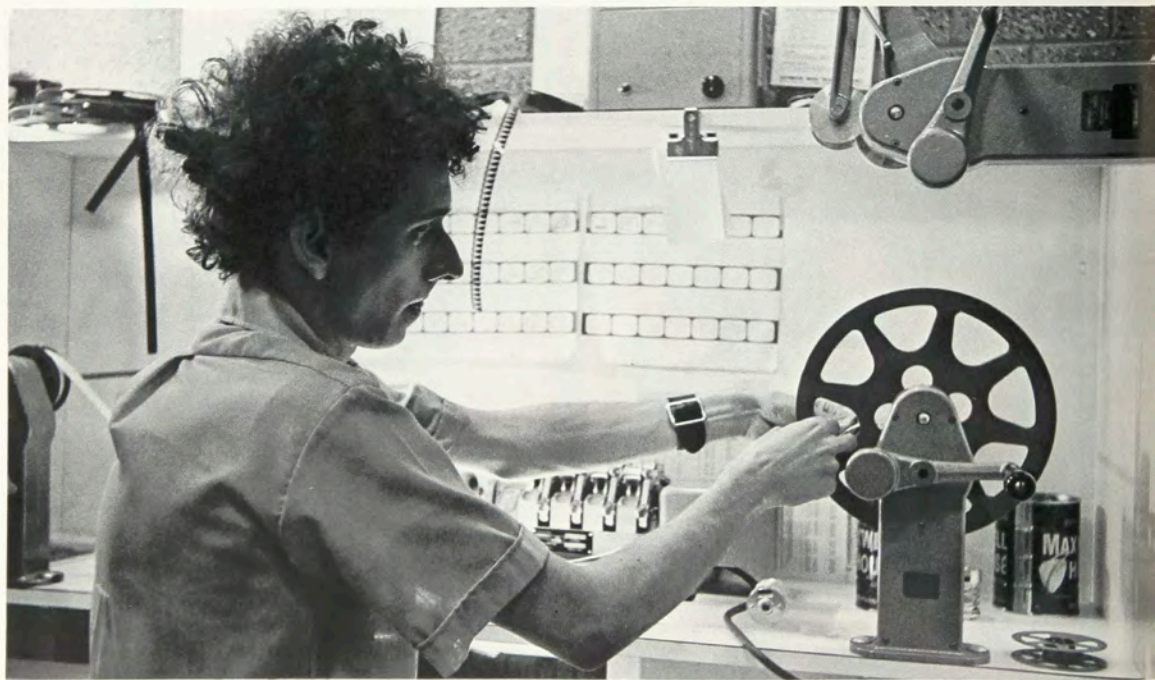
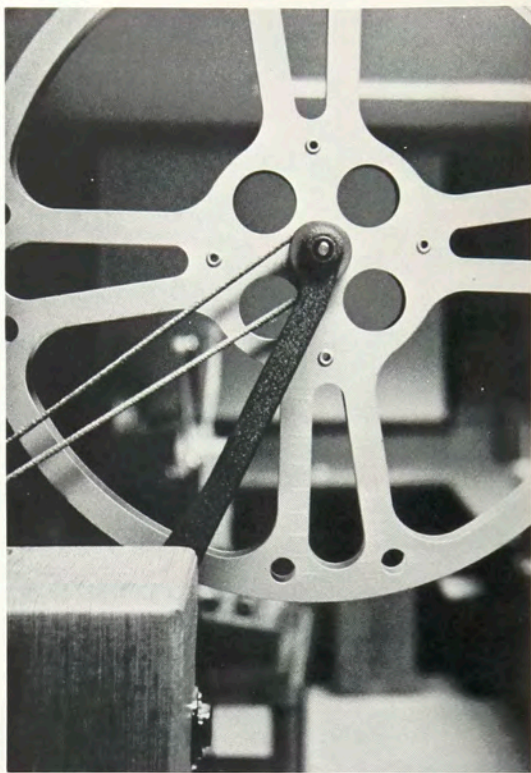


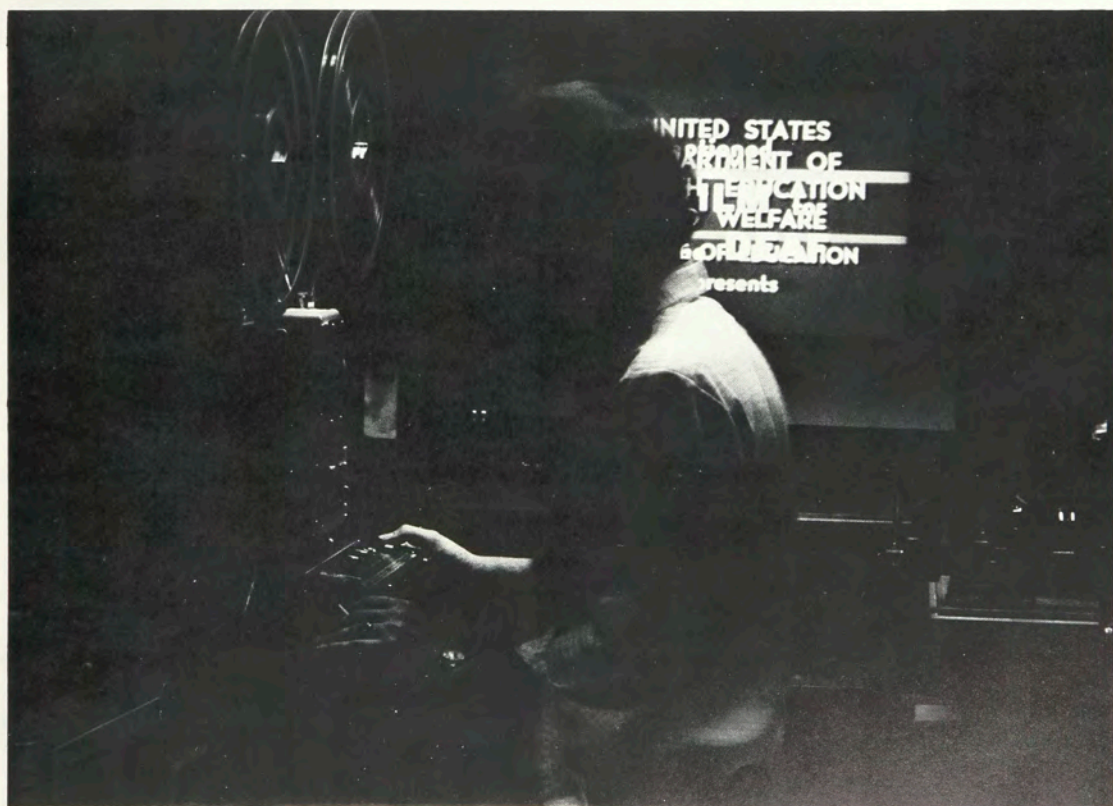
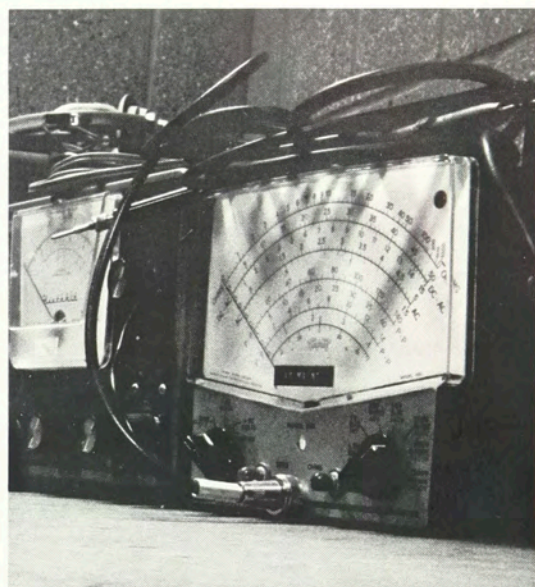
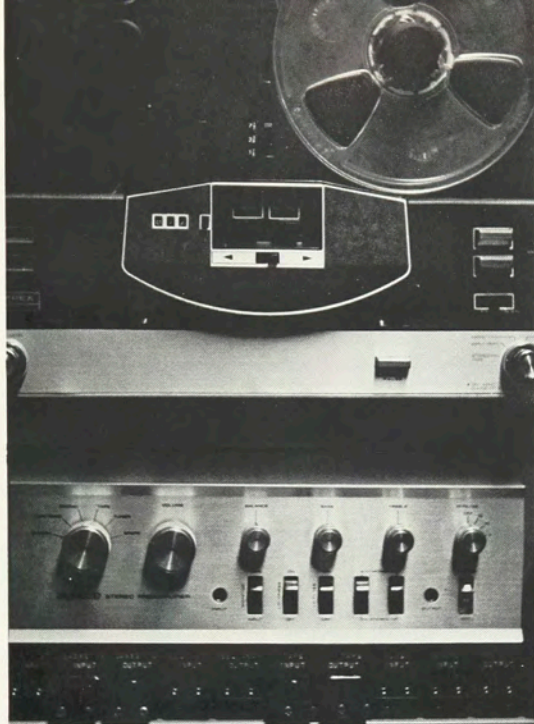
Audio Visual

Providing the academic community with films, slides, and sound systems is a task which, at times, approaches Herculean proportions; but the Department of Audio-Visual Services seems to have things well in order. Like the Institute itself, the department is one which has grown over the years, and expects to continue to expand.

This year, according to Reno Antonetti, head of Audio-Visual Services, nearly 1,200 films were rented in services for faculty, students, and staff. In addition to renting these 16mm films, the department has also been purchasing some of the most popular scripts from television cuts. Twenty to thirty films a day arrive from such distant places as California for their RIT premiers, and the AV services work along with the faculty in assuring that the films will be useful, educational, and/or entertaining. Co-ordinating these films with class hours and the varied curriculums is a difficult task. As Antonetti put it, "The instructor doesn't want any excuses—he wants the film!" The department, in order to meet the Institute demands, has one of the largest collections of slides—nearly 20,000—which cover art and history of art movements.

Audio-Visual is still moving on to even more modern methods. In the near future, it is planned for all slides to be put on computer readouts for easier cataloging.





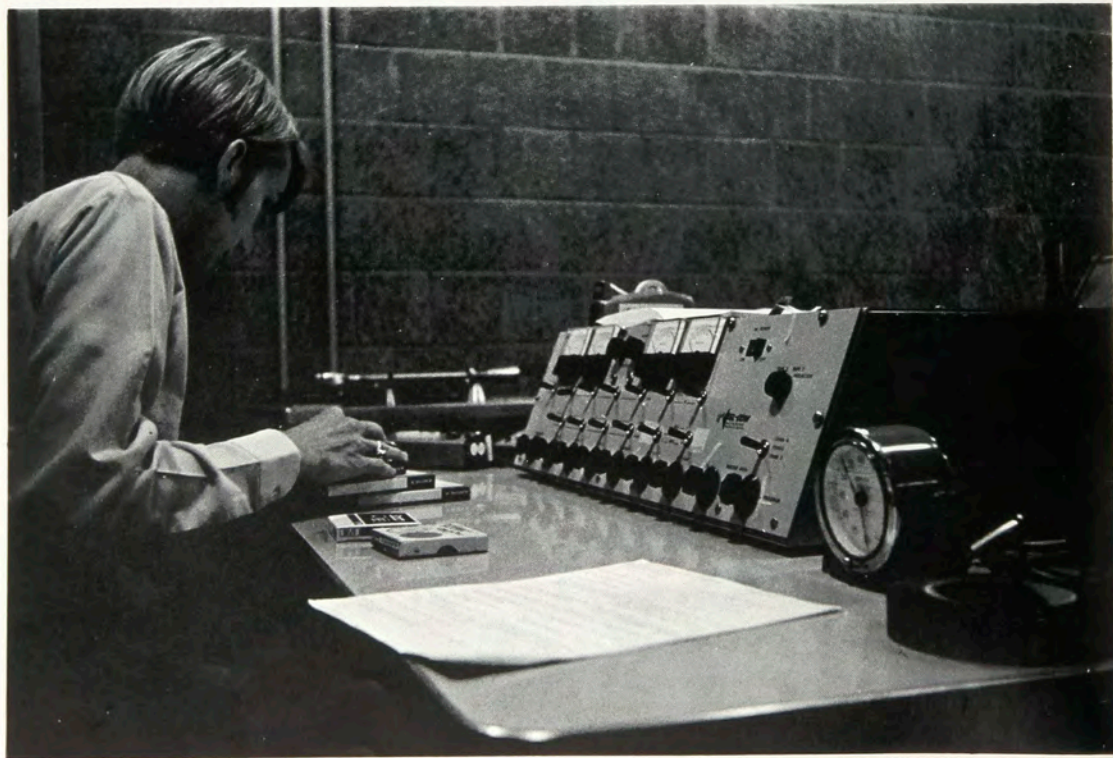
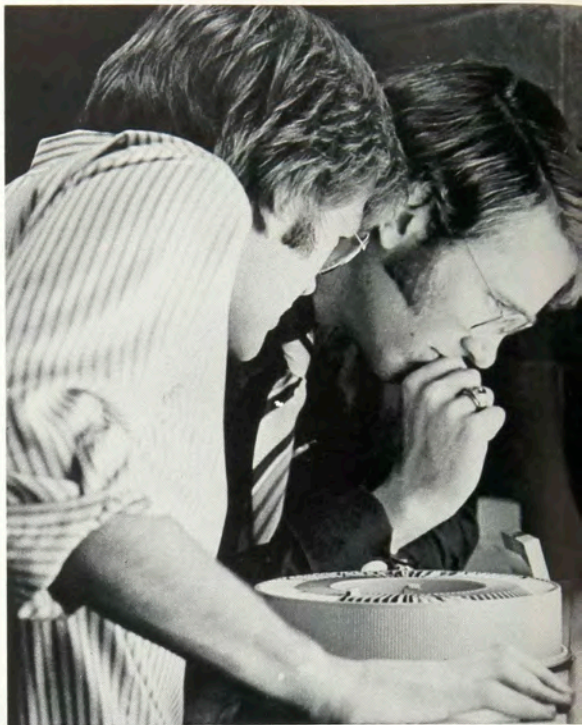
UNITED STATES
DEPARTMENT OF
EDUCATION
BUREAU OF
WELFARE
ADMINISTRATION
presents

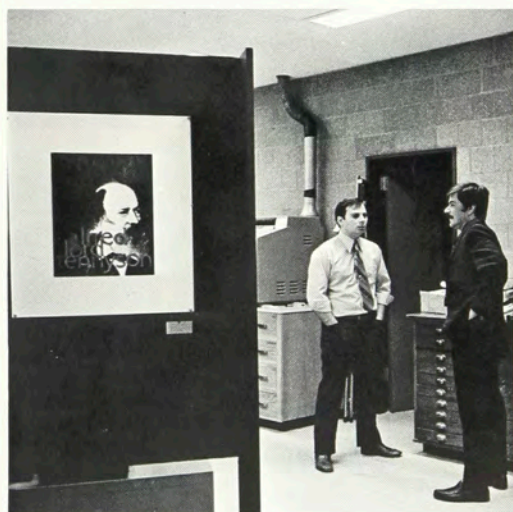
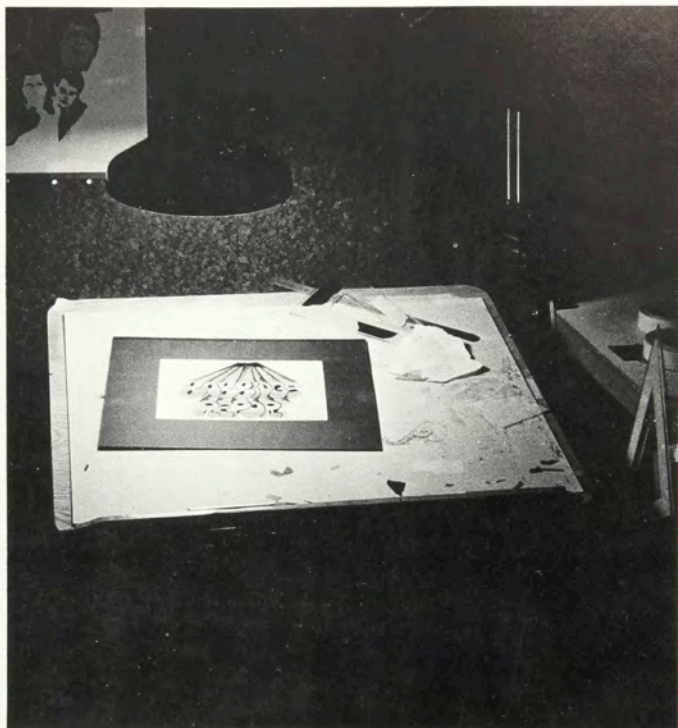
Instructional Resources

Situated in the farthest corner of the Wallace Memorial Library basement, is the Instructional Resources Laboratory; a small organization which has completed many worthwhile projects in the past year. Instructional Resources handles requests ranging from preparing ditto masters, aiding the audio visual department in slide presentations, to helping in all areas of communication problems. Any organization or professor requiring aid in communicating an abstract idea will receive the aid of the Instructional Resources Laboratory. Co-ordinated by Frank C. Argento, with the help of Larry McKnight, director of photographic resources: the lab has produced projects ranging from overhead transparencies, Earth Day posters, films and slides, and all projects of educational value. Last year, the lab produced an exhibit for NTID which toured the U.S. for an entire summer.

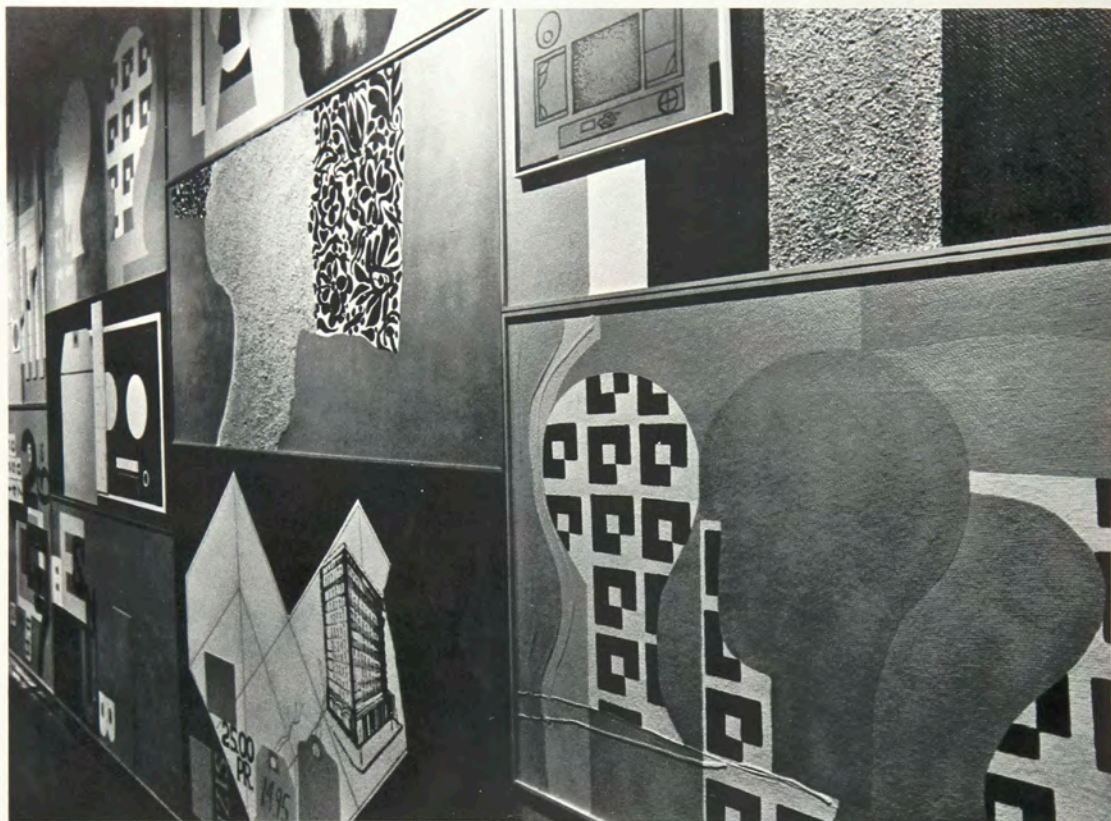
Currently, Instructional Resources is involved in a Philosophy of Religion Series, for which the staff is working on television equipment to produce animated cartoons, replacing the classroom slides.

Two Art Directors, David Abbot and Harvey Carapella, along with a group of ten full and/or part time students compose the staff.





COLLEGE OF BUSINESS





The increasing complexity of the business world has forced many institutions of higher learning to conform to the industrial demand. Companies are continually on the lookout for well-trained young men and women able to act comfortably and competently in the business situation. The College of Business, comprised of the schools of Retailing, Business Administration, and Food Administration, is prepared to meet the current commercial demand. Offering degree programs in accounting, general business areas, secretarial majors, and food and retailing, the College is one of the best-equipped in the nation. Stressing the importance of on-the-job-training, students enrolled in business administration, retailing, and foods, are required to become involved in the co-op work-plan during their junior and senior years.

The basic objective of the department is to create and provide experience in the dynamic, often complex business structure. Most students, especially in accounting sequences or management courses; or in the case of the retailing majors, where fashion and interior design are stressed, have an initial knowledge of business structure.

Business students are increasingly becoming involved in the mathematics of their field. Quantitative methods of analysis, required for management students, are prerequisite to courses in business law and/or statistics. Even those interested in the commercial food industry are required to follow a sound program in mathematics; although not as extensive as the regular business major's.

The upper two floors of the College of Business, The George Eastman Memorial Building, house the classrooms and faculty offices; while the first floor is the Institute Administration concourse, where the cashiers and bursar are situated. On the fourth floor, the Food Administration department has experimental and quantity food laboratories, some among the best in the nation.

Recently retired Edwina B. Hogadone will be succeeded by Jerry D. Young as Dean of the College of Business in October of 1970.



by Edwina B. Hogadone, Dean

Preparation for today's business world requires programs which are keyed to the complex and fast changing needs of many types of business. All of the programs in the College of Business provide the basics in management, accounting, marketing and mathematics, as well as introducing new theories with business application. Ideas that were not even formulated five years ago are now viewed as routine and while this new knowledge is incorporated into the academic programs, care is taken to insure that education for business will have lasting value. Cooperative work experience is an integral part of the programs in this College providing students with supervised employment in the field of their study; Business Administration, Food Management or Retail Management. Through the combination of class and cooperative work, graduates move into positions of responsibility in accounting firms, manufacturing companies, marketing enterprises, retail and food establishments. Word from graduates emphasizes the value of this combination of academic and practical experience as a successful base for reaching career goals.



ROCHESTER INSTITUTE OF TECHNOLOGY

COURSE NO.	SECT.	COURSE TITLE	CR. HRS.
21-346	B	FORECASTING	4.0

INSTRUCTOR

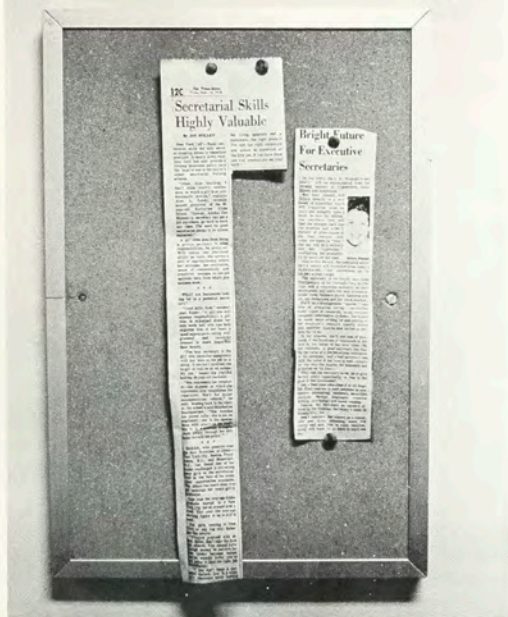
INSTRUCTIONS TO FACULTY: PLEASE CHECK THIS LIST AGAINST STUDENTS CURRENTLY ATTENDING CLASS

PLEASE SIGN AND RETURN MARKED COPIES TO YOUR DEPARTMENT HEAD OR SCHOOL DIRECTOR

ADD THE NAMES OF ADDITIONAL STUDENTS ATTENDING YOUR CLASS WHO DO NOT APPEAR ON THIS LIST

PLACE "X" HERE IF NOT ATTENDING CLASS

STUDENT NO.	GRADE
108440	A-82
108438	A-82
048886	A-82
108846	A-82
068442	A-82
108892	A-82
028436	A-82
098890	A-82
128890	A-82
128836	A-82
028436	A-82
108442	A-82
108826	A-82
088888	A-82
008846	A-82
178890	A-82
118828	A-82
128890	A-82
128890	A-82
098892	A-82
058890	A-82
108890	A-82
078846	A-82
098842	A-82
128842	A-82
128842	A-82



Business Administration

The basic objective of the School of Business Administration is said to be "to create and provide experiences which lead to the continuing growth of the individual in achieving his or her occupational, social, and personal goals." For the student whose goal is to gain a broad general knowledge in the various complexities of business, the School allows him to spend two years learning the basic necessities, followed by two years in which he alternates classroom instruction with quarter-long periods of on-the-job experience. After four years, the student leaves with a Bachelor of Science Degree — confident of his ability to meet the challenges of today's structured society.



William H. Bailey
Associate in Applied Science
Paul J. Bartoszewicz
Associate in Applied Science

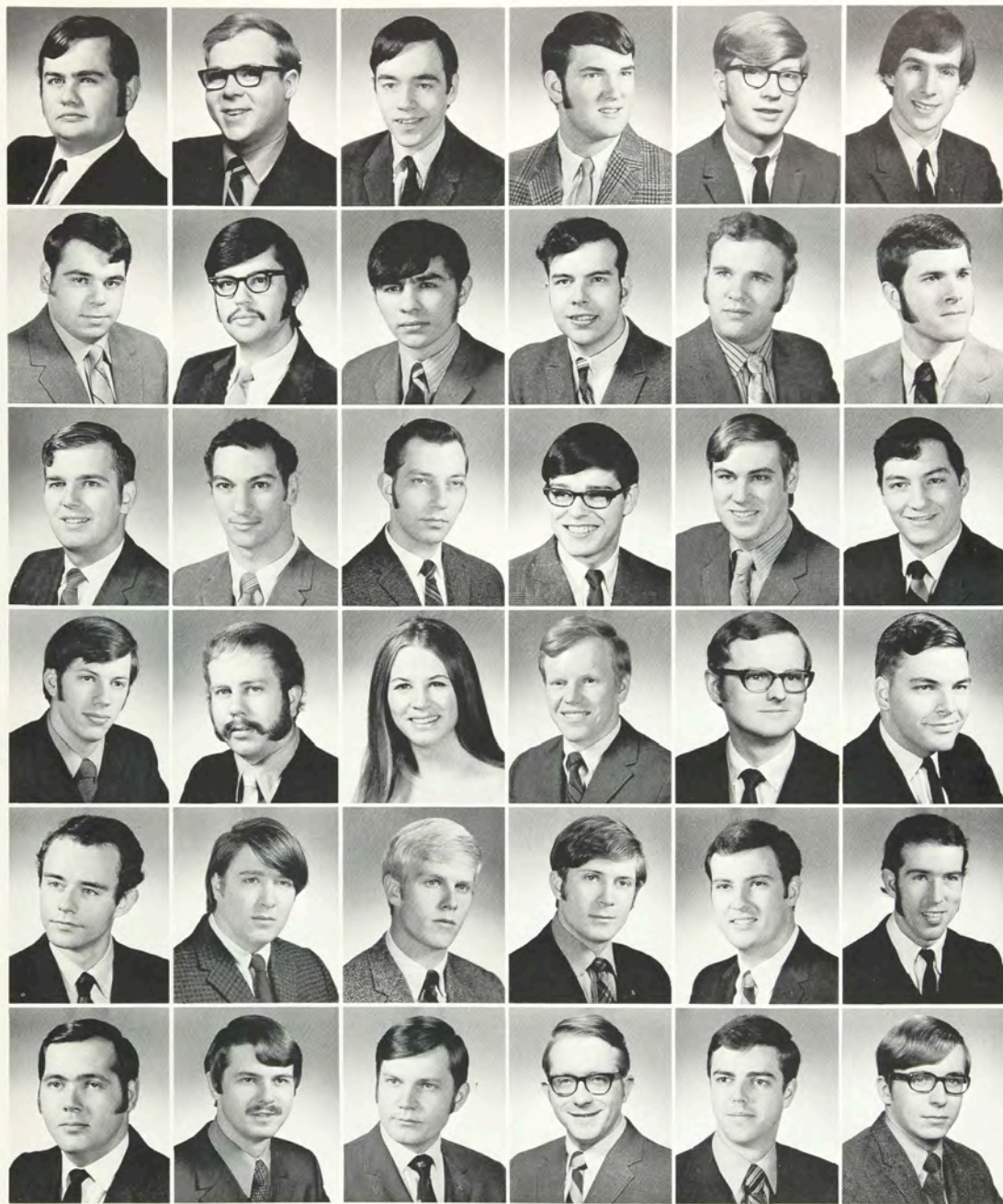
William D. Baskind
Bachelor of Science
Theodore N. Bingley
Associate in Applied Science

Mark W. Buckley
Associate in Applied Science
Richard P. Burgholzer
Bachelor of Science

Stephen B. Burnett
Bachelor of Science
Robert J. Calt
Bachelor of Science

Thomas A. Camiolo Jr.
Associate in Applied Science
Ronald C. Caplicki
Bachelor of Science

Terrance K. Castle
Associate in Applied Science
Richard D. Cohen
Associate in Applied Science



Robert F. Denniston
Bachelor of Science
Anthony J. Disalvo
Associate in Applied Science
James H. Empie
Bachelor of Science
Richard F. Frock
Bachelor of Science
Karl F. Glindmyer
Bachelor of Science
John C. Goodspeed
Bachelor of Science

David W. Headley
Bachelor of Science
Eugene R. Heyman
Bachelor of Science
Gary L. Iacovazzi
Associate in Applied Science
Bryan L. Johnson
Bachelor of Science
Robert J. Kirby
Associate in Applied Science
Gary Kolk
Associate in Applied Science

Wayne S. Kosel
Associate in Applied Science
Ronald Loiacono
Bachelor of Science
John L. Magin
Associate in Applied Science
Bonita J. Marshall
Bachelor of Science
James R. McFarland
Bachelor of Science
Joseph Prudzenica
Associate in Applied Science

Richard A. Rode
Associate in Applied Science
Jon E. Rothenmeyer
Bachelor of Science
Fred Salway
Bachelor of Science
Kenneth J. Schrader
Bachelor of Science
Stephen R. Schultz
Associate in Applied Science
Charles E. Simon
Bachelor of Science

Robert A. Stappenbeck
Associate in Applied Science
Edward A. Stieffens
Bachelor of Science
John F. Sundbeck
Associate in Applied Science
Hanspeter Susstrunk
Associate in Applied Science
Michael J. Tartaglia
Bachelor of Science
John L. Taylor
Bachelor of Science

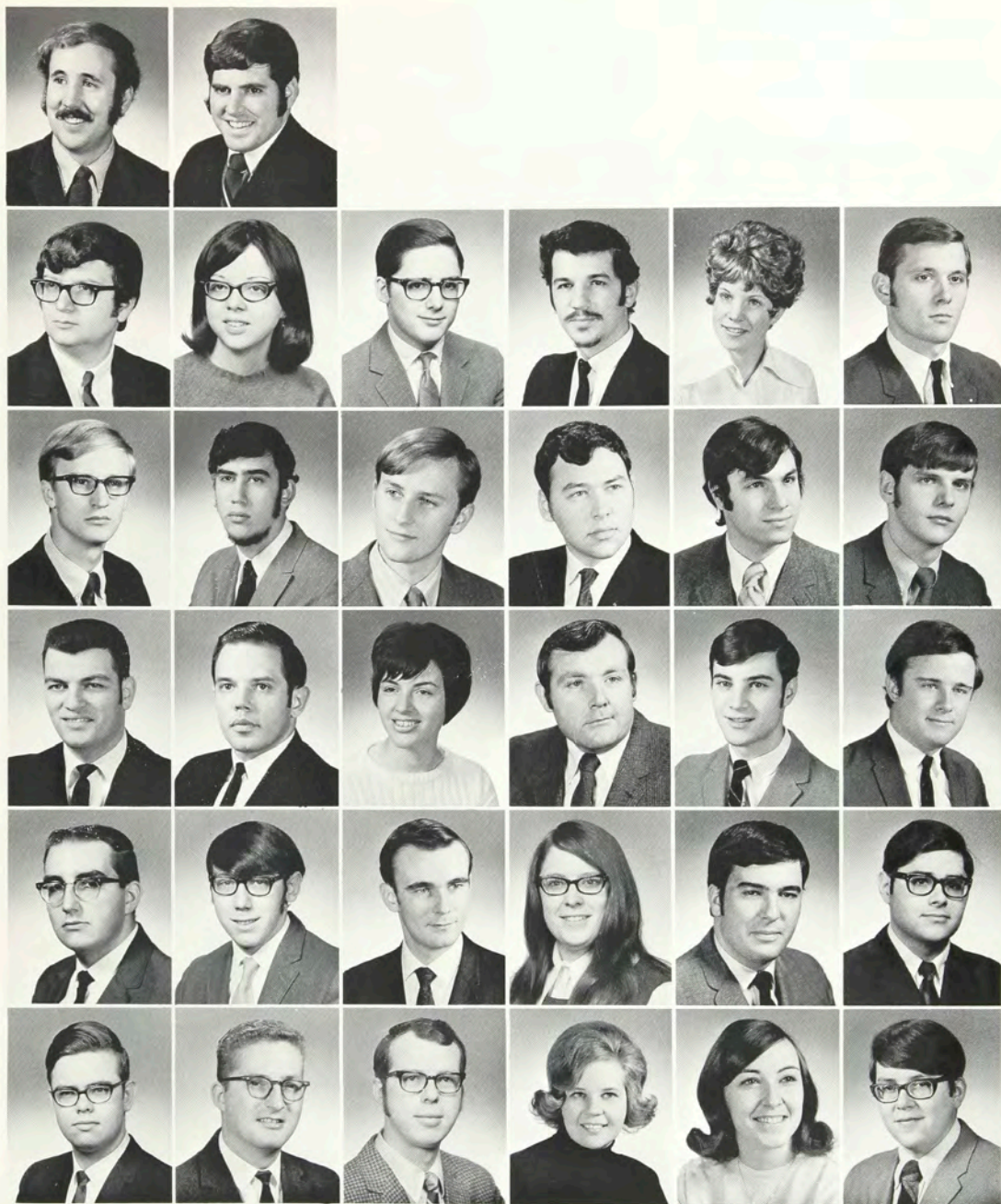
Gary W. VanIngen
Associate in Applied Science
Leigh E. Virkus
Bachelor of Science
John M. Ward
Associate in Applied Science
Alan S. Wedman
Bachelor of Science
Lee R. Wirschem
Associate in Applied Science
Gregory D. Zilker
Associate in Applied Science

Accounting

It has been estimated that over 70% of the transactions in the world today are not made with actual cash changing hands, but with the transfer of digits on paper. Because of this, the need for competent personnel, familiar with the function of business procedures, and qualified in accounting procedure, has increased ten-fold or more in the last decade. The Accounting Department of the School of Business Administration provides the intensive training necessary in the mechanics of this field with such courses as; accounting principles, auditing procedure, cost accounting, tax accounting, data processing and computer programming, and an extensive program of accounting problem solving. In addition, the curriculum provides exposure to the various aspect of business procedures through electives from the business administration programs.

Upon graduation, the student may enter into private accounting within the corporate structure of any given enterprise, or he is qualified to set for the New York State Certified Public Accountant examinations, the successful completion of which allows him to either join an established accountant firm, or free-lance independently.





Daniel R. Bickel
Bachelor of Science
Albert J. Cesare Jr.
Bachelor of Science
Frank Choromanskis
Bachelor of Science
Michael J. Christopher
Bachelor of Science
Howard E. Cook
Bachelor of Science
William D. Corbin
Associate in Applied Science

David G. Cunningham
Bachelor of Science
Cynthia A. Davidson
Bachelor of Science
Lee B. Deemer
Associate in Applied Science
Richard C. Dengal
Bachelor of Science
James E. Donnelly
Associate in Applied Science
David L. Edmunds
Bachelor of Science

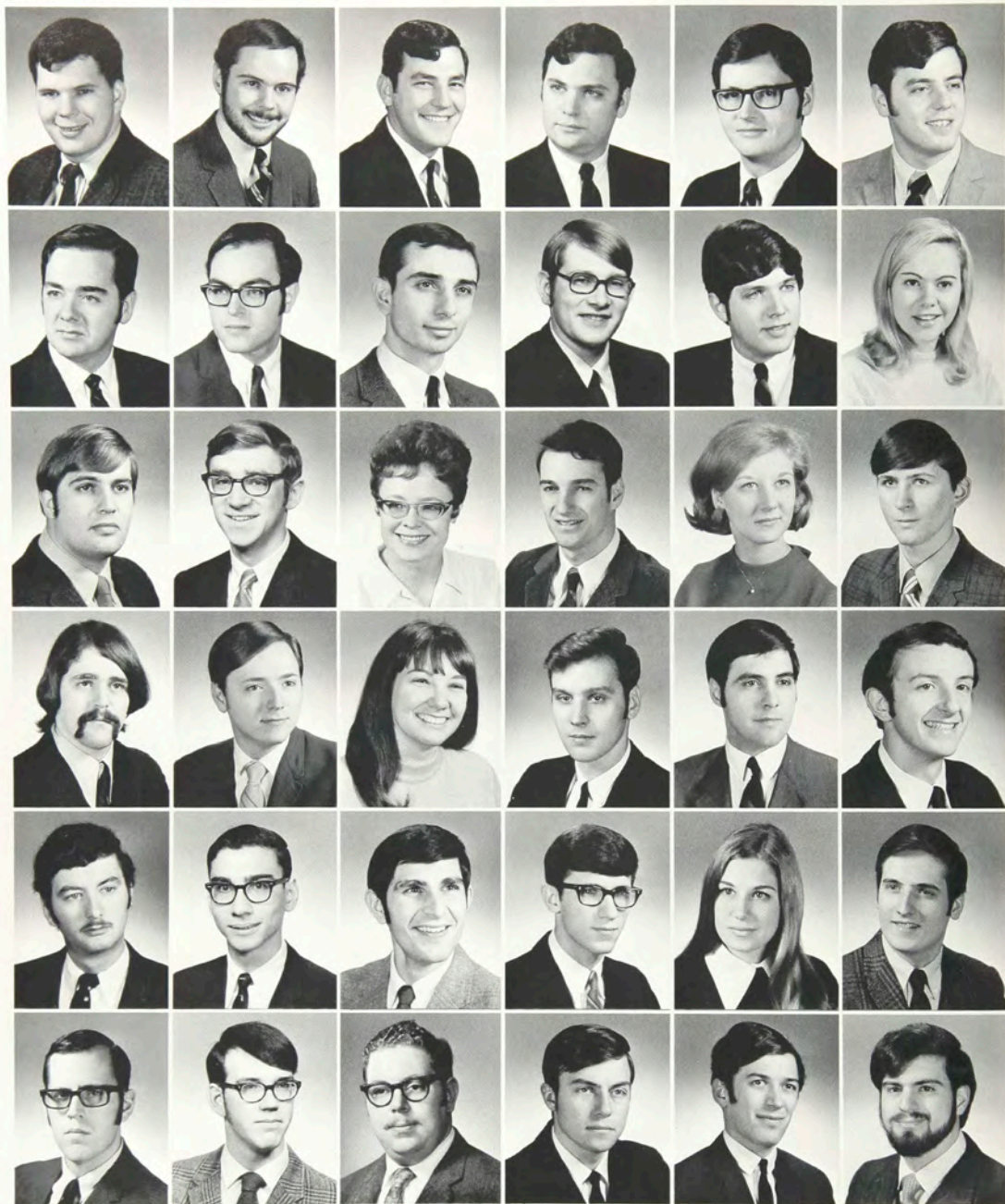
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Joseph F. Frick
Bachelor of Science
Linda A. Garback
Associate in Applied Science
Michael P. Gendrob
Bachelor of Science
Jim D. German
Associate in Applied Science

Anthony J. Giardino
Bachelor of Science
James J. Giffi
Bachelor of Science
William L. Gillette
Bachelor of Science
Patricia A. Gladstone
Associate in Applied Science
Deborah I. Goldblatt
Associate in Applied Science

Christine R. Hiller
Associate in Applied Science
Warren C. Hurwitz
Associate in Applied Science
Robert H. Indovina
Bachelor of Science
Louis J. Izzo Jr.
Bachelor of Science
Diana L. James
Associate in Applied Science

Dennis W. Kling
Associate in Applied Science
John D. Kowalczyk
Associate in Applied Science
Robert B. Kurycki
Associate in Applied Science
William M. Lipschultz
Associate in Applied Science
Alan B. Loyer
Bachelor of Science

Accounting



John R. Macomber
Bachelor of Science
John C. MacDonald
Bachelor of Science
Ronald R. Maphey
Bachelor of Science
George E. Meeks Jr.
Associate in Applied Science
James G. McGrath
Bachelor of Science
David B. McLaughlin
Bachelor of Science

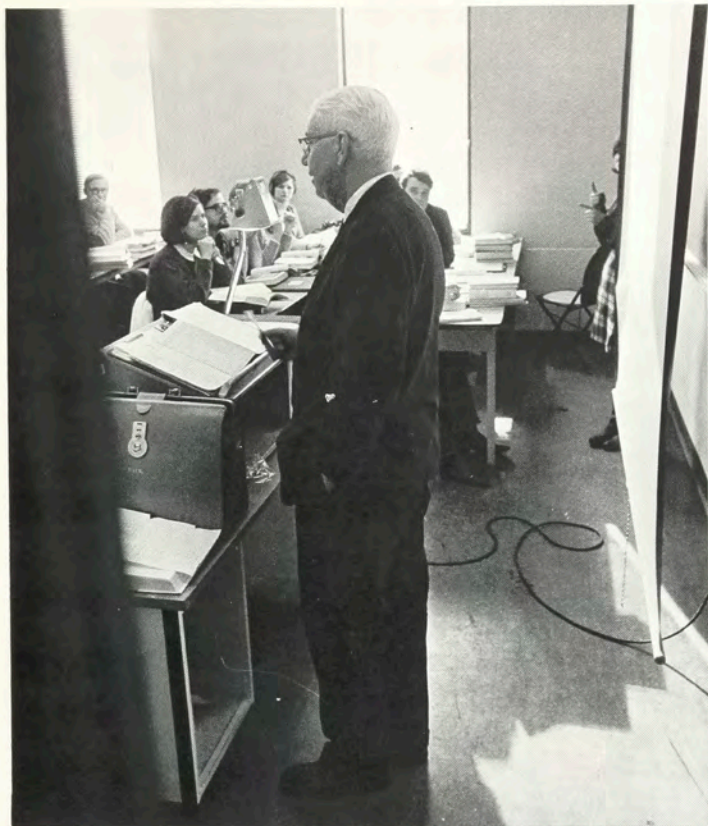
William A. Moorby
Associate in Applied Science
Ernest S. Mori
Bachelor of Science
Benjamin P. Norton
Associate in Applied Science
Gary W. Nothnagle
Associate in Applied Science
Donald J. Palermo
Bachelor of Science
Gerard T. Pavelsky
Associate in Applied Science

Ralph L. Peek
Bachelor of Science
Oliver K. Petersdy
Bachelor of Science
Dorothy D. Rector
Bachelor of Science
Marilyn A. Renton
Bachelor of Science
Robert A. Rizzari
Bachelor of Science
Joseph Harold Roth
Bachelor of Science

Allen Schwartz
Bachelor of Science
Philip D. Scott
Associate in Applied Science
Edward Siler
Associate in Applied Science
John P. Sligh
Bachelor of Science
Paul R. Southard
Bachelor of Science
Robert J. Spittal
Associate in Applied Science

Daniel C. Starr
Bachelor of Science
Frederick J. Stoffel
Bachelor of Science
Patricia A. Tatanus
Associate in Applied Science
Fred Terrigno Jr.
Associate in Applied Science
Joy A. Thomas
Associate in Applied Science
Martin E. Tillim
Associate in Applied Science

William A. Vaughn
Bachelor of Science
Susan M. Wager
Bachelor of Science
Stephen S. Ward
Associate in Applied Science
Jack R. Wheeler
Bachelor of Science
Ronald J. Whitty
Bachelor of Science
James C. Zicari
Bachelor of Science



Finance

"A fool and his money are soon parted." No one is more cognizant of the truth in this proverb than the students in the Finance major of the School of Business Administration. He leaves the school, well-versed in both aspects of the finance field — internal financing, the application of a corporation's assets; and institutional financing, the arrangement of investment programs for individuals and institutions.

Through such courses as; money and banking, security analysis, portfolio management, capital markets, and international finance, the Finance major is qualified to perform the defined function of finance, analysis of "where money comes from and how it will be allocated."



William C. Comins
Associate in Applied Science
Thomas W. Dougherty
Bachelor of Science

Andrew D. Klahr
Associate in Applied Science
John W. Marr
Bachelor of Science

Gary J. Mastrodonato
Bachelor of Science
Terrence W. Moran
Bachelor of Science

Richard P. Rubenstein
Bachelor of Science
Linda K. Sanders
Associate in Applied Science

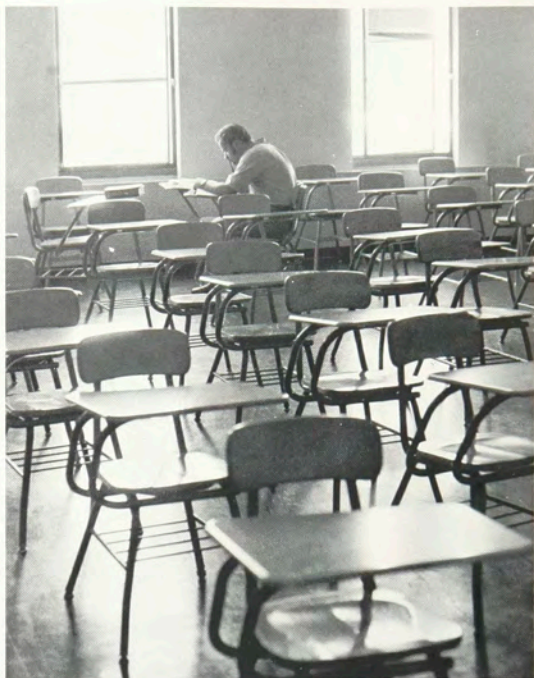
Carl W. Schlack
Bachelor of Science
Gerald A. Skinner
Associate in Applied Science

Daniel L. Strong
Bachelor of Science
Daniel R. Young
Bachelor of Science

Marketing

The term 'Marketing' covers those aspects of the business world that pertain to the movement of a company's products or services. This can be broken down into four parts — promotion, sales, distribution, and after-sales service. Those students in the School of Business Administration who choose the Marketing major become familiar with these terms in their four-year stay at the Institute. By taking such courses as; principles of marketing, sales management, advertising, international marketing, logistics, and marketing research, he is exposed to all the facets of this complex field.

Upon receiving his Bachelor's Degree, the Marketing major enters the business world, well able to adapt to the various problems involved in the movement of his company's output.





Michael G. Battaglini
Associate in Applied Science
Donald L. Brink
Associate in Applied Science
Janice F. Buff
Associate in Applied Science
Eugene J. Chappell
Bachelor of Science

Stephen R. Drumm
Associate in Applied Science
Andrew R. Dzembo
Bachelor of Science
Steven M. Early
Associate in Applied Science
David W. Felton
Bachelor of Science

John M. Galvin
Associate in Applied Science
Thomas R. Kolb
Associate in Applied Science
Stephen H. Kramer
Associate in Applied Science
Michael R. Kuzma
Bachelor of Science

Thomas J. LaDuca
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Thomas J. Neuscheler
Associate in Applied Science
William S. Nevin
Associate in Applied Science
Thomas L. Partndge
Bachelor of Science

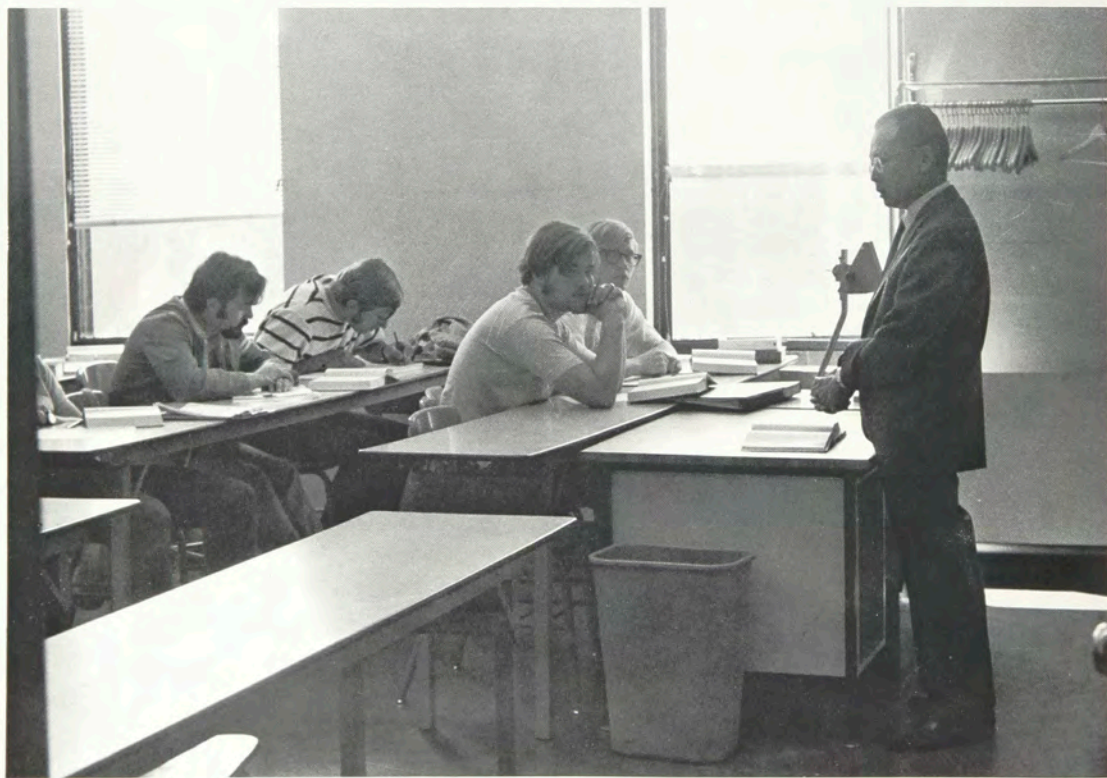
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Thomas D. Pfaffenbach
Bachelor of Science
Jo Ann Salter
Associate in Applied Science
James M. Teton
Associate in Applied Science

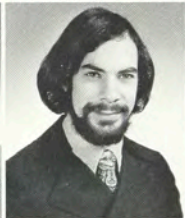
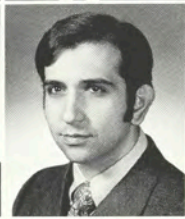
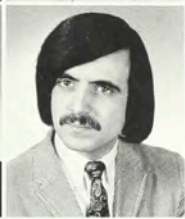
Brandon H. Trubee
Associate in Applied Science
Bruce D. VanKeuren
Associate in Applied Science
Richard P. Whalen
Bachelor of Science

Management

Those who achieve the distinction of being called a manager — from manager of a department or a division up to the president of a company — are the select individuals who provide an organization's overall direction and control. They are the ones who must coordinate the overall output of several fields and create from it a workable and profitable operation. He must have an analytical mind, keen intuition, sound judgement, and an ability to understand and direct people.

To turn out this type of executive, the School of Business Administration's Management major provides a curriculum which covers deeply the three main points of this field — production management, purchasing, and personnel. After taking such courses as; managerial economics, human relations, purchasing, forecasting, productions systems, and labor management relations, the Management major is well qualified to both fit into, and competently manipulate, the overall direction of any large corporation which he is employed by.





Thomas P. Abballe
Bachelor of Science
James E. Adams
Associate in Applied Science
Gary L. Albanese
Bachelor of Science
John E. Becker
Bachelor of Science
Kenneth H. Becker
Associate in Applied Science
Sherry J. Brody
Associate in Applied Science

Anne M. Buurke
Bachelor of Science
Frederick Caccamo
Associate in Applied Science
James E. Capelle
Bachelor of Science
Sande Richard Caplin
Associate in Applied Science
William D. Chapman
Associate in Applied Science

Robert A. Conway
Bachelor of Science
Thomas P. Cregan
Associate in Applied Science
Robert J. Daggett
Associate in Applied Science
Richard K. Davis
Bachelor of Science
Charles A. DeFranco
Bachelor of Science

Edward R. Deuel
Associate in Applied Science
Gerald J. DeWind
Associate in Applied Science
Lee M. Doud
Bachelor of Science
David J. DuFlo
Bachelor of Science
Keith M. Falkner
Bachelor of Science

Donald W. Fecteau
Associate in Applied Science
Anthony L. Gigliotti
Bachelor of Science
Alan B. Goldstein
Associate in Applied Science
Ronald G. Gruendike
Associate in Applied Science
Karen M. Hansen
Associate in Applied Science

Daryl G. Harris
Bachelor of Science
Lawrence R. Hillmire
Bachelor of Science
Richard A. Laetsch
Bachelor of Science
Joseph A. LaMonica
Bachelor of Science
Russell L. Larsen
Bachelor of Science

Management



Joseph P. Lomonaco
Bachelor of Science
Richard C. Loomis
Bachelor of Science
Charles E. McLaughlin
Associate in Applied Science
Daniel Q. Marshall
Associate in Applied Science
Wayne W. Matthews
Bachelor of Science
Lawrence R. Matura
Bachelor of Science

Robert T. Norton
Associate in Applied Science
Gary R. Noteware
Associate in Applied Science
John Michael O'Brien
Bachelor of Science
Joseph M. O'Brien
Bachelor of Science
Robert P. Ogie
Bachelor of Science
Richard C. Pagano
Bachelor of Science

David S. Perrin
Associate in Applied Science
John G. Perry
Bachelor of Science
Gary R. Presler
Bachelor of Science
Gary E. Preston
Bachelor of Science
Edward M. Reed
Bachelor of Science
Gregory P. Rice
Bachelor of Science

Stephen F. Rupprecht
Bachelor of Science
Samuel J. Sanfratello
Bachelor of Science
Gary F. Schreier
Associate in Applied Science
Richard J. Schwartz
Bachelor of Science
Richard M. Shaffer
Bachelor of Science
James E. Smith
Bachelor of Science

Frank J. Tabone
Bachelor of Science
Harry H. Tatters III
Associate in Applied Science
Elmer H. Taylor
Associate in Applied Science
Che Tak Tsang
Bachelor of Science
Ronald J. VanSteen
Associate in Applied Science
William M. Vaughan
Bachelor of Science

Mark A. Waldman
Associate in Applied Science
Ronald J. Walls, Jr.
Bachelor of Science
Ronald C. Westcott
Bachelor of Science
Charles G. Woodcock
Bachelor of Science
Eric C. Zierk
Associate in Applied Science
David Curtis Zintel
Bachelor of Science



Executive Secretarial

With the increase of the number of corporate executives in the last ten years, there has been created a large void in the business world — that of the executive secretary. The corporate head needs someone more than a typist to handle the complexities of his daily input-output of decisions. For this reason, the School of Business Administration set up the two-year, Executive Secretarial program. The course is designed to give the participants two-fold training. Besides developing a keen edge in the mechanics of secretarial science (high-speed typing, shorthand, and transcription), the executive secretarial student is exposed to the decision making process of the business structure through such courses as; business law, introduction to business administration, and management data processing.

Another gap being filled by the Secretarial program is that of the Medical Secretary. Along with the secretarial science courses, she is exposed to the medical profession through such curricula as; cellular biology, anatomy, physiology, and analysis techniques.

Upon completion of the two-year course, the participant is awarded the Associate in Applied Science.



Linda C. Bellina
Associate in Applied Science
Linda M. Carvalho
Associate in Applied Science
Gemma F. DiPonzio
Associate in Applied Science

Nancy A. Fox
Associate in Applied Science
Ellen M. Katz
Associate in Applied Science
Susan Kaufman
Associate in Applied Science

Linda K. Larkins
Associate in Applied Science
Kathleen A. McFee
Associate in Applied Science
Paula R. Peraino
Associate in Applied Science

Carmel E. Quartieri
Associate in Applied Science
JoAnne Sandler
Associate in Applied Science

Janice D. Tollerton
Associate in Applied Science
Jan K. Tremlett
Associate in Applied Science

Food Management

by Marian E. Grover

The scientific preparation and service of the food we eat is certainly an area of intense challenge and increasing demand — the complexity of our society making each day a struggle in the area of food growth and preparation.

Those interested in the management of food services at an executive level choose courses such as; principles of nutrition, business management policies, the science of food, and others oriented to the control of personnel in the area of food.

The Henry Lomb room on the fourth floor of the George Eastman Memorial Building is often the scene of a variety of events ranging from wine testing to testimonial dinners.

At the completion of the first two years, the Food Management student may co-op every other quarter in various positions in business. Airline companies, country clubs, and other commercial companies employ those students with an A.A.S. degree in Food Management.



Ralph D. Andersen
Bachelor of Science



James C. Bingham
Bachelor of Science
Robert A. Castiglione
Bachelor of Science



Thomas S. Fazekas
Bachelor of Science
Raymond M. Hans
Bachelor of Science



David Horne
Associate in Applied Science
Ira R. Kleinrock
Bachelor of Science

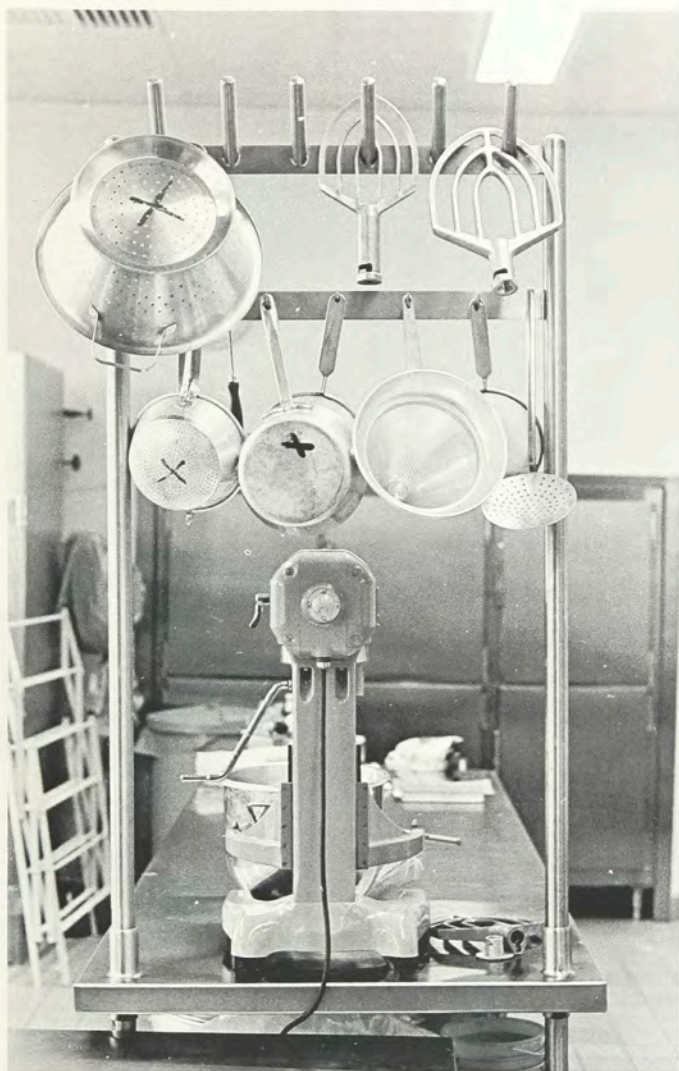


Elens B. Miller Jr.
Bachelor of Science
William W. Parish
Bachelor of Science



Hayden J. Richards
Associate in Applied Science
John F. Shirley
Associate in Applied Science





Hospital Dietetics

by Nancy A. Ruhle

Dietetic majors in the Food Administration Department are becoming the scientists of the future — they are the true humanitarians — concerned about the problems of our ever increasing numbers, and committed to solving these problems. Hunger and malnutrition, both in this country and abroad, have emphasized the need for an expertise in nutritional care for the needy. The Hospital Dietetic students, aware of the great trust bestowed upon them by their society, must be well trained and experts in their field.

Four-year graduates of the School of Food Administration, especially those concentrating their studies in Hospital Dietetics, may manage extensive resources for group feeding in hospitals, colleges, or a variety of institutions. Graduates may wish to teach nutrition principles in groups or dietary counselling centers where the need for detailed knowledge is great.



Alison L. Adams
Bachelor of Science

Judith E. Brown
Bachelor of Science

Marion I. Curtis
Bachelor of Science

JoAnn Kiscleski
Bachelor of Science

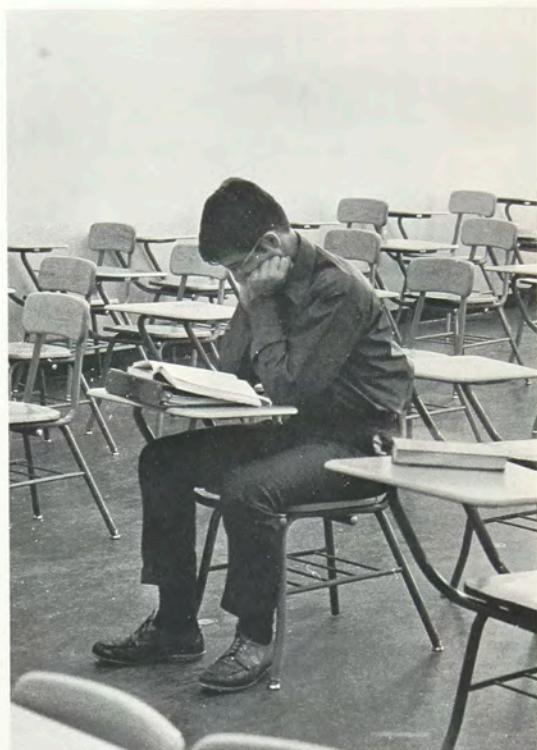
Wanda A. Krupski
Associate in Applied Science
Carol L. Moonen
Associate in Applied Science

David L. Phillips
Bachelor of Science
Janice R. Sengle
Associate of Applied Science

Retail Management

The School of Retailing offers a four-year program leading to a Bachelor of Science degree, with the opportunity to specialize in electives such as fashion and/or interior design. Courses offered in the retailing division are directed to students wishing to further their knowledge in the areas of physical distribution of goods, services, and communication in business.

Today's college graduate, joining a retail corporation, can reasonably expect to manage an important segment of a department store within five years at the maximum. Graduates from the School of Retailing are young men and women who, being decisive and committed, are eager and able to run a small business as if it were their own. The young executive who is successful at managing a department can anticipate taking on larger responsibilities. Measures of success are simple and immediate — the daily sales report, the monthly profit and loss statement, and the store or department's year-to-year growth are clear indications of a manager's progress. The retail manager is one whose responsibilities are reflective of his position in the industrial society.



Herbert J. Ackroyd
Associate in Applied Science
Carla J. Blondell
Associate in Applied Science



Margaret E. Bowker
Bachelor of Science
Alice B. Burns
Bachelor of Science

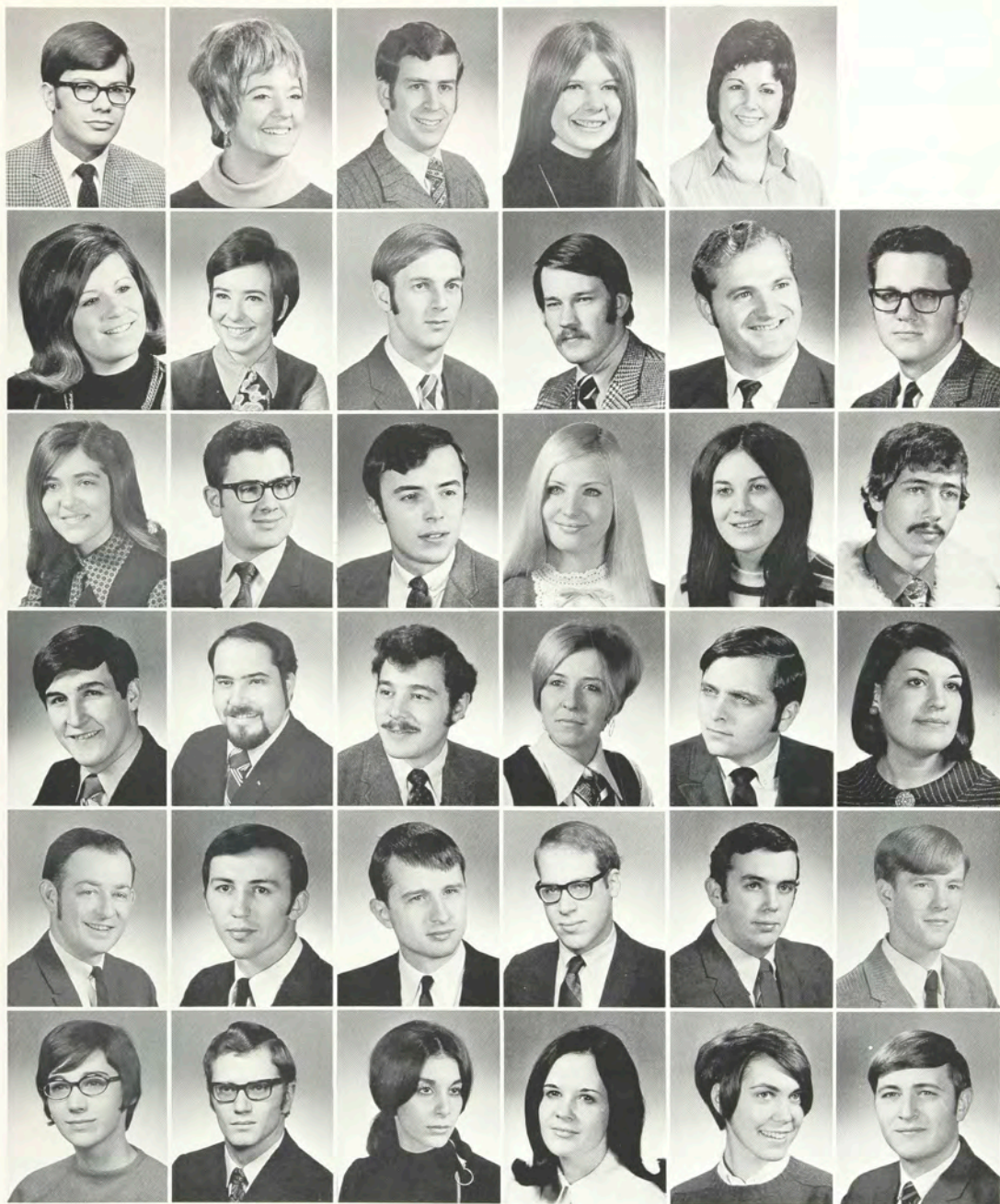


Steven N. Cohen
Associate in Applied Science
Michelle Coolbaugh
Bachelor of Science



James T. Conners
Bachelor of Science
Joseph F. Daley
Associate in Applied Science





Thomas C. D'Amico
Associate in Applied Science
Paulette C. Davis
Bachelor of Science
Cynthia Lynn Diederich
Associate in Applied Science
Terry R. Doherty
Bachelor of Science
Ross M. Erwin
Associate in Applied Science
Kathryn R. Ferrel
Associate in Applied Science

Irene R. Fiorica
Bachelor of Science
Jo A. Forest
Associate in Applied Science
James C. Germano
Associate in Applied Science
Daniel S. Halperin
Associate in Applied Science
Joseph William Heinlein
Bachelor of Science
William L. Henry
Bachelor of Science

Larry J. Hoffman
Associate in Applied Science
David B. Hopenworth
Associate in Applied Science
David B. Hurd
Bachelor of Science
Murry D. Jacobson
Bachelor of Science
Allen L. Jamison
Bachelor of Science
Peggy A. Kulakis
Associate in Applied Science

Patricia A. Lane
Associate in Applied Science
Lawrence Lovejoy
Bachelor of Science
Linda J. Marin
Associate in Applied Science
Diane F. Matuzas
Bachelor of Science
Stephen D. Meltzer
Associate in Applied Science
Margaret M. Miller
Bachelor of Science

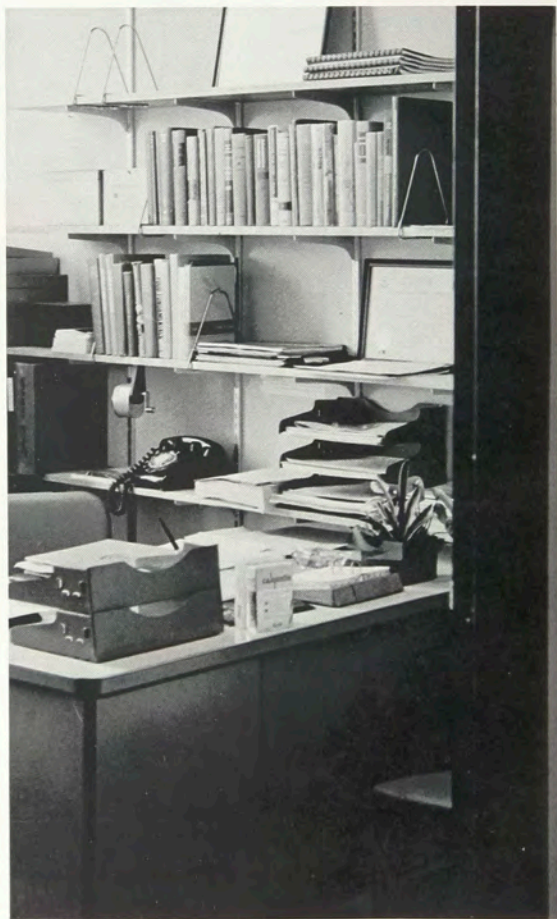
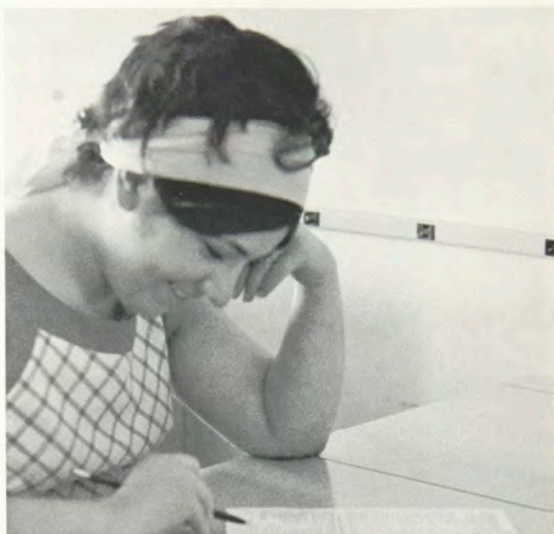
Barbara J. Perona
Bachelor of Science
Llewellyn S. Rice
Bachelor of Science
Lee A. Skolnik
Associate in Applied Science
Thomas A. Solek
Bachelor of Science
Thomas R. Steele
Associate in Applied Science
Susan E. Sturtevant
Bachelor of Science

Mark G. Taylor
Associate in Applied Science
Jay R. Teitelbaum
Bachelor of Science
Marilyn R. Tucci
Bachelor of Science
Robert C. White
Associate in Applied Science
Stephen C. Wright
Bachelor of Science

Fashion Retailing

Opportunity for more concentrated study is provided in the School of Retailing by elective courses in fashion, preparing students for positions in fashion merchandising or fashion coordination. This type of work demands graduates with high creative skills and talents to assist, advise, and help in the selection, creation, and presentation of fashion merchandise. Beginners in the fashion area are requested to include courses that review the growth of social, political, and economic mores that have influenced the styles of wearing apparel throughout history. A prerequisite course in home furnishings, with design and color principles stressed, is also mandatory for those choosing the fashion elective.

Current styles and fashions, some quite fascinating, are covered, along with the actual automated production of fashion goods. Directed to students interested in purchasing for a large department store or firm, the course affords a comprehensive review of all information required for merchandise selection and purchase.





Judith I. Beaulieu
Bachelor of Science
Claudia M. Birrell
Bachelor of Science
Nancy J. Bossert
Bachelor of Science

Lori S. Busch
Associate in Applied Science
Ann B. Buttino
Bachelor of Science
Cheryl F. Cook
Bachelor of Science

Lisa J. Dunn
Bachelor of Science
Mary Lou Fortner
Bachelor of Science
Rosemary Frank
Bachelor of Science

Beryl F. Freedman
Associate in Applied Science
Patricia A. Hopkins
Bachelor of Science
Rebecca A. Hunter
Bachelor of Science

Nancy A. O'Neill
Associate in Applied Science
Lucille Redmann
Bachelor of Science
Nancy L. Schuler
Associate in Applied Science

Linda J. Schwartz
Associate in Applied Science

Interior Design

by Joseph H. Schuler Jr.

Specialized courses in Interior Design give the student enrolled in the School of Retailing an explicit opportunity to develop a sense of planning in the basics of interior decoration. Requirements of a student wishing to enroll in specialized design courses, are that he have had preliminary courses in basic design and interior principles of decoration. Such necessities as planning the home, selection of merchandise and architectural materials, furnishings, color co-ordination, and learning to construct plans and models, are taught in most of the undergraduate Interior Design sequences.

As interest in improving our environment increases, the need for specialized problem-solvers in the area of design; those who are competent space-savers, becomes more acute. Suitable working and living areas are rapidly decreasing, and homes must be utilized to their utmost. The courses offered in Interior Design are designated to arrive at this end.



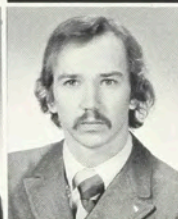
Donna E. Agnello
Bachelor of Science
Bonnie L. Baltisberger
Associate in Applied Science



Dorothy M. Burns
Associate in Applied Science
Kellie E. Butterwege
Associate in Applied Science



Elizabeth O. Feathers
Associate in Applied Science
Annette J. Frank
Associate in Applied Science



Linda L. Jermyn
Bachelor of Science
Gary W. Kuhn
Bachelor of Science
Elaine C. Maloney
Associate in Applied Science



Cornelia K. Martin
Bachelor of Science
Margaret M. Perrose
Associate in Applied Science
Melinda L. Stanton
Associate in Applied Science



Sheila J. Synesael
Associate in Applied Science
Diane E. Tucker
Associate in Applied Science
Mary K. Vella
Bachelor of Science





Society of Interior Design

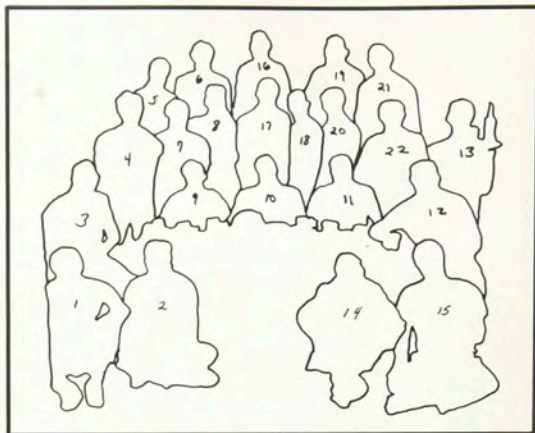
One of the smallest on-campus organizations, but certainly one of the most active throughout the entire school year, is the RIT Society of Interior Designers. The eighteen members of the Society are not affiliated with the national Society of Interior Designers any longer, but they are recognized by the Student Association of RIT as an independently functioning organization. The Society, which was founded in 1966 to augment student education in the field of interior design, is noted for its numerous activities. This year the Society conducted an average of two meetings each month to discuss business, and held a special activities meeting to organize several events during the winter and spring quarters of school. They held their annual "Christmas Boutique" which displayed for sale interior design furnishings and Christmas ornaments contributed by the membership. Later they met for a winter conference lasting three days, which involved several speakers on trends in interior design, and tours of local and area buildings. The Society planned tours to the famed Buffalo Albright-Knox art museum, and to Toronto to the Bauhaus exhibition of German architectural design. They held a special "Valentine's Day Boutique" in February, and during the spring, the Society decided to organize a trip to New York City for the members.

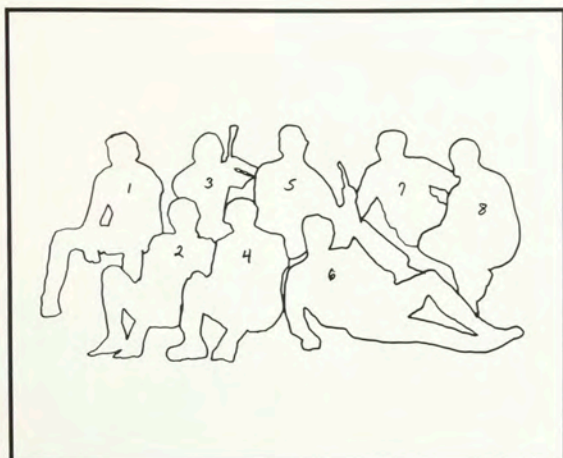


Delta Sigma Pi

1. Canyon Chin
2. Gary Nothnagle
3. David DuFlo
4. Scott Hopwood
5. William Parish
6. Edward Cain
7. Thomas Camiolo
8. James Giffi
9. Richard Rector
10. Ralph LeMoine
11. John Sligh
12. George Cervenka
13. Richard Loomis
14. Thomas Reardon
15. Robert Stowell
16. John Jaconski
17. Thomas Frank
18. Terrance Castle
19. James Ryan
20. Gary Humbert
21. Hanspeter Susstrunk
22. Robert Denniston

Joseph LaMonica
David Parr
Thomas Partridge
Jr. Vice Pres.
Richard Perry
President
Oliver Peterdy
Secretary
Robert Spittal
Vincent Tarquin
Gary Van Ingen





Pi Beta Chi

- | | |
|--------------------|------------------|
| 1. Paul Cathieu | 8. Dale Renfer |
| 2. Dennis Kling | Bruce Bentley |
| 3. Dean Shaffer | Anthony Giardino |
| 4. Paul Cocca | Rodney Jong |
| 5. Gene Trefethen | Phil Scott |
| 6. Phil Montgomery | Donn Underwood |
| 7. Hal Huntley | |



Canned Heat

If the name of a musical group is indicative of its style of music, as a poem's title is often taken from the context of the poem — Canned Heat is a perfect name for the group that performed in the George Clark Memorial Gym. They appeared as a part of "Spring Thing" presented by the College Union Board.

Deviating slightly from the typical cosmic sounds of hard acid rock, Canned Heat is unique in their presentation of sound; sometimes haphazard, but always very exciting. Their concert in the gym proved to be one of revelation for the group and their audience.

Those who digested the music of Canned Heat were able to truly appreciate the difficulties in acoustics and the attempts of the musicians to tighten up and make their songs more concise. No one has to be escorted through the sounds of Canned Heat — most of the students present became followers in the sense that a strain of music, once established, (as Canned Heat ultimately did), permeates throughout the entire performance.





Phi Kappa Tau

Many of the brothers of Phi Kappa Tau can still recall their old meeting place; the basement of the cafeteria at the old campus site. From this old meeting place, and from its first fraternity house on Plymouth Avenue South, the brothers of the fraternity have progressed in Quantity and Quality to the present representative membership of nearly 75.

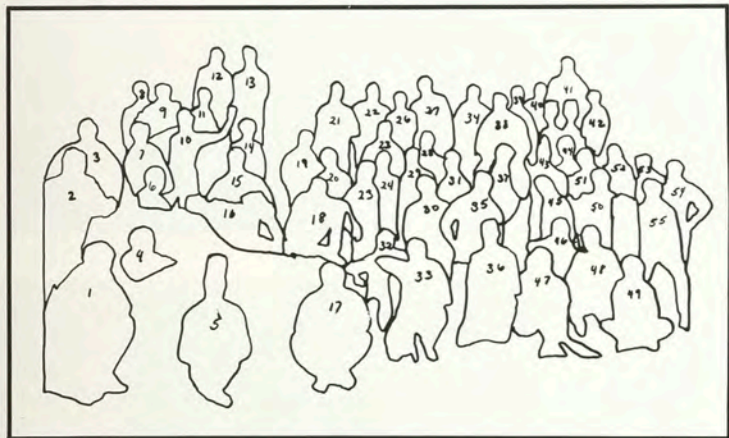
RIT became the base of Phi Kappa Tau's Gamma Nu chapter in 1964, with the aid of the fraternity's young men and several Main Street West administrators. Phi Kappa Tau brothers, continually upholding their group's ideals, have won social, athletic, and most importantly, scholastic honors every year. Winner of the annual Inter Fraternity Council's Scholarship trophy for two consecutive years, excluding the current year, the cumulative grade point average of Phi Kappa Tau has been the highest among all fraternities at the Institute.

The brotherhood is just as proud of their athletic record in the past year. It has retained, for the third consecutive year, the Inter Fraternity Council Softball Trophy, has placed second in volleyball, and led the Interfraternity league in the total number of winning sports events.

The social side of the fraternity is also an important part of its existence and college life. The highlight of the Phi Tau year begins with the traditional Phi Tau Weekend, in mid-spring. The crowning of a sweetheart, participation in the college's Spring Weekend, the all Greek Toga Party, chug contests, and picnics are all part of the social prerequisites leading up to the final event of the year — the End of the Year Banquet.



- | | | |
|-----------------------|------------------------|------------------------|
| 1. Gregory Dolgash | 17. Jeffery Wagaman | 37. Harry Golenbroome |
| 2. Alexander Miller | 18. Gregory Zilker | 38. James Ogata |
| 3. Craig Schuck | 19. Rick Lewis | 39. Robert Jackson |
| 4. Gary Werth | 20. Scott Rimmer | 40. Mark Weshe |
| 5. Fredrick Best | 21. Richard Corbett | 41. Thomas Pape |
| 6. Lawrence Ambrosino | 22. Cameron Luckock | 42. Haydn Richards |
| <i>Vice President</i> | 23. Raymond Gibson | 43. Andrew Berry |
| 7. John Hess | 24. Tim Miller | 44. Douglas Perkins |
| 8. James Stockton | 25. Thomas Roberts | 45. Urban Jorgenson |
| <i>Treasurer</i> | 26. Grant Gillette | 46. Jack Sauer |
| 9. Thomas Davis | 27. Mike Fricand | 47. Stanley Brozyna |
| <i>President</i> | 28. Robert Uzenoff | 48. Stuart Menkes |
| 10. Larry Horvath | 29. John Lawson | 49. Michael Kagen |
| 11. Clifford Cyphers | 30. Richard Wyman | 50. Roger Riley |
| <i>Chaplain</i> | 31. Steve Misar | 51. Michael Serve |
| 12. Edward Clymer | 32. Jesse Davis | 52. Thomas Steele |
| 13. Warren Snelgrove | 33. Robert Engebretson | 53. Joseph Prudzienica |
| 14. Carl Ward | 34. Bruce Levine | 54. Paul Brown |
| 15. Louis Peck | 35. Robert Gourley | 55. Raymond Nau |
| 16. Russel Fisher | 36. Don Grace | |



Student Government . . .

ROTC haunted Senate —
parking problems provoked
a number of investigations —
and Senate was abolished.

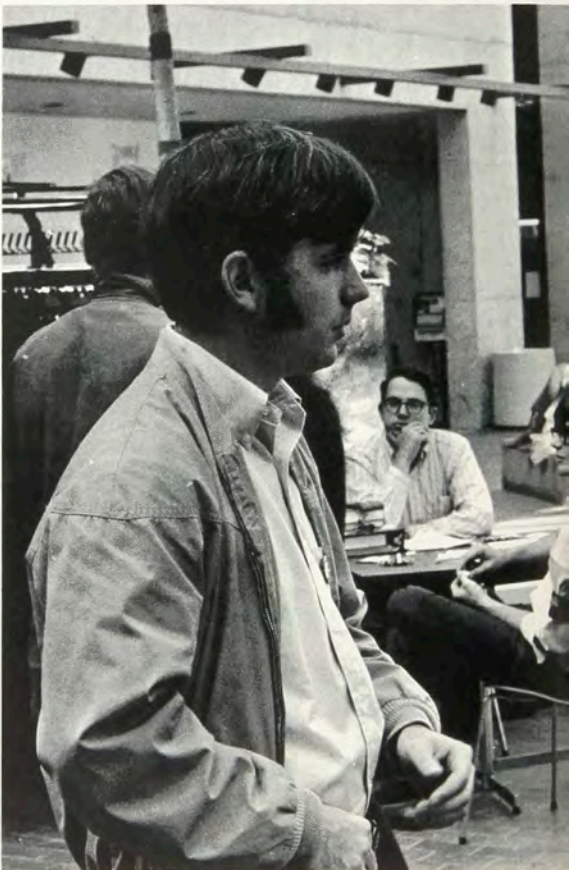
by James Sutherland

The past year of student government is acceded generally to have been a successful period of growth and accomplishment. By far the greatest alteration in the structure of the RIT Student Association was the replacement of the Student Senate by the Student Assembly during Spring Quarter. Other changes included the traditional elections of new SA officers during Winter Quarter and the appointment of new committees and officials to probe conditions at the Institute. The most significant aspect of all, however, was the increasing sensitivity and awareness displayed by the SA throughout the year.

When school began in September 1969, the Association faced a heavy workload. Despite an intensive clean-up effort the previous June, both the new SA President, Joel Pollack, and Vice President, Thomas Dougherty, and the Student Senate had business left over from the Spring. When that was cleared away, all found themselves with even more tough business ahead.

With the move to the new campus, hundreds of minor — though irritating — problems surfaced, and the SA soon found itself investigating such widely diverse RIT institutions as the bookstore, the Tenure Committee, the Pinkertons, and the graphic mark. One of the most difficult situations was that posed by the presence of the Army's Reserve Officer Training Corps post on-campus. The SA, which helped inaugurate the program early in 1969, discovered that ROTC, far from being a finished piece of business, kept returning to haunt both the Senate and the President and his Cabinet through the year. Likewise the seemingly innocent subject of student parking provoked several investigations of parking lot delegation and maintenance procedures, the method by which student cars are towed from the lots by the Pinkertons, and the operation of the Traffic Court which has the responsibility of determining who pays parking tickets.

Another highly-delicate topic is money, and the SA was fortunate to have John MacDonald as Secretary of Finance in the President's Cabinet. MacDonald's hard-line fiscal policies



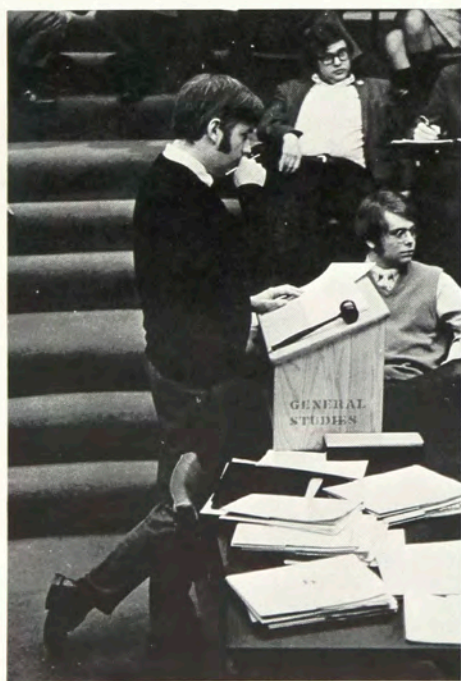


provided endless consternation to several organizational heads during the year as he kept watch on the SA funds. He is credited for maintaining financial responsibility in the strictest sense of the term during a year when the demands on the budget were tighter than anyone could remember.

1969 was also the year when the SA moved toward a more national outlook on many issues. The Senate, with the urging of President Joel Pollack, lent its sponsorship to the Moratorium Committee's activity during the Fall and Winter quarters and began working toward what would emerge as Earth Day 1970 in April. Much of this was co-ordinated by the Secretary of the RIT Chapter of the National Student Association, Gary Kolk. Kolk's deep interest in national, as well as local and campus affairs would be reflected when he and Alan Ritsko were elected to the respective posts of Vice President and President of the SA in the last month of Winter quarter.

In conjunction with their elections, and the elections of the Senators and Cabinet members, the structure of the Student Senate underwent considerable modification. The last Student Senate meeting was conducted on March 9, 1970. The Pollack-Dougherty administration formally relinquished the reins of power to Ritsko and Kolk, and the meeting was promptly adjourned for a short celebration after the Senate resolved that "the Vice President of the Student Association buy the first round of drinks at the Suburban Inn," and passed the resolution unanimously.

On April 6, after classes reconvened, the newly-created Student Assembly rose phoenix-like from the Senate concept. There were, however, many differences. Many complaints had been heard that the old Senate was "unresponsive," that it avoided taking up departmental business in favor of bigger issues. The Senate had been a large group, thirty-six members at most, and it seemed to be noticeably slow to take up, discuss and pass important legislation. By reason of its size, and not its constituency, the Senate was afflicted with creeping bureaucracy.





To meet those specific objections, the Student Association reorganized the number of representative Assemblymen, adjusting it from the three dozen to eight — one each from the Departments and Schools. The Assemblymen were elected from the five or so Departmental or School Senators, who in turn are directly responsible to the students in the Department or School on matters brought to their attention by their constituents, and hopefully at this first level many of the problems which formerly had to go to the Senate could be solved without the need for legislative action. If, however, the need is deemed beyond the powers of the Senators, they pass it to their Assemblyman who presents it at the weekly meeting.

The Assembly meetings tended to be less formal than the old marathon Senate gatherings. In the relaxed atmosphere, the Assemblymen discussed business with more ease and clarity than was formerly possible, and can get through an evening's business in hours less than the Senate required. In actual practice during Spring quarter 1970, observers found the Assembly an extraordinarily active and sensitive sounding board for student problems, that the Senators are having less influence than was presupposed.

Despite that drawback, the Assembly was acknowledged to be a successful experiment in streamlining the often-tedious process of student government during the Spring quarter, when, it seemed that if the Assembly had not existed, conditions would have forced its creation to meet the extraordinary needs.

At its first meetings, the Assembly considered action on Earth Day, voting the Environmental Committee funds and equipment aid. The Assembly called upon the Institute's Policy Committee to suspend classes on April 22 to grant recognition to the cause; but Policy Committee rejected the class-cancellation while giving its otherwise full approval to the project.

Ritsko, Kolk and the Assembly, meanwhile continued explorations of the so-called "Campus environment" including

paying special attention to the problems of commuting students, and the dorm-dwellers. Ties with President Miller were strengthened during the quarter when he became involved in many Assembly-sponsored projects and established several "task forces" to find out what was happening to the parking situation and the attitude of dorm-bound students.

The Assembly reacted quickly and with admirable maturity during the final month of school when the relative calm was shattered by campus demonstrations against the war in Cambodia. Kolk led the Assembly in its passage of a series of resolutions which began with a condemnation of the Kent State murders, and ended with a proposal to allow students to complete their courses early in order to participate in the newly-revived Moratorium movement on campus. The Assembly voted for the establishment of an "Alternate University" to be held the last two weeks in May. And it initiated a long-range plan to evaluate the courses and instruction offered by RIT. At the height of the interest in reform in academic policy, the Assembly held two open emergency meetings in May that were attended by thousands of students, faculty and administration personnel. The solidarity evinced in these meetings convinced even the most skeptical that something totally new was happening.

At the two emergency sessions, and at the later meetings, the actions of the Assembly were closely watched and hotly debated as was never the case in the Senate days when a turn-out of two dozen was considered remarkable. The display of energy harnessed to understanding by the Student Association during those days in May proved that representative student government can function as it never did — never could — before. With this realization, the Assembly, at the year's end, began making plans to expand its role working for the students in the Fall. That, they knew, would decide for sure whether the cooperative spirit that blossomed in the Spring would endure.

President's Cabinet

The President's Cabinet of the Student Association serves as an advisory group to the President of the Student Association, and provides ideas and recommendations to both the officials of the Association and to the Assemblymen. Also, the Cabinet is charged with enforcing the policies and the regulations which have been passed by the Assembly. The Cabinet is composed of Secretaries, plus a faculty advisor, and their offices cover the entire field of student government; from policy, to financial controls, to campus affairs, to communications on campus. This year, the Cabinet was responsible for the thorough review of the allotment of student monies to the various agencies of government and organizations which requested funds. The cabinet also assumed responsibility for handling much of the publicity and public relations work for the Student Association and producing the student handbook for general distribution to the Institute during 1970.





College Union Board

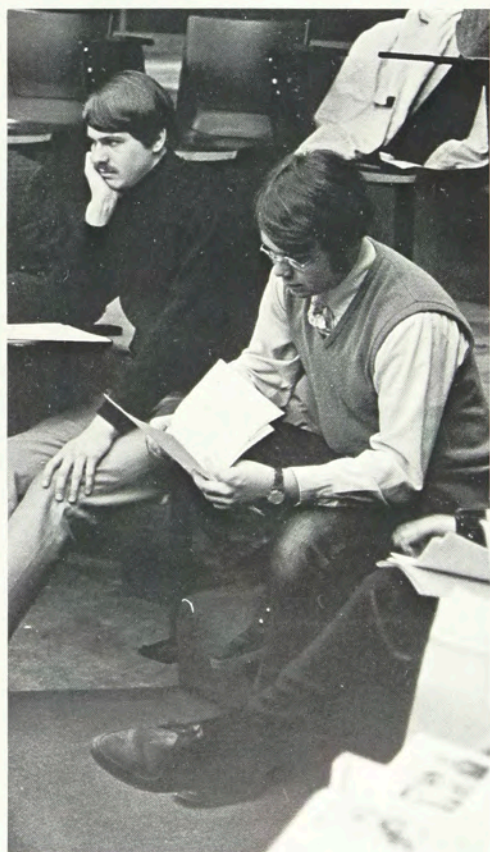
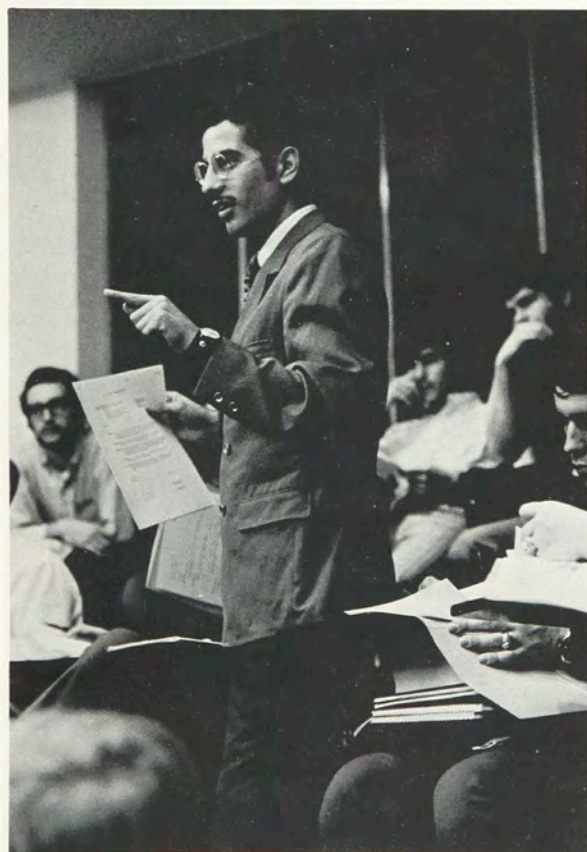
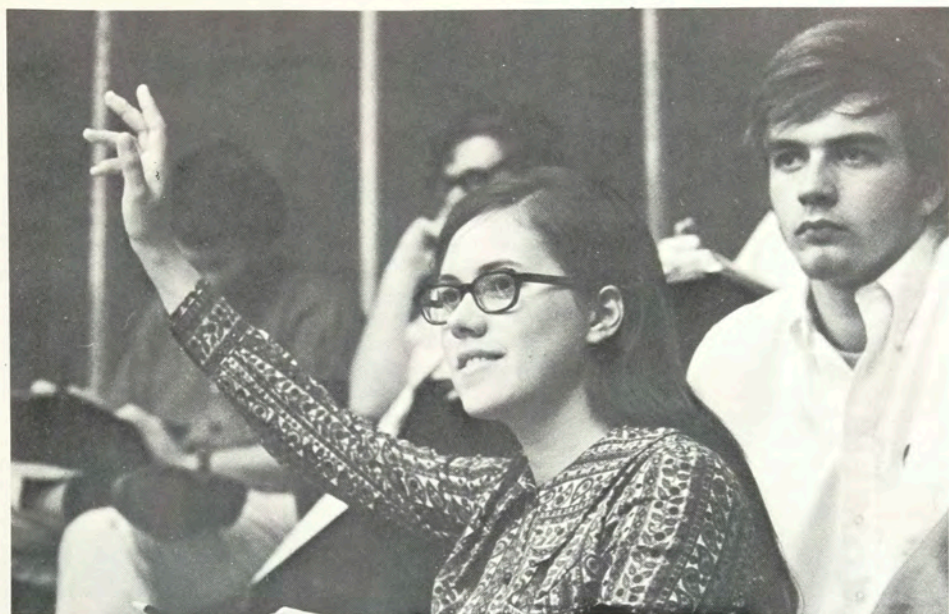
The primary functions of the College Union Board of RIT are to provide educational, social, and cultural events for the students of the Institute through the medium of the College Union. This year the College Union continued its expansion and growth under the direction of the Board: the building itself was virtually completed by the end of winter quarter, and the Board gave all of its time to operation and planning aspects. The Board was headed by Chairman Maria Rainone, and all the usual Union events were retained, such as the Talisman Film Festival, and the Boswell Coffee House, but the Board planned a fuller schedule of special events than had been possible before. They held a number of dances, several special speakers and lecturers were invited, more dramatic presentations and concerts were given. The Board managed to keep changes in favorite student activities to a minimum, while increasing the general availability of a much wider variety of entertainment and social functions in the Union building during the year.



Senate

The RIT Student Senate this year was that rarity among elected governmental bodies: an organization that quite literally put itself out of business. At the conclusion of winter quarter, the Senate voted to reorganize the student representative government from the large Senate to the much smaller Assembly form. In this reduction, the Senate tried to increase the efficiency and relevance of student government to the RIT students. Before the Senate reorganized, though, it was still an effective legislative body, passing many important pieces of legislation, including the funding of various campus organizations, and helping organize such movements as Moratorium and Earth Day. The Senate also worked to correct some of the thornier problems that had cropped up concerning parking and dorm life, but its largest contribution may well prove to be its voluntary decision to create the new Student Senate as the voice of the RIT student.





Student Court

Most students, hopefully, never come in contact with the Student Court. The Court is the highest student disciplinary agency on campus: its decisions in a case are deemed to be final. The eight justices who sit on the Court serve for one year only, as does their faculty advisor, who is also a justice and is sometimes called upon to break a tie vote by the students. By its nature, the Court is involved in much of the policy-making of the Student Assembly. Like the Supreme Court of the United States, its decisions often influence which direction the laws will take. Some Student Court actions this year concerned organizational disputes, individual grievances, and some Institute-policy cases. The justices also served as advisors to the students in the Association, and they worked in conjunction advising the administration in several instances.



Frosh Council

One of the severest problems facing student government today is the lack of people who are experienced in the procedures and techniques involved in this facet of the campus community. Working to alleviate this and other problems is RIT's Frosh Council. Along with providing a training ground for tomorrow's student leaders, the council attempts to bring some order to the initial confusion that is found in the college experience.

The job of the council actually begins in spring when the previous year's officers work closely with the freshman orientation committee to schedule its roster of events. Following ori-

entation week, the council sponsors a series of introductory meetings and guest speakers in preparation for their elections. By mid-October, the new officers have begun planning the coming year's activities. Among these are the Tech-Tourney Spirit Contest, several dances, and the scheduling of a series of debates prior to Student Association Elections.

By working throughout the year with the Student Association, the members of Frosh Council not only aid the institute in matters concerning freshman, but also benefit themselves by learning how to lead and deal with people.

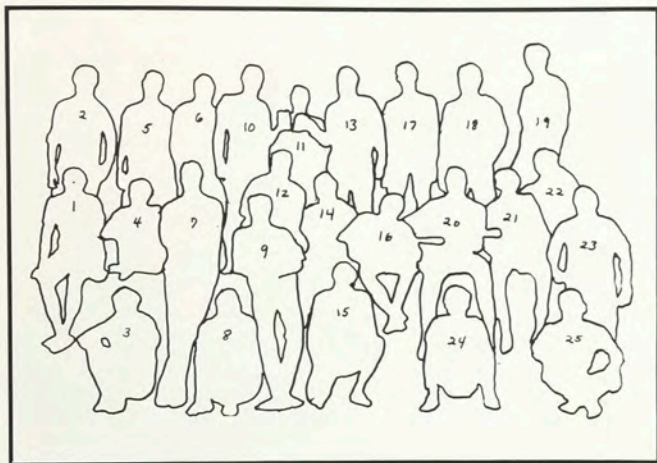


Tau Epsilon Phi



Theta Xi



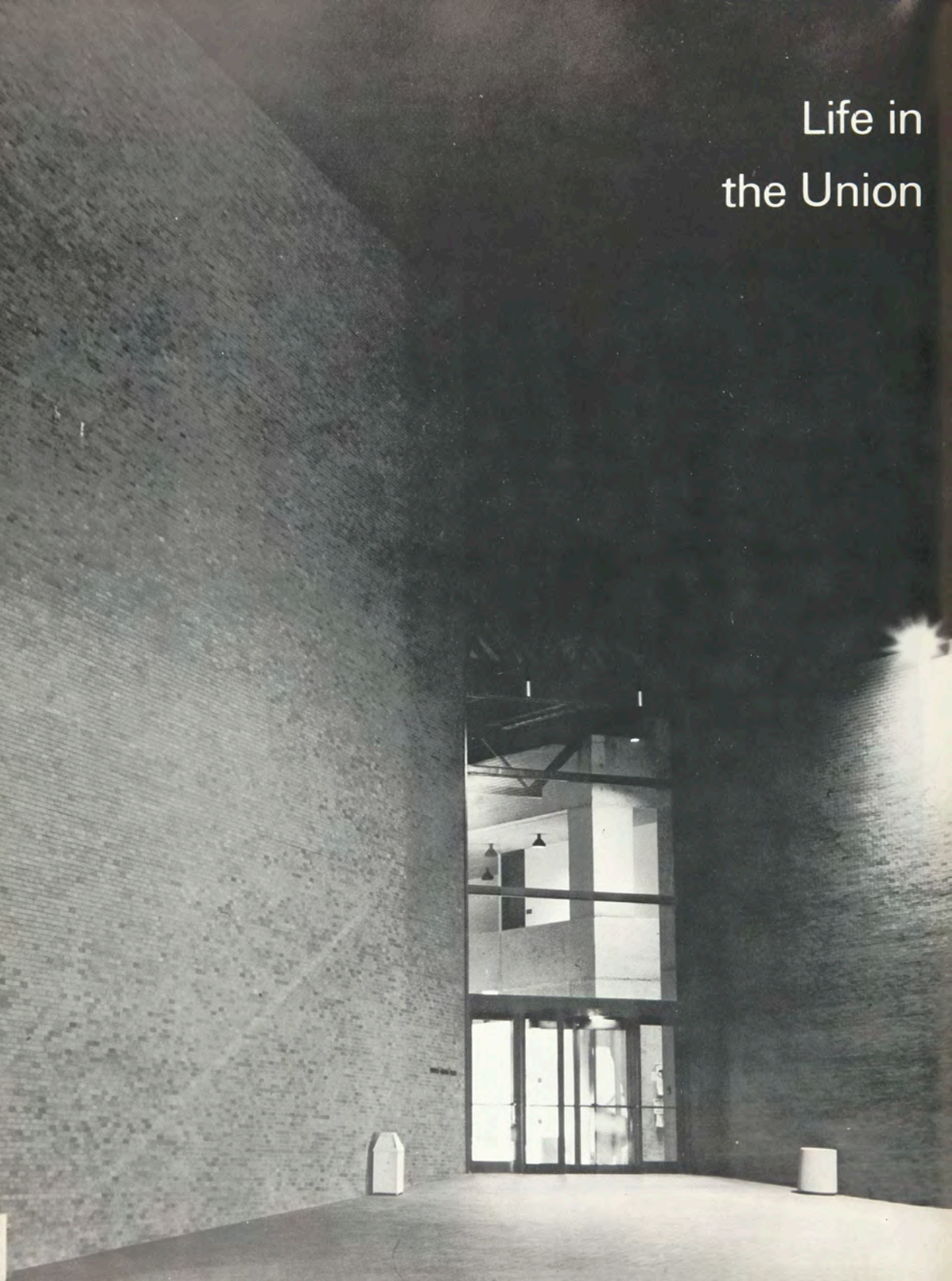


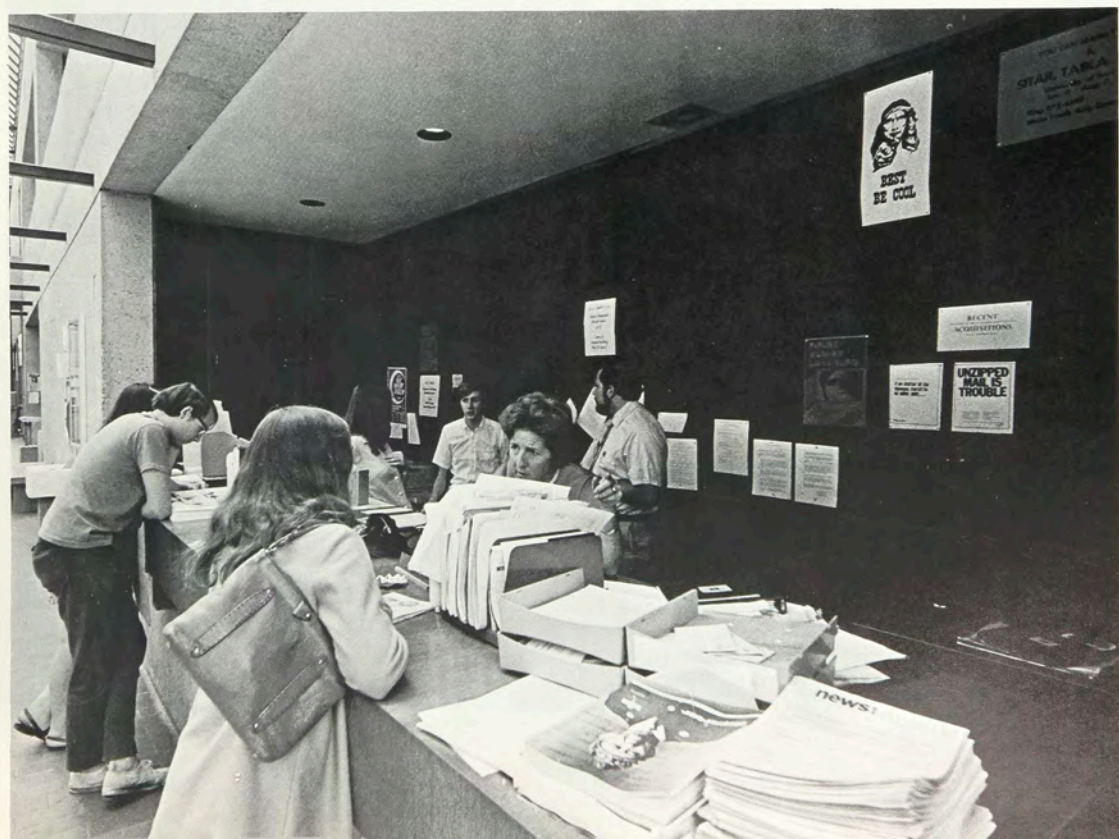
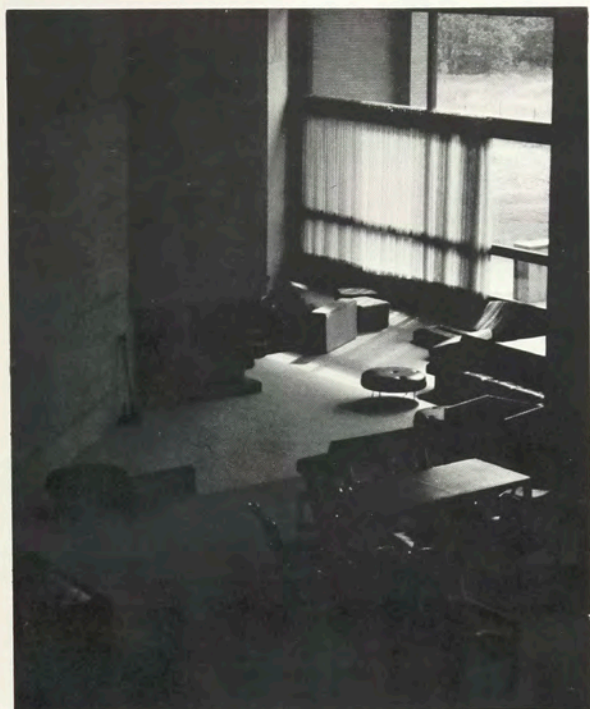
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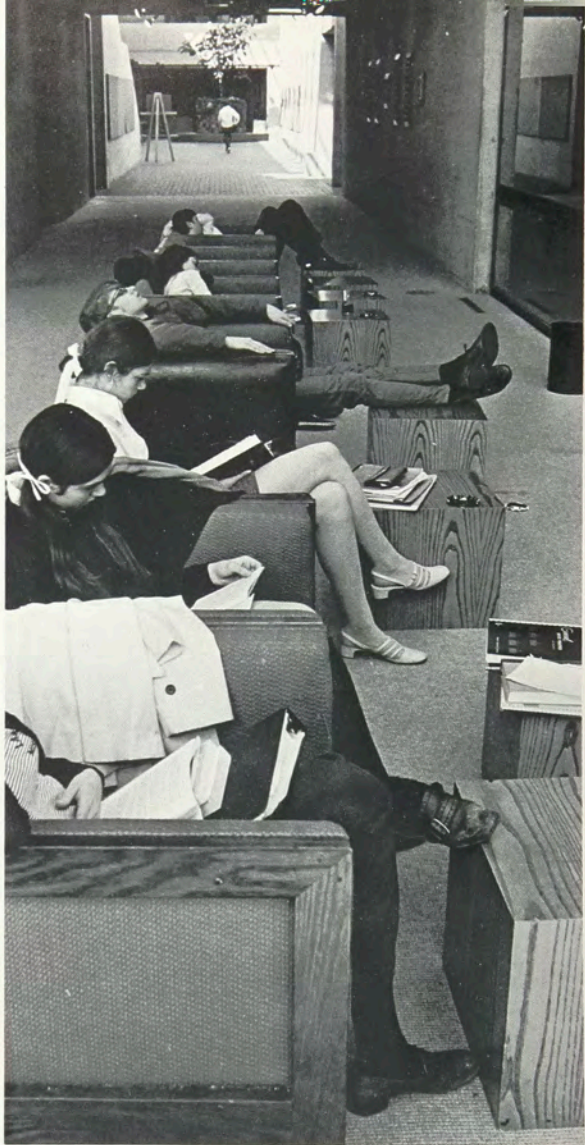
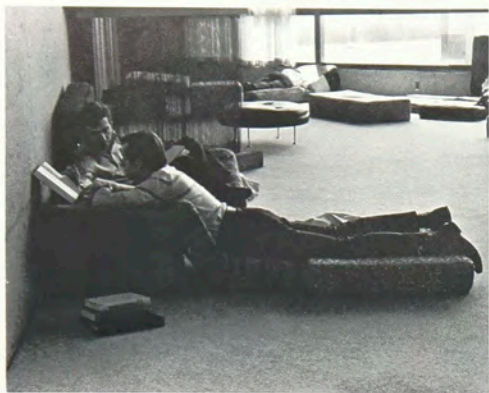
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| 1. Robert Mayko | 18. William George |
| 2. Keith Houseknecht | 19. Harry Dodd |
| 3. Gregory Mulvaney | 20. Clinton Coles |
| 4. Robert Maynard | 21. John Parsons |
| 5. David Williams | 22. Michael Kenderes |
| 6. Bradley Larson | 23. John Farella |
| 7. Edward Finkbeiner | 24. Arthur LaFaro |
| 8. Lee Jarrard Jr. | 25. George Kononenko |
| 9. John Drake | John Babeock |
| 10. Donald Cummings | Richard Barrett |
| 11. Ronald Stage | Bruce Bracebridge |
| 12. Thomas Gutmann | Bennie Caramella |
| 13. John Whaley | William Cook |
| 14. Robert Hunter | Wayne Grems |
| 15. Gerald Snow | James McErlean |
| 16. Frederick Stukey Jr. | Karl Spokony |
| 17. Manfred Runge | Dennis Tumminia |

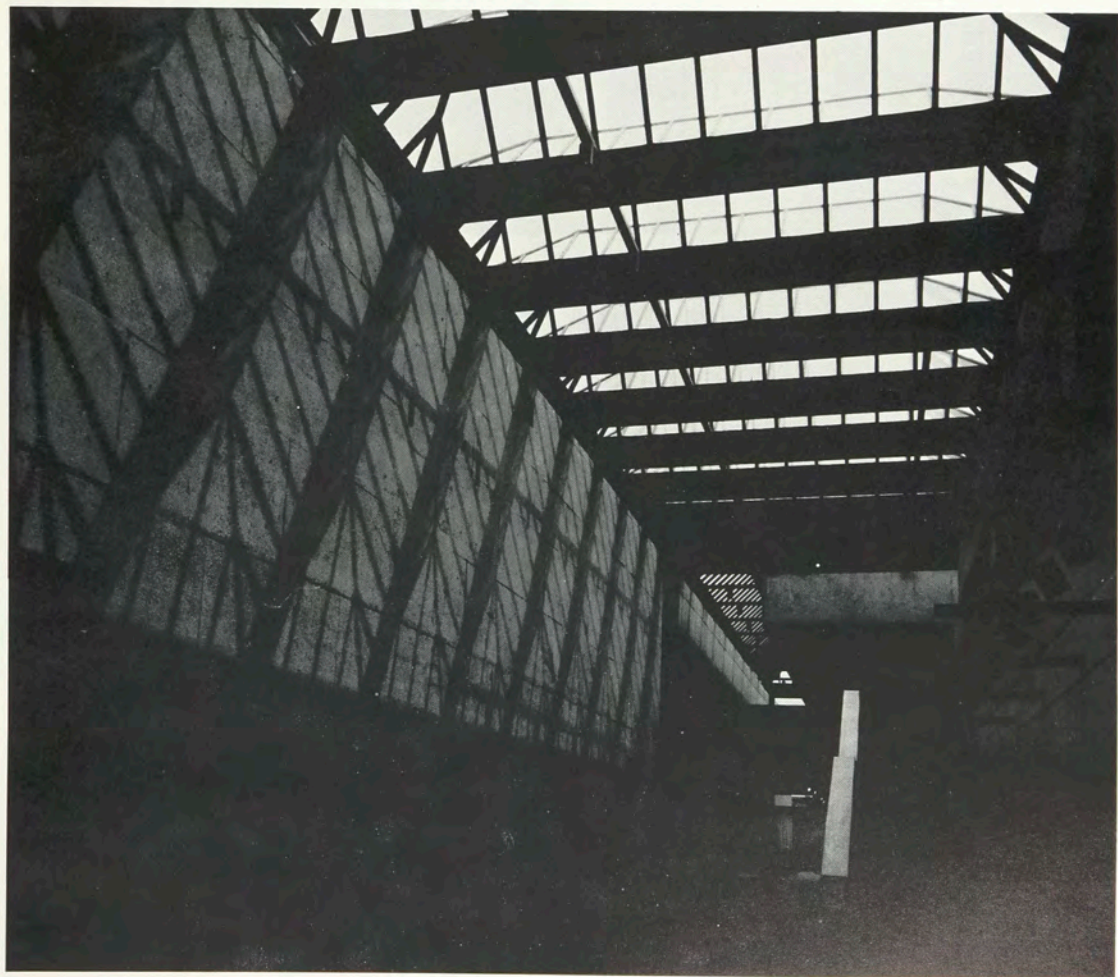


Life in
the Union













Peter Duchin

The Flagship Rochester was the scene of a nightclub style concert by the Peter Duchin Band, during the formal ball sponsored by the College Union Board for the "Spring Thing". Peter Duchin, in constant demand at elite social functions around the country, made a personal appearance on Friday, April 3, to entertain the participants and students.

Duchin began his musical career in 1962 at his first engagement at St. Regis Maisonette, providing his own style of rhythm for dance music. His sounds range from the easy patterns of the waltz to the more potent sounds of the young generation. Forming his own group while still attending high school, Duchin has emulated the very finest in contemporary Dixieland jazz, and tours the country — putting in an occasional appearance at the White House. A Yale graduate, he is currently doing research work at the Paris Conservatory of Music.

Duchin's style and easy melodies, in respect to the tradition set by his musician-father, is wonderfully unique. His blend of rhythm and tone, started the feet-tapping revelation of many a generation that will continue to personalize the style of music for the enjoyment of generations in the future.



Alpha Xi Delta

... a piano playing, a bunch at a rock concert, inside to finish an art project. Alpha Xi's come in a variety of shapes, sizes, and flavors. They are a group on the move, enjoying life as it presents itself and grabbing at the opportunities that are hiding.

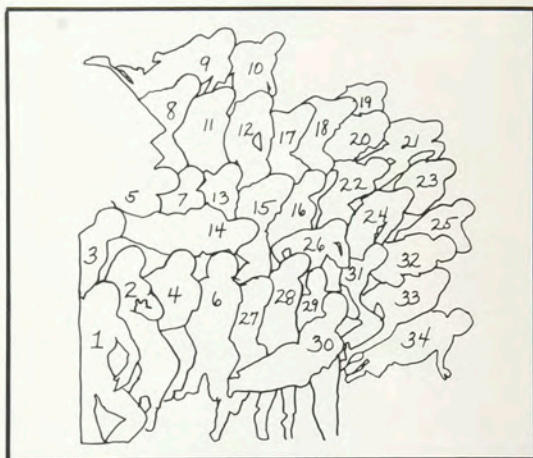
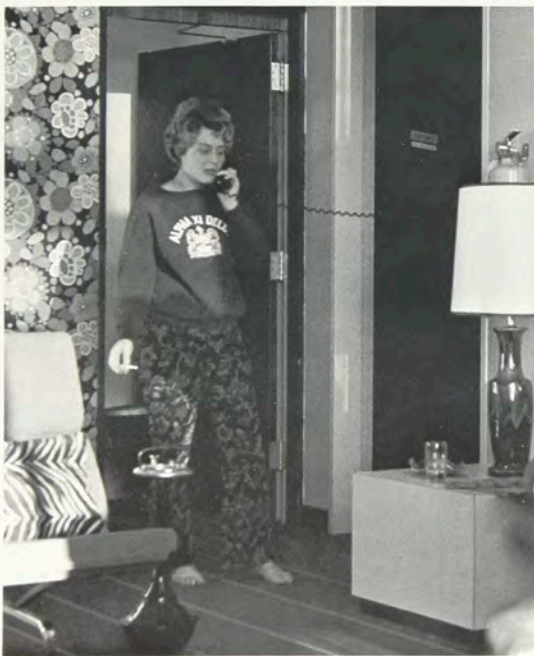
The friends in Delta Lambda Chapter of Alpha Xi Delta have established a sorority with more than the traditional assets of sisterhood, friendship, and understanding. Open acceptance and freedom to love and share gives cherished ties.

The year passed as if it were composed of hours. Fall brought the endless hours of rush and catching up on summer adventures of all the sisters. As the sunshine begins to fade, a Rochester winter is not far away.

Winter brought the snow, the annual Christmas-Chanaka party, and gloomy days of cold, windy weather. By winter the new pledge class was initiated and there were 20 new sisters running around the house.

And Spring finally came. The sunny days were fun days and the rain and cold meant catching up on your studies. Another pledge class was completed, a weekend of wall painting and dinner-dancing had passed. The outstanding experiences of working in the Moratorium, Earth Day, Strike activities, and Student Association would simmer until fall.

... another fall will come, and another. Faces on the composite may change, but not the love that each shares.

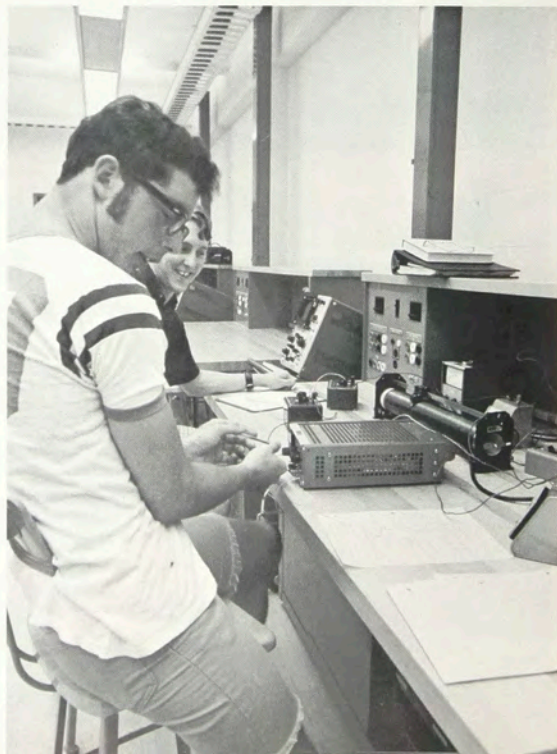
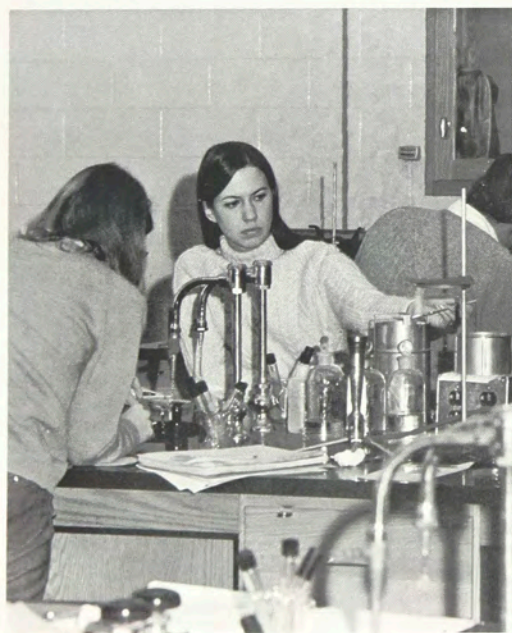


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| 1. J. Steele | 13. J. Rutherford | 27. S. Gillespie |
| 2. P. Perkins | 14. J. Taylor | 28. S. Keane |
| 3. J. Sandler | 15. E. Malony | 29. D. Rosenberg |
| 4. N. O'Neil | 16. D. Romeo | 30. B. Schuhr |
| 5. A. Adams | 17. P. Krzys | 31. L. Dunn |
| <i>Treasurer</i> | <i>Cor. Sec.</i> | 32. J. Brown |
| 6. D. Warner | 18. D. Tobias | <i>Membership</i> |
| <i>Pledge Trainer</i> | 19. K. Maier | 33. B. Marshall |
| 7. B. Gutluis | 20. R. Morse | <i>Social</i> |
| 8. S. Biles | 21. J. Vanderwerken | S. Chaifery |
| 9. D. Eisenheimer | 22. J. Kiseleski | J. Crawford |
| 10. M. Bogwicz | <i>President</i> | M. Gross |
| <i>Vice-Pres.</i> | 23. M. Gabriel | J. Hasek |
| 11. S. Christman | 24. A. Sausele | C. Ralston |
| <i>Rec. Sec.</i> | 25. J. Todd | K. Ronnlund |
| 12. C. Ramer | 26. P. P. Felt | S. Zimmer |





COLLEGE OF SCIENCE





The brick-work facade mural by Josef Albers on the outside of the College of Science, changes as you approach the building, depending on your angle of observation. In contrast, the entire building resembles a fortress, emphasized by the battlements along the road-of-periphery on the south side. Here the scientific world of today is symbolized — the changing and the stability.

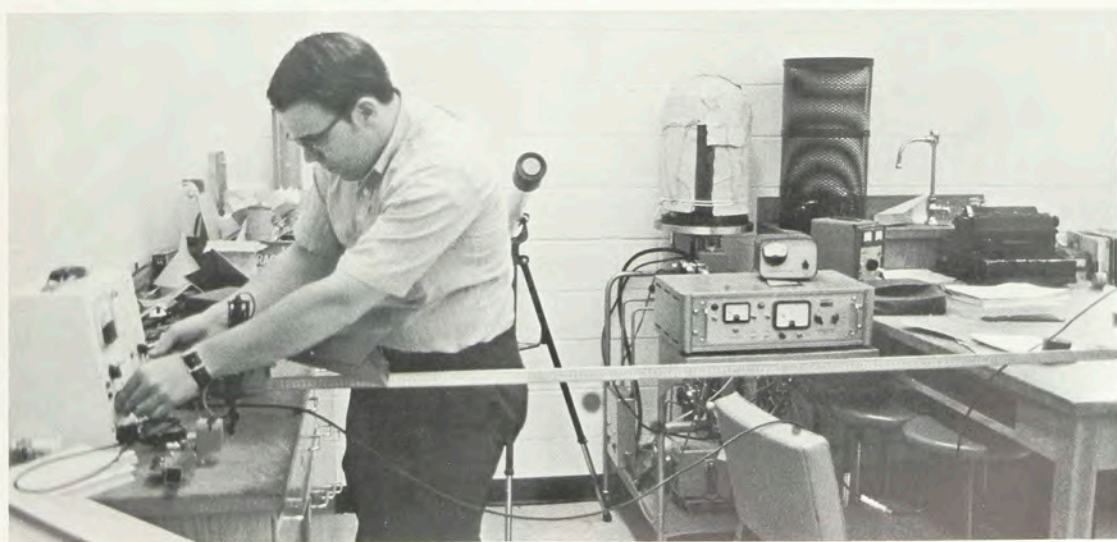
Each floor of the College of Science is devoted to a different science — Medical Technology and Biology, Chemistry, Physics, and Mathematics. Many of the sequences are constructed to allow for intermittent periods of co-op work-study.

The College of Science is important not only to those pursuing careers in the furtherance of science-oriented technology, but also in developing a policy to direct its courses for the non-scientific student at RIT. The programs offered are currently undergoing revision and updating in order that the scientific language of the professional may be more easily communicated to the non-scientific novice.

The 29 undergraduate laboratories are usually occupied by students requiring a sequence course in mathematics and/or one of the other sciences; while the 10-more sophisticated research laboratories contain equipment for original scientific research conducted by the individual. The 1700 square foot green-house, at the rear of the College, serves the Biology Department — plants are used for classroom experiments and demonstration — while the 3000-volume Garner Science Library boasts a variety of informational material in all the sciences, available to students doing research. A Computer Center offers selective courses which implement the student's major field of study.

The College of Science offers the Associate in Applied Science, Bachelor of Science, and the Master of Science in Chemistry degrees.

Graduates are well-educated and competent scientists, structured in technical knowledge; and capable of applying this learning to all levels of the social, economic and technological changes of today's society.



by Dr. Ralph L. Van Peurse, Dean

Science — is it good or is it bad? This question is being asked today by many people including some professional scientists. Because of the discoveries made possible by scientists, our people today have more of the conveniences as well as the necessities of life which contribute to their better living. However, this same affluence is blamed by many for the turmoil and unrest so prevalent in our society within recent years.

Because of the efforts of scientists we have produced many drugs which make it possible to alleviate and even cure some of the human ailments which up until recently resisted all known methods of treatment. At the same time, some of the drugs we have produce temporary or permanent physical and/or mental damage to their users.

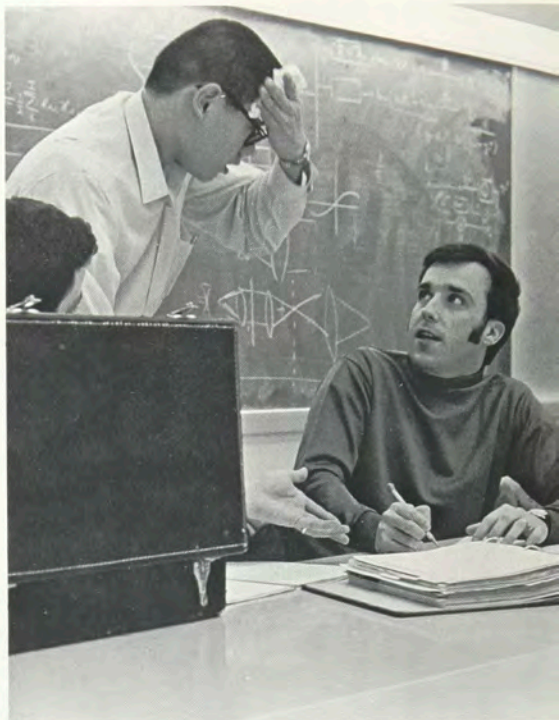
Scientists have been blamed for the production of materials which have found their use in what is commonly referred to as chemical and biological warfare. However, the agriculturists will tell you that because of their application of some of these same materials, we are now producing more food for more people than ever before.

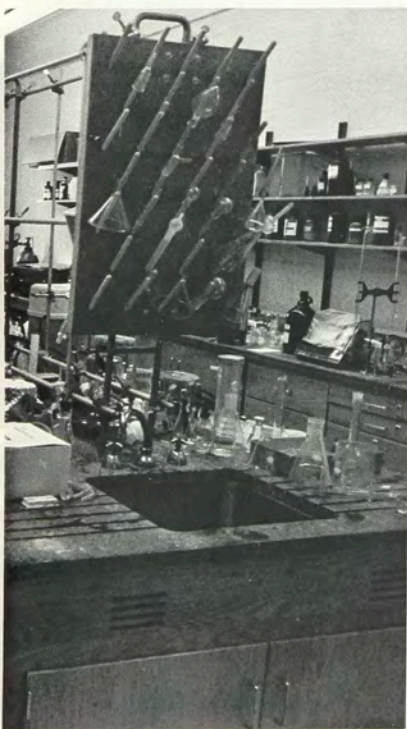
The chemical and biological industries are recognized as one of the major pollutors of our streams and atmosphere. What is not well known is that chemical and biological methods are currently being applied to reduce many causes of pollution which have been known to exist for a long time.

What then is the answer? Is science good or bad — perhaps neither. It is probable that not science itself but rather the applications which are made of scientific knowledge and discovery which determine whether the ultimate effect on the individual and society in general will be beneficial or detrimental.

We, in the College of Science, feel that we have several obligations with respect to the students who come to us for a part of their education. We must provide the tools and methods of science for those who will make use of them in the pursuit of a challenging and satisfying career, whether it be in the basic physical or biological sciences themselves or in such related fields as engineering, photography or hospital dietetics. For others who do not utilize science in such a direct fashion a familiarity with science and its methods is helpful in understanding many of the things that are happening in our present-day society which has become increasingly technological in nature during recent years.

Finally, we must develop in these students a sense of responsibility to their profession and to society in general so that in the application of their scientific background which they have acquired, they will apply it in a manner which will contribute to the betterment of our society rather than its detriment.





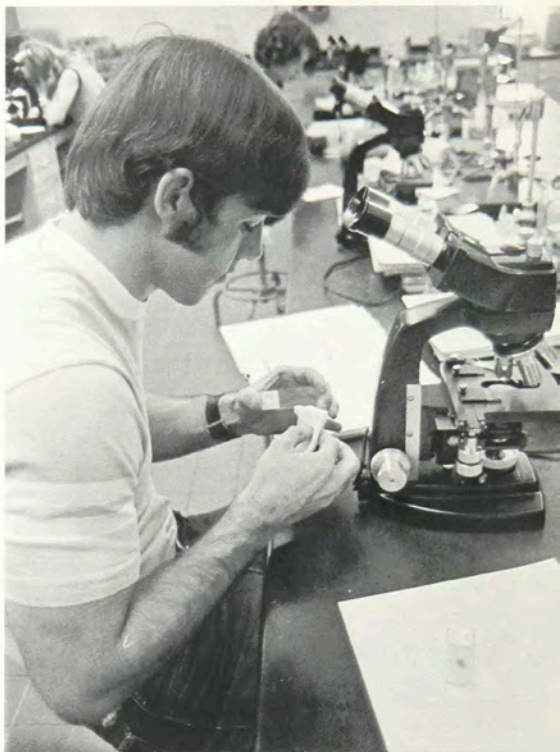
Biology

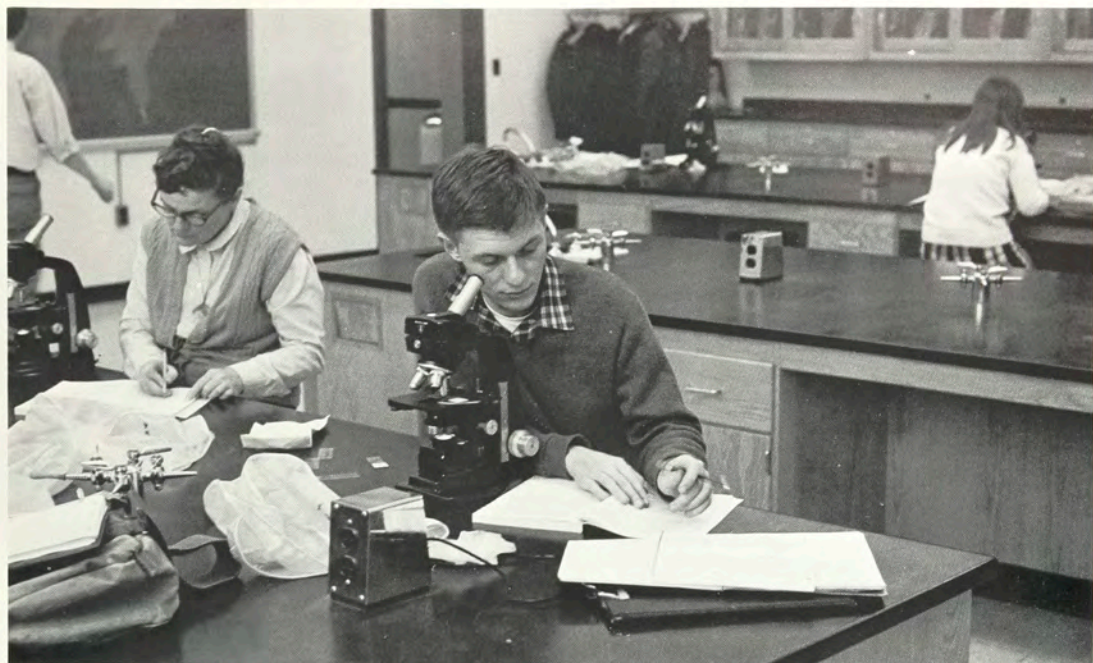
by Dr. John P. Dietrich

The broad and diverse field of biology includes the study of living organisms, of both plants and animals. This field, although broad in scope may be divided into many subspecialized fields of learning. The professional biologist utilizes not only the knowledge gleaned within the biological science areas but depends upon the other disciplines of science such as chemistry, mathematics and physics to understand and explain the basic phenomena of living organisms.

The curriculum developed for Biology majors at RIT was designed to give the student a broad overview of both the plant and animal kingdoms plus specialized training in the other related fields of science.

Well trained biologists are readily employed in teaching institutions at all levels of learning. Research organizations, both public and private, and as coordinators of services for local, state and federal arms of the government in hospital laboratories, pharmaceutical firms, and other medical related organizations. This field of science has unlimited opportunities for job mobility and advancement.





Robert Ian Baybutt
Bachelor of Science
Mark H. Cleveland
Associate in Applied Science
John Joseph Cummings
Associate in Applied Science

James G. Danko
Bachelor of Science
Alan G. Dirk
Bachelor of Science
Carol A. Emlier
Associate in Applied Science

Mark Finkelstein
Bachelor of Science
Randolph R. Henke
Bachelor of Science
Urban E. Jorgensen
Associate in Applied Science

Charmaine Rose Paront
Associate in Applied Science
Donald P. Rasmussen
Bachelor of Science
Richard S. Ross
Associate in Applied Science

Manfred G. Runge
Associate in Applied Science
Joseph A. Scarpino
Bachelor of Science
John P. Selmyer
Bachelor of Science

Raymond M. Siena
Associate in Applied Science
Jonas Z. Sipaila
Bachelor of Science
Gerald L. Yarrison
Bachelor of Science

Chemistry

by Dr. Robert L. Craven

The chief purpose of science is still the search for and discovery of truth in nature. Thinking scientists know that this cannot proceed well without the support of an economically sound and socially healthy society. Conversely, our technology-based society needs an increasing flow of new fundamental knowledge to maintain through progress and to help solve social problems, both of long standing and new ones, the result of growth. Today's scientists know too that the impact of new knowledge on our sociological and physical environment must be evaluated before application. Also, the implications must be communicated intelligibly to the non-scientific public. These basically are what science, the education of scientists, and science education are all about in the Chemistry Department at R.I.T.



Stuart M. Barney Jr.
Associate in Applied Science
Joseph P. Barone
Bachelor of Science
James E. Betts
Bachelor of Science

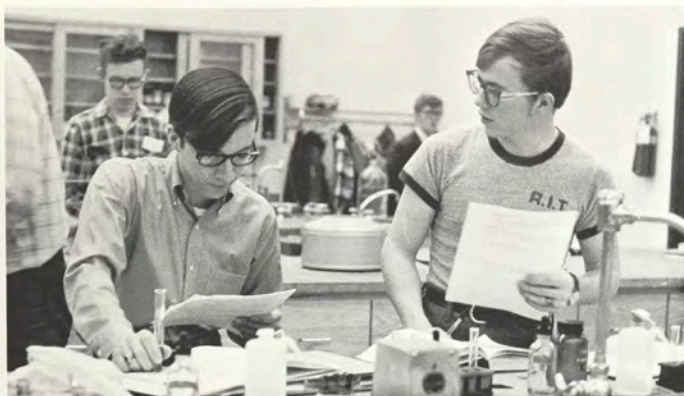
Aubrey S. Brister Jr.
Bachelor of Science
Robert W. Bruner
Associate in Applied Science
John H. Campbell
Bachelor of Science

Barbara E. Chambers
Associate in Applied Science
Terence L. Conklin
Bachelor of Science
Chris C. Crafts
Associate in Applied Science

Paul E. Crouch
Associate in Applied Science
William M. Davies
Associate in Applied Science
Richard G. Delumyea
Bachelor of Science

Charles D. Dudgeon
Bachelor of Science
David C. Eaton
Bachelor of Science
Gary R. Fague
Associate in Applied Science

Gary D. Friends
Associate in Applied Science
James A. Full
Bachelor of Science
Ronald Gaudelli
Bachelor of Science



Paul D. Haimmesfahr
Bachelor of Science
Charles E. Heckler
Associate in Applied Science
Laurenco E. Locke
Bachelor of Science
Thomas J. Lynch
Bachelor of Science

Alfred Migliore
Bachelor of Science
Philip H. Montgomery
Associate in Applied Science
Richard P. Mozzer
Associate in Applied Science
Thomas E. Orłowski
Associate in Applied Science

Dennis J. Paliotti
Bachelor of Science
Frank P. Paris
Bachelor of Science
Philip G. Perry
Bachelor of Science
Raymond Poppenberg
Bachelor of Science

Robert E. Quigley
Associate in Applied Science
Dale S. Renfer
Associate in Applied Science
Charles R. Renner
Bachelor of Science
Richard C. Ross
Associate in Applied Science

Antoon O. Ryckebosch
Associate in Applied Science
Roger L. Shaw
Bachelor of Science
Sunet K. Sikka
Bachelor of Science
George R. Southworth
Bachelor of Science
Barry Strom
Bachelor of Science

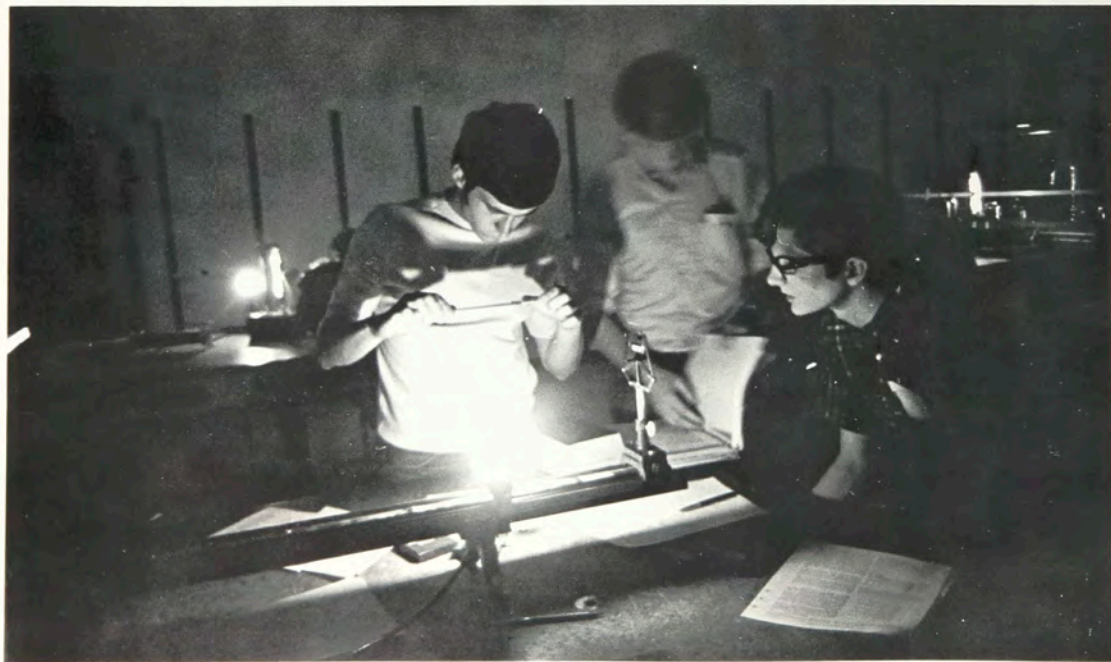
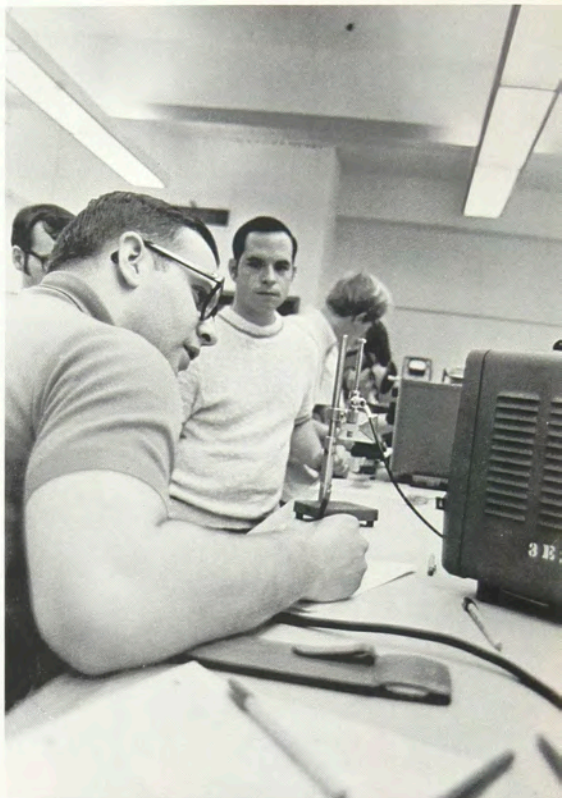
Philip V. Tatusko
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John C. Townes
Associate in Applied Science
Michael T. Volosin
Bachelor of Science
Ronald W. Wake
Associate in Applied Science
James H. Zarpentin
Associate in Applied Science

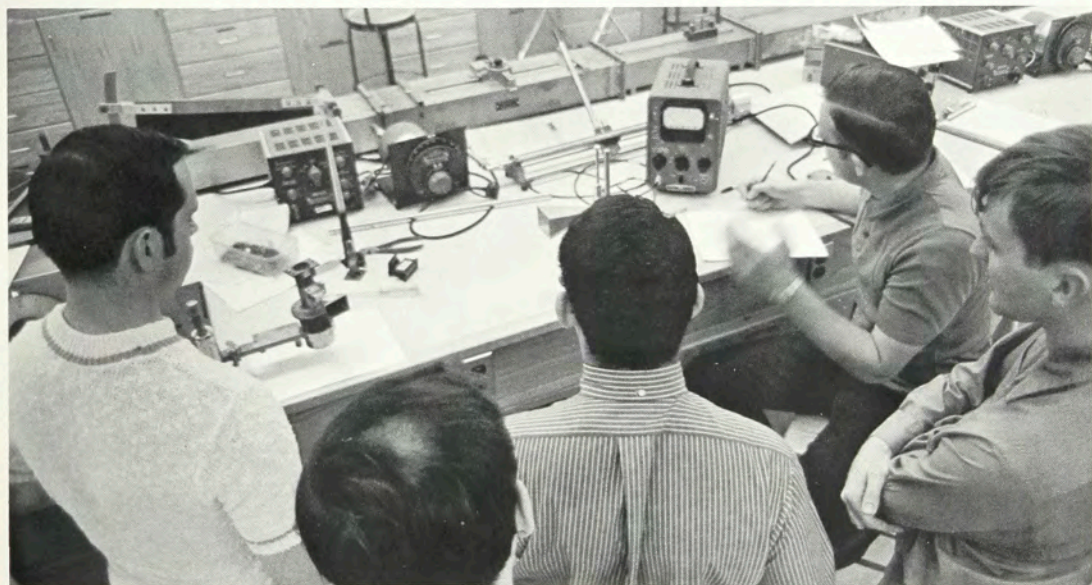
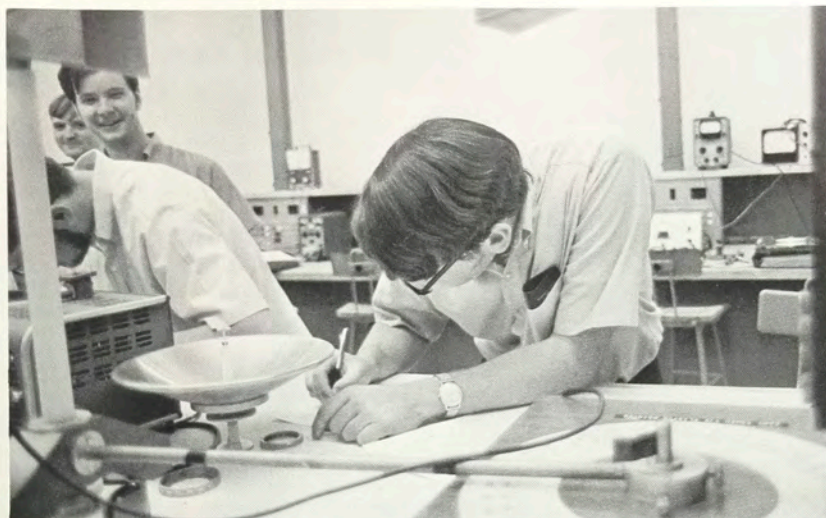
Physics

by Dr. F. Kingsley Elder

Recognizing the complexity and sophistication of present day physics and its applications, the bachelor's degree program in physics at RIT is intended to provide a solid foundation in both theoretical and experimental physics. Superior students majoring in physics are encouraged to go on to graduate study, and are given every possible opportunity to strengthen their undergraduate preparation with more than the minimum degree requirements. A favorable faculty-student ratio in the physics department provides adequate opportunity for the less gifted students as well as to develop their abilities and prepare for physics as a profession.

In our service course commitments, where we have our largest impact on the campus as a whole, we believe that the relevance of physics to science and technology can be best presented by professional physicists. In the long run we find that our degree and service programs, rather than competing, serve mutually to strengthen one another.





Paul A. Coca
Associate in Applied Science



Joel M. Pollack
Bachelor of Science



Harry L. Goldenbloom
Associate in Applied Science



Richard D. Saunders
Bachelor of Science



David E. Schwingel
Bachelor of Science



Allen D. Williams
Bachelor of Science

Medical Technology

by Dr. John P. Dietrich

The Biology Department offers a dynamic curriculum in Medical Technology which has the approval of the Council on Medical Education and Hospitals of the American Medical Association, and by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists.

The profession of Medical Technology calls for a person trained in the broad areas of medical sciences. These persons are highly skilled members of the medical team who work closely with the hospital pathologists and physicians, performing laboratory tests on which the medical staff rely for the diagnosis and treatment of disease.

Because of their specialized college training and their precise skill in the clinical laboratory, the Medical Technologist is a key person on the medical team in the hospital. Those who serve in this profession are not limited to hospital performance, but readily find employment in public and private research groups, doctors' offices and clinics as well as industrial medical laboratories.

Historically, Medical Technology has been a profession that attracted mostly women. More recently young men are also entering this field and are finding opportunities for advancement unlimited in the areas of laboratory supervision, medical research and preventative medicine.





Ostein Barnes
Bachelor of Science
Theresa Derogowski
Bachelor of Science
Sharon Evelyn Effrige
Bachelor of Science
Linda Frey
Bachelor of Science
Rebecca Grant
Bachelor of Science
Cynthia Knapp
Bachelor of Science

Jacqueline E. Kreh
Bachelor of Science
Veronica C. Langlois
Associate in Applied Science
Sharon LoVecchio
Bachelor of Science

Julie A. Marzano
Bachelor of Science
Chris Minichello
Bachelor of Science
Linda R. Putnam
Bachelor of Science

Jean Retchless
Associate in Applied Science
Suzanne Salzer
Bachelor of Science
Mary Rose Sdoia
Bachelor of Science

Harvey A. Shulman
Bachelor of Science
Carolyn Jean Snyder
Bachelor of Science
Nancy J. Waldron
Associate in Applied Science

Joanne F. West
Bachelor of Science
Ann N. Wilson
Bachelor of Science
Marilyn J. Wright
Associate in Applied Science

Math

by Richard J. Hoerner

The Math Department has two primary functions; (a) offering courses required by other departments, and (b) offering courses for math majors exclusively.

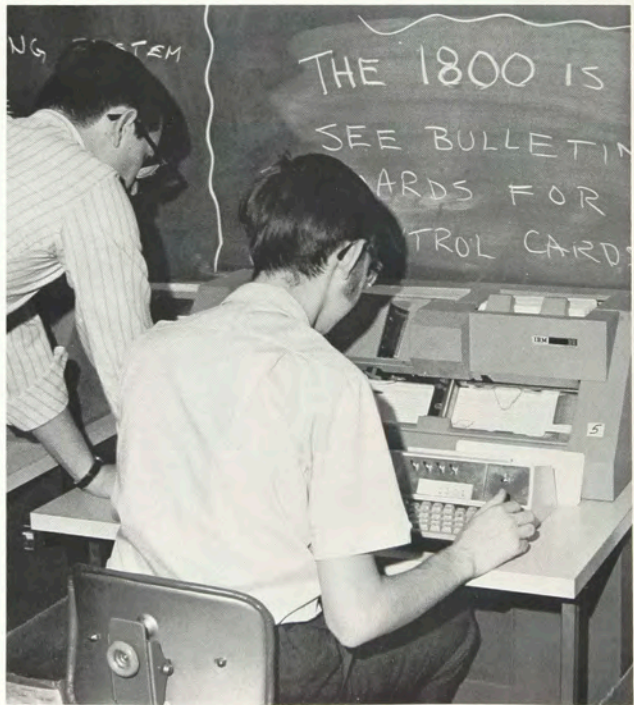
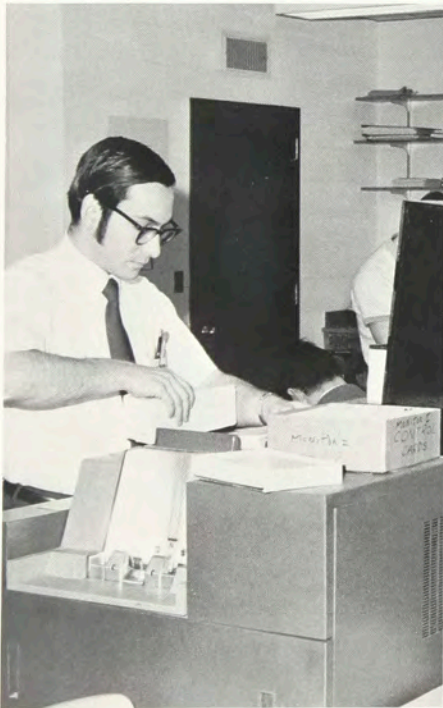
The service courses are taught by the Math Faculty but the content is largely determined by a cooperative effort between the various departments and individual math instructors. The courses for math majors are based upon the C.U.P.M. (Committee on Undergraduate Program of Math) recommendations.

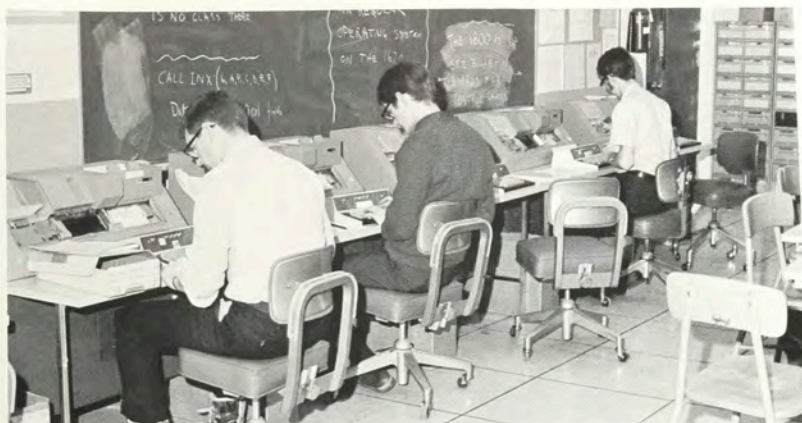
Math majors take part in the Cooperative work-study plan after they have completed their first two years of college. The Math Faculty firmly believes that this work-study plan is an extremely important part of the math curriculum. The math major is able to make the decision, graduate work or "industry", by the time he receives his B.S. degree.

Should he elect "industry", the positions approach exponential magnitude. To list a few; teaching, insurance companies, all large companies engaged in manufacturing, etc.

Upon electing graduate work, quite a few choices are available. Some of these would be; advanced work in "pure" math, computer science, statistics, business, etc.

The math curriculum consists of required courses during the first three years (comparable to most undergraduate programs) and elective courses during the remaining four quarters. The electives are usually balanced between the "pure" and applied courses.





Dolores F. Anderson
Bachelor of Science
Russell Beach
Associate in Applied Science
David S. Birnbaum
Associate in Applied Science
Jon R. Burghardt
Associate in Applied Science

Edwin Carlton III
Associate in Applied Science
Jessie C. Elder
Associate in Applied Science
William P. Fliegel
Associate in Applied Science
Melchior J. Frois
Associate in Applied Science

Irene Hejzler
Bachelor of Science
Douglas M. Horowitz
Associate in Applied Science
Robert J. Lucadano
Associate in Applied Science
Alfred J. Manfredonio
Associate in Applied Science

Lester Robert Mellor
Associate in Applied Science
Thomas S. Myslinski
Associate in Applied Science
Alfred R. Orle
Associate in Applied Science
Dana A. Rawson
Associate in Applied Science

Edward M. Schwartz
Associate in Applied Science
Richard R. Scott
Bachelor of Science
Richard A. Simms
Bachelor of Science
Michael A. Simson
Associate in Applied Science

Robert C. Smith
Associate in Applied Science
Gregory C. Strobel
Bachelor of Science
Eben M. Weil
Associate in Applied Science
Susan Yara
Associate in Applied Science

Dick Gregory, renowned Civil Rights leader, appeared Friday, April 10 in the George Clark Memorial Gym, before a great number of whites as well as blacks. With few sweet words for the establishment, and the current educational process, Dick Gregory launched into his wide-eyed hilarity in complete seriousness.

"We're not educating, we're indoctrinating," he explained. "When this country sets up a secret police force which does not have to answer to anyone, you do not have a democracy."

Gregory, a follower of the Dr. Martin Luther King school of thought, held little bitterness for the black leader's untimely death. Advocating that only more harm could ensue from pointing the finger of blame at any social faction, Gregory concentrated on King's virtues. "Nonviolence was not his goal, it was his tool," he surmised.

Dick Gregory's appearance was part of the Institute's Black Week, directed by the Black Awareness Coordinating Committee and sponsored by the College Union Board.





SCUBA

One of the nation's fastest growing sports, scuba diving, now has its own organization of students and faculty who wish to learn more about it while at school. The origin of the word "scuba" comes from the phrase "self-contained underwater breathing apparatus;" the now-familiar tanks-and-flippers outfit resembling a spacesuit. Scuba diving, once a sport confined to the military, is now a large industry, and the Congress recently dedicated an underwater National Park for scuba enthusiasts. The RIT Scuba Club is both an educational and a recreational organization. It conducts a quarter-long series of classes in scuba, from learning how to maneuver under the water to the more intricate techniques of using the tanks and air hoses safely. Both classroom and pool are employed during the training sessions to familiarize novices to the tricky but fascinating world beneath the surface. The Club also provides a common meeting place for scuba divers to talk over their problems, discuss new equipment and diving techniques, and arrange for expeditions to area lakes for the practice under real conditions.





BACC

The Black Awareness Coordinating Committee of RIT's prime purpose is, in its own words, "to foster an awareness of the black man as an integral part of our nation's society." To further that end, the BACC has promoted a variety of activities designed to increase the number of black students and professors on the RIT campus, and to help with the creation of courses and programs which will be relevant to the black — and the white — students here. "It is our aim," the BACC has stated, "to establish a network of communications and to create a better feeling of understanding among the black students at RIT." The organization, which was established in May 1969 and later had its constitution approved, is directly affiliated with the RIT Student Association, and it belongs to the National Association of Black Students. By all accounts, the BACC has been effective in meeting many of its goals quickly: an Afro-American History, and a Black Literature course have been initiated in the College of General Studies this year. BACC sponsored a "Black Awareness Week" in April this year, and they were instrumental in securing militant civil-rights leader and nationally-known comedian Dick Gregory for a well-received talk on April 13.



Band

The RIT Band came into its own this year. In the past, the lack of a band had been commented often upon. In 1968, during the spring quarter, a group of students decided to remedy the situation. They met several times before the conclusion of the school year, and managed to obtain instruments, and then dress uniforms later. They acquired a bandleader and instructor, and were able to play at the first football game of 1969, and at Dedication Weekend. This year the musicians increased their membership and again played at many of the major sports events during the year, as well as holding a concert for the students and the general public during spring quarter. The Band showed itself particularly successful at marshalling sufficient funds for new sheet music and instruments, and showed every sign of increasing professionalism in their work.





Cheerleaders

The spirit at RIT games and sports events, initiated by the Brown and Orange cheerleading squad, raised the level of student participation and enthusiasm to magnanimous sorts this year. The eight varsity cheerleaders, in addition to their loyalty at all RIT athletic events, made posters, planned pep rallies, and organized a series of events designed to encourage attendance at sports contests. Starting the season with the fall soccer games, continuing on into the winter quarter, cheering for wrestling, hockey, and adding support to the swimming activities. Finishing their year with the more-popular spring sports, the pep leaders got together at the year's end to help organize the next year's operation campus spirit activities.



Alpha Sigma Alpha

The strength of Alpha Sigma Alpha lies in its appeal to the individuality of each of the women composing the sorority. In the present state of mass-mindedness, ASA brings to the Institute a chance for all women to retain their own personal characteristics while participating in a unified group.

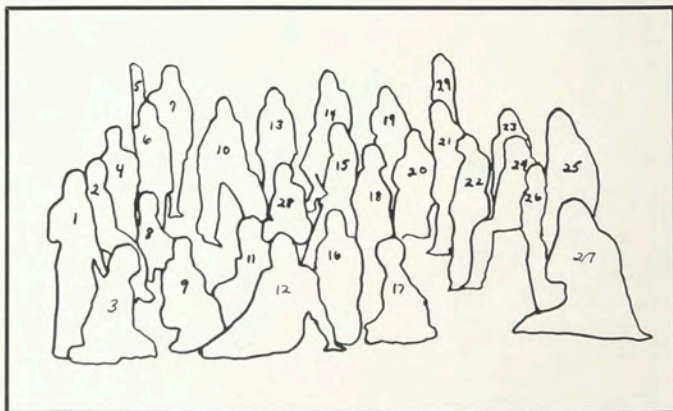
The national social sorority was founded in 1901 in Virginia, and has expanded to all parts of the United States, including the RIT chapter, Gamma Iota, which was formed at the Institute in 1964 from Delta Omicron, a local sorority.

The activities of the women in ASA reflect their basic goals of intellectual improvement, physical development, and social creation. Awarded the 1967-68 RIT Spirit Trophy, the sisters of ASA were seldom missing in representation at the football games in the fall or the softball matches in early spring. Competing with other national sororities in the Rochester area, ASA has won the Panhellenic Scholarship tray many times in the past few years. Several charity drives were initiated this year, as well as a Halloween Party for the children of the inner-city.

The highlight of the sorority's year is the annual ASA Spring Serenade, a formal dinner dance, to which all other school organizations are invited, as well as establishing an open scavenger hunt for all RIT students. An extremely good audience this year proved ASA's activities quite successful.



- | | |
|-------------------------|-------------------------|
| 1. Johanna Bohoy | 19. Sally Shanahan |
| 2. Nancy Darling | 20. Bobbie Jones |
| 3. Dottie Knights | 21. Jane Thompson |
| 4. Donna Prince | 22. Ingrid Howes |
| 5. Karen Hansen | 23. Kristen Anderson |
| 6. Bonnie Valvano | 24. Kathy Smith |
| 7. Lindy Marin | 25. Oksana Eliaszewskij |
| 8. Kathy McFee | 26. Doris Davis |
| 9. Diane Tucker | 27. Bonnie Meyer |
| 10. Sharon Alama | 28. Jan Tremlett |
| 11. Lee Ann Skolnik | 29. Alice Kreit |
| 12. Lynn Pike | Nancy Bossert |
| 13. Bonnie Baltisberger | Sherry Brody |
| 14. Helen Sundstrom | Janice Lugert |
| 15. Bobbie Crabtree | Mary Lou Schaab |
| 16. Monica Wolff | Trudy Vavra |
| 17. Susan Bloss | Nancy Wilber |
| 18. Janice Buff | |





Who's Afraid of Virginia Woolf?



RIT Drama Guild started in 1964 with the September Homecoming presentation of "See How They Run." Recognized in 1965 by the Student Senate as an official organization, the Drama Guild came under the auspices of the College Union shortly after the move to the new campus.

This spring's drama, "Who's Afraid of Virginia Woolf?," reputed to be one of the decade's most difficult plays to produce, was a success. Written by Edward Albee, the play is an emotional merry-go-round, in which efforts are made by the four characters to grab the brass ring.

George, played by Thomas Rindge, and Martha, played by Lucinda Johnson, create a tense human relationship in the opening dialogue that depicts their peculiar love-hate game of life. Robert Quigley, as Nick, and Carol Knox, as Honey, are immediately recognized as the object of this game. Revealing themselves to one another, the young couple eventually becomes rudely aware of the consequences of their current surface relationship.

In structure, the play is quite simple. All the action takes place in the home of George and Martha, in a conservative New England college. Here the four characters superbly retained the audience's attention in a series of tense, poignant dialogues, directed by George, the aging professor, that make them vitally alive and uncompromisingly real.

We discover that Nick married Honey for her money, heired by her wealthy father, and because of a psychological pregnancy dreamed up by the frightened girl. Throughout the play, the young people become increasingly aware of the helplessness in their relationship.

Edward Casey chose his actors well, with a delicate knowledge of Albee's theme. Each of the players, with their hidden evils of the heart, are stripped of self-imposed defenses and emerge as naked Homo sapiens; somewhat disgusted and even more so certain of their human failures. The audience reaction is not sympathy, but rather compassion. The ugliness of self is never attributed to those we love, but only to our own intrinsic failure.

"Who's Afraid of Virginia Woolf" is a difficult script, performed on a small stage, it was handled masterfully by the cast. It required total identification of the roles by all the players and an over-riding compassion for the predicaments of all concerned.





Photo Society

As is the case in several of the Institute's schools and departments, the School of Photography has an unofficial student group which augments it, providing further opportunity for interested students to meet and discuss what they have learned. The RIT Photographic Society is one of the oldest fully active student organizations devoted to the out-of-class study of a particular technical discipline. The Society began as the Camera Club in 1930; ten years later student interest was such that the Institute added a Photography Department to the course offerings. This year the Photographic Society had a membership of forty students. They met regularly for guest speakers and films and the reading of papers on various topics in photo science. The membership enjoyed a special darkroom night set aside monthly for their use, and participated on several field trips. The Society concluded its year of activities with its annual banquet in May.





Alumni Association

When a student leaves the Institute, he leaves more than just the physical plant; he also leaves the friends and teachers and the experiences that influence his life for years to come. It is the aim of the RIT Alumni Association to provide alumni "with opportunities to continue their ties with classmates and the Institute through participation in a number of activities." The Association, established in 1912, has had a long and successful record of doing just that: making sure that alumni are not forgotten or their accomplishments after they graduate are not ignored. Altogether, twenty-one thousand men and women belong to the Association.

The membership pays no dues, and is entitled to participate in a wide variety of activities. One of the outstanding events of the year is the annual Homecoming Weekend, which specially emphasizes the Alumni Banquet, at which two outstanding alumni are awarded with a plaque for their achievements during the previous year.

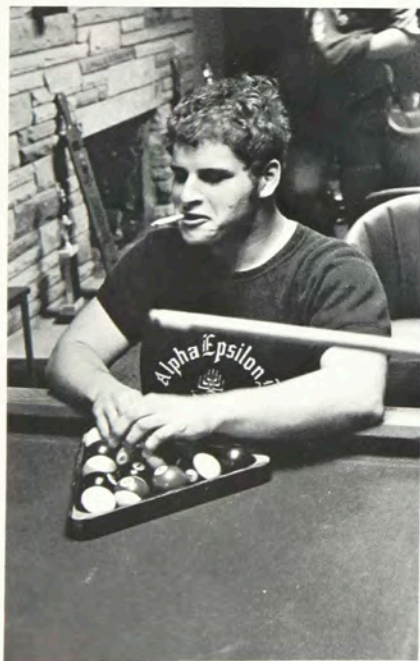


Alpha Epsilon Pi

Alpha Epsilon Pi is one of the fastest growing national fraternities in the country, boasting a brotherhood of more than 36,000 with close to 112 chapters. The socially directed RIT chapter of AEPi has had another active year on the two-year old campus. Amidst the September yells of "Hold that line," at the Inter Fraternity Council's annual football match, the Alpha Epsilon Pi brothers secured a first place trophy in the football season. Other events of the year included; the fraternity's sponsored foster child, Stella Curtis, a dinner in honor of Dr. Paul Miller, to discuss the ensuing problems of the 1970 year, and the election of Miki Mann to AEPi's Little Sister of the Year Award. Founded in the fall of 1968, the Little Sisters is a service organization for the brotherhood, and petitioned Student Senate for official recognition this year. Each of the little sisters is directed and guided by an individual brother from Alpha Epsilon Pi.

One of the major innovations of the year was the decision to co-ordinate a policy on pledging with two of the other RIT Greek organizations. As a result of the meeting, a definite statement was procured in which the fraternities would treat all pledges as mature and sincere men.

The social calendar of AEPi included cabin parties, hayrides, picnics, and the largest social event of the year, the AEPi Weekend during spring quarter.



1. Barry Cohen
2. S. Cojac
3. Douglas Bittenbender
House Mgr.
4. Jonathan Stillman
5. D. Pliner
6. N. Persh
7. G. Katz
8. William Dombrowski
9. Stephen Creson
10. V. Williams
11. Mark Minson
12. David Queer
13. Steven Cohen
Secretary
14. Steven Goldstein
15. Jeffrey Goro
16. Stuart Levinson
17. E. Kagan

18. Richard Shaffer
19. Andrew Klahr
20. Richard Marshall
21. William Edenfield
22. Clifford Schwartz
23. John Grady 3rd
24. John Macleod
25. Robert Montgomery
Vice Pres.
26. S. Moranda
27. D. Simon
28. Kevin McGarvey
29. Bruce Dubin
30. Steven J. Cohen
31. Thomas Jasnicki
32. T. Carol
33. Daniel Halperin
34. Mitchell Glasser
35. David Perrin

36. Harlan Stone
37. J. Hoyt
38. Dennis Caracciolo
39. Richard Hill
40. David Cutler
41. Louis Boydston
- Ernest Baumgarten
- Kenneth Berry
- Ben Brief
- John Caporal
- Douglas Clott
- Tom Federlin
- Michael Gallub
- Jeffrey Glazer
- Richard Gorbaty
Treasurer
- James Gramiak
- Richard Gramiak
- Robert Gramiak

Steven Groh
Eric Gutwillig
Donald Heller
President
Gordon Hewitt
Greg Huijack
Michael Kammerling
Glen Kelly
Herbert Mallet
Joseph Marmo
John Massey Jr.
Kenneth Neaman
Norman Randolph
Will Roden Jr.
Richard Rosenberg
Richard Sakelik
Mark Scheinholz
James Schrade
Dale Taysom



Earth Day & All That '70



by James Sutherland

For three solid months — February, March and April — in 1970, it seemed that finally we all had found the Perfect Cause. Under its banner, the far-out radicals, the in-deep conservatives, the middle-of-the-roaders and even those lost souls without a category could rally, protest, and demonstrate. The name of the cause was Environment, formerly an exotic and neglected branch of Biology now elevated to household and dormroom currency.

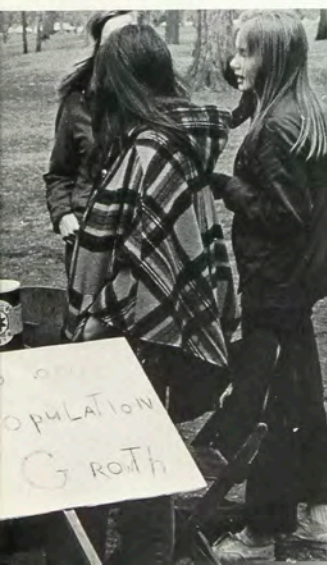
The alarmingly rapid deterioration of the American environment spawned what was probably the largest peacetime demonstration of mass action in the nation's history.

Plans for an Earth Day — and Environmental teach-in — on the RIT campus began with the waning of the Moratorium movement. Students began to understand that Vietnam was an outgrowth of the expansionist, growth-orientated economy, an economy that was fouling the land, the waters and even the air in its insatiable demand for material. The primary concern had to be to somehow tame this sprawling economy so that the future might not be forever blighted. In early March, a committee headed by Skip Blumenthal drew up plans for a full day of "Environmental awareness" on April 22.

The advance publicity given to the national Environment movement was tremendous, and all too often frivolous. The RIT committee wisely steered away from the flashy aspects of some Earth Day programs such as burying automobiles to protest carbon-monoxide emissions, or conducting Environmental love-ins. Instead, they concentrated on a full day of scientific and technical orientation, which would provide students with the background necessary to come to grips with the basic principles involved in Environment.

Earth Day began with a round of speakers in the Ingle Memorial Auditorium who talked on the various aspects of local and state water and air pollution control. Because the Institute refused to cancel classes to allow students to freely attend the program, participation was sometimes sparse early in the day. By noon, the Auditorium was filled with curious students and faculty and administration, and attendance increased steadily, although it was estimated that fully half the







Institute didn't bother to participate.

During the afternoon a series of small workshops were given on numerous topics allied with Environmental pollution. On Main Street in Rochester, several RIT science faculty and students manned a booth which demonstrated to passers-by the actual contamination of the Genesee River, Lake Ontario, and area creeks. Somewhat later, Dr. Roger A. Morse of Cornell University spoke to a gathering in the Auditorium on "Dirty Men in A Clean Environment." His message was very clear: either we clean up ourselves or Nature will do it for us — with a vengeance.

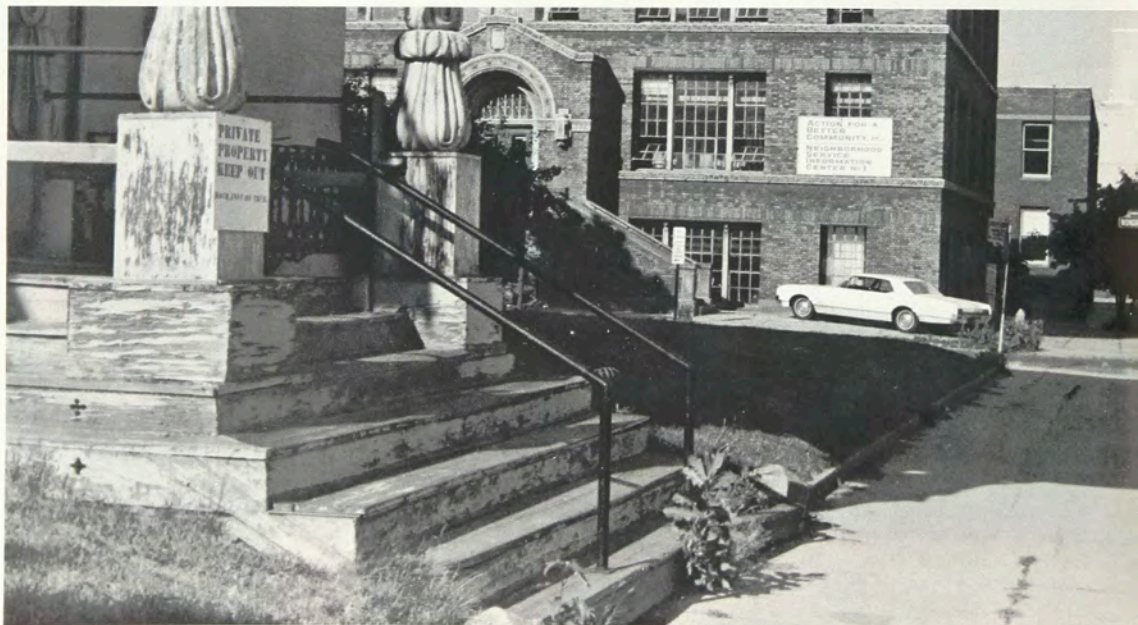
An evening program on "Environmental Laws — Can They Be Enforced?" was conducted after dinner. A panel of area lawyers, legislators and administrators wrangled on the subject for two and a half hours until the deep divisions of personal and political commitment on Environment were plain to the audience. The panel revealed, as nothing else could, the real reason behind the Environmental crisis: there is no single, concerted program to reach the public and inform them about polluters, and no assured way for polluters to be stopped.

For a while it seemed as though Earth Day would provide the means to inform and educate, to bring together the diverse elements in American society: the students, the housewives, the politicians, and the industrialists. "To save the Environment," it was said everywhere, "the whole country must come together." For a while it seemed the country might.

Then, without a warning it all changed. United States troops invaded Cambodia. In the subsequent protests, six students were murdered at Kent and Jackson State Colleges. As the old war in Asia grew, the country began to slip back into its well-polarized factions, and the hope generated by Earth Day began to fade.



"I am always drawn back to places where I have lived"





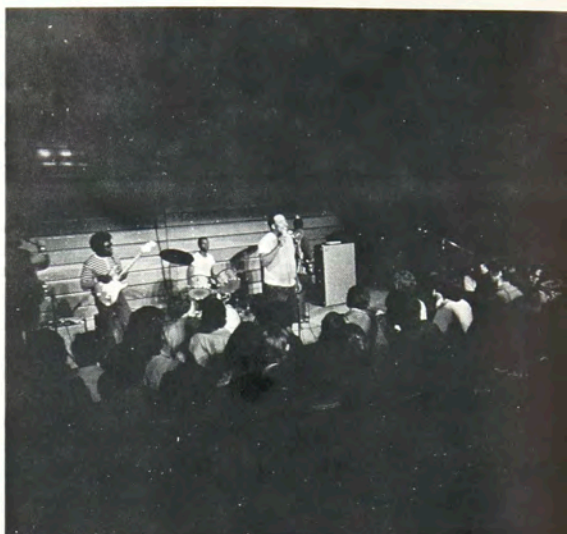
James Cotton Blues Band

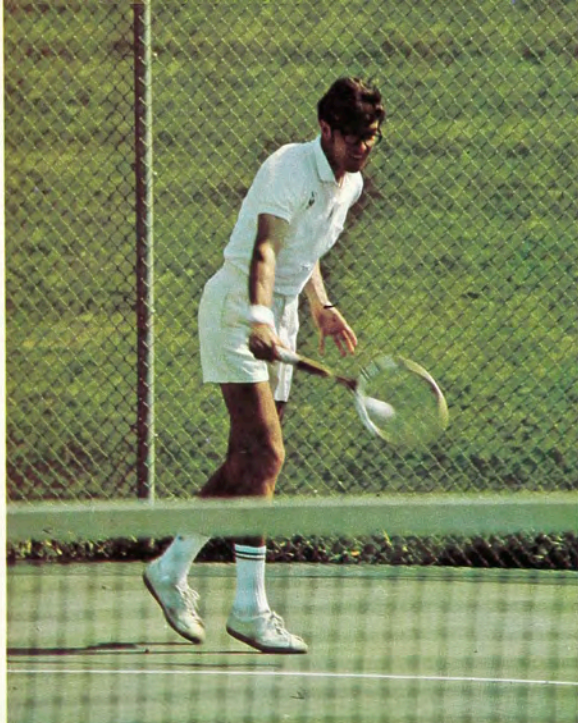
The audience may not have been a capacity crowd, it was even close to being sparse; but the blues were heavy and thoroughly satisfying. On Saturday, April 25, as part of the Institute's Blues Festival, James Cotton Blues Band made an appearance in the George Clark Memorial Gym. In the informal atmosphere of a blues festival, students gathered to enjoy the sounds of what seemed to be a unique metamorphosis from the original king of blues, the Sam Cooke style.

The quality of James Cotton in his medium is apparent in the solos on his harmonica, and the apparent ease with which the audience adapts to the familiar musical inflections.

The tones, rising and falling, perhaps were an indication of what was to come later on in the weekend — the more difficult to follow, harder sounds of Jam Factory and Crow.

The Festival, featuring James Cotton, Jam Factory and Crow, afforded many the opportunity to relax and relate.



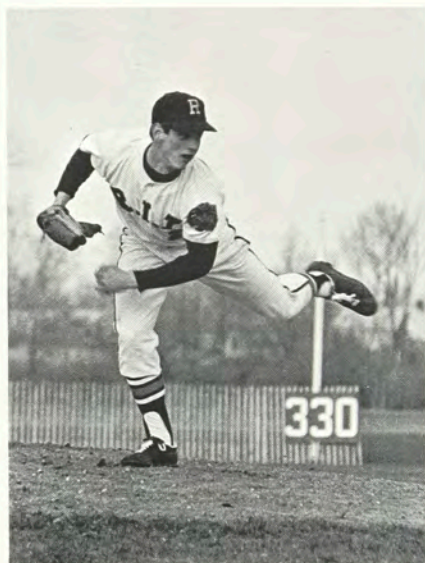


Baseball

(Won 9, Lost 9)

RIT	OPPONENT
2	Geneseo State 3
3	New York Tech. 8
6	New York Tech. 10
3	LeMoyne 2
7	Oswego 5
4	Houghton 7
5	Niagara 4
6	Niagara 2
7	U. of Rochester 8
7	U. of Rochester 2
9	Buffalo State 0
0	U. of Rochester 9
9	Fredonia State 7
1	U. of Rochester 6
8	Canisius 4
3	Hartwick 10
8	Clarkson 11
17	Hobart 8



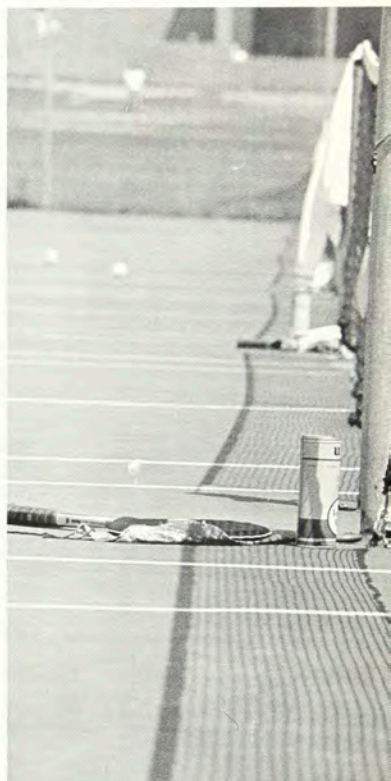


Tennis

(Won 7, Lost 4)

RIT		OPPN.
7	Brockport State . . .	2
3	Hartwick	6
8	Clarkson	1
9	Roberts Wesleyan . .	0
5- 1/2	Ithaca	3- 1/2
3	Geneseo	6
4	Oswego	5
9	St. John Fisher . . .	0
5	LeMoyne	4
6	Alfred	3
3	Hobart	6









Lacrosse

(Won 8, Lost 2)

RIT	OPPONENT	OPPONENT
17	U. of Rochester	0
15	U. of Rochester	6
2	Ithaca	11
8	Geneseo	7
10	Hamilton	6
12	Albany State	8
14	Brockport State	16
15	Siena	10
14	Alfred	6
15	Hartwick	7

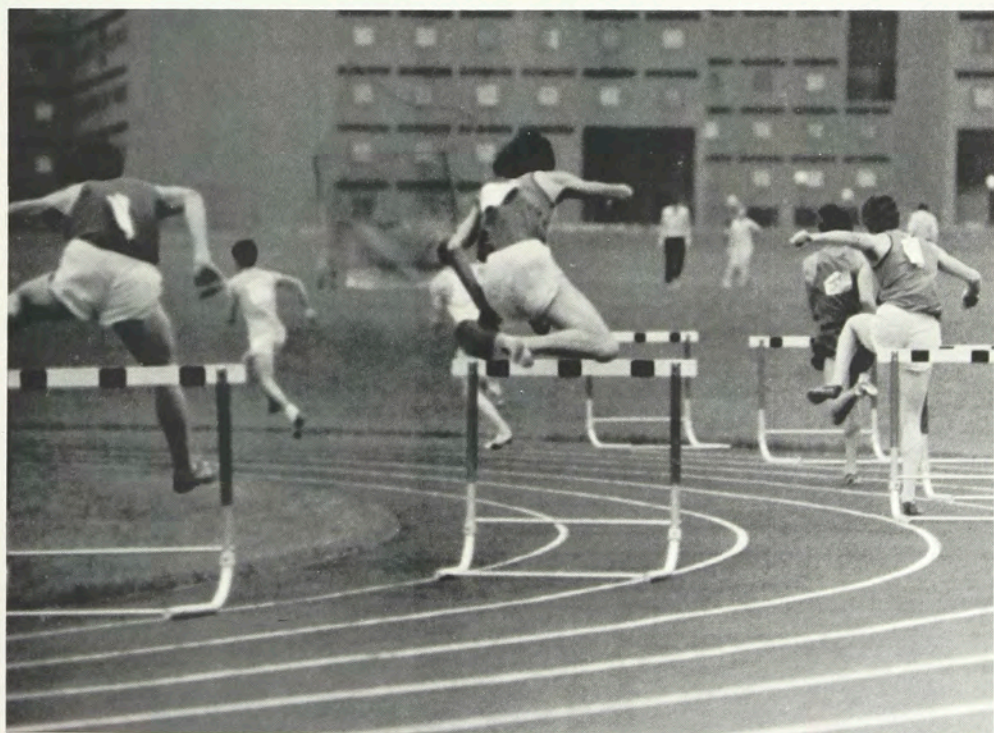


Track and Field

(Won 12, Lost 0)

RIT		OPPN.
111	Hobart	34
128	St. Bonaventure . . .	17
91	Oswego State	54
126- $\frac{2}{3}$	Geneseo State	18- $\frac{1}{3}$
125- $\frac{1}{2}$	Fredonia State	18- $\frac{1}{2}$
113	Potsdam	32
118	St. John Fisher	27
134	St. John Fisher	7
83	St. Lawrence	62
100	Houghton	45
117	St. Bonaventure	28
87	Roberts Wesleyan . . .	58





MARAT/SADE

In May of 1970, the RIT Women's Club sponsored the Blackfriar's, Inc., in the stage production of *Marat/Sade*. The actual presentation, "The Persecution and Assassination of Marat as Performed by the Inmates of the Asylum at Charenton under the Direction of the Marquis de Sade," as written by Peter Weiss, is a play-within-a-play.

The heart of the play is a continuous dialogue between the Marquis de Sade, an erotic French author whose writings gave their name to sadism, and Jean Paul Marat, a virulent journalist of the French Revolution. The play is acted out from within an insane asylum, for the benefit of M. Coulmier and his elegant bourgeoisie wife, who sit throughout the performance on the right side of the stage. The play occurs in the early 19th century, and tells of the events leading up to the death of Marat, at the hands of lovely Charlotte Corday.

Sade, in his director's chair, keeps an eye on his cast of lunatics, while debating with Marat, wrapped in wet rags, sitting in a bathtub. The Marquis de Sade, representing the tenacity of human baseness and raw will, brings a force to his performance equalled only by his protagonist, the idealistic, young rebel, Marat, whose only hope lies in the dream of proletariats revolution. The majority of the inmates, wearing grey, shapeless tunics, hair afray, add their monotonous to Marat's cries for liberty.

The intellectual tones of the performance are established in the true political, social, and historical horror of the French Revolution, while insanity, the madness of all men, establishes the actual tone of the play.

All of the actors, chosen well by Director Richard Mancini, were astonishingly competent in their role-playing. The Marquis finishes his long speeches in a painful self-revelation; Marat's human inadequacies present no alternative but death; Charlotte Corday, Marat's assassin, because of a sleeping disease, is continually forgetting her lines; and Duperret's, the young lover of Corday, passionate advances are sleepily ignored by the young woman.

Realistically, *Marat/Sade* is not one of the most volatile productions to stage, but it is an experience not to be forgotten for the duration of anyone's theatre-going life.

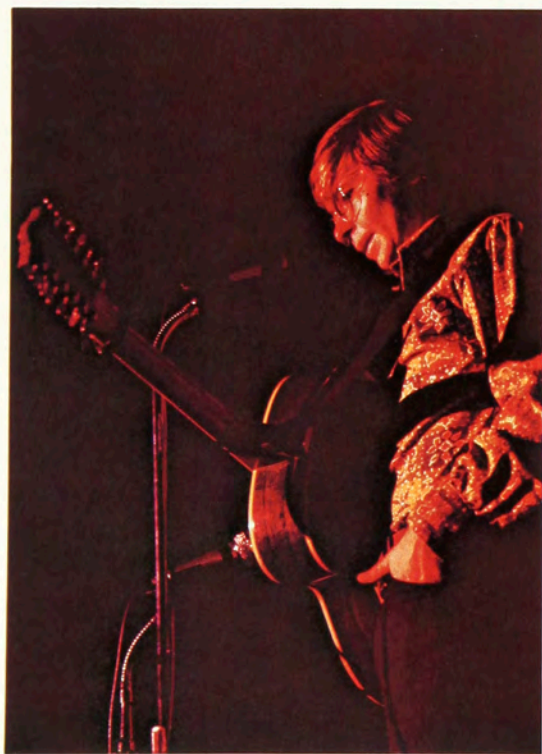




John Denver

The true synthesis of folk sound came to RIT, Saturday, May 2, in the Clark Memorial gym, as the innocent music of John Denver reminded students of a different age—one nearly smothered by the hard sounds of much of today's music. Sponsored by the College Union Board, and as part of the Folk Weekend, Denver appeared in a coffee-house concert before a large student crowd.

John Denver's music is fresh and earthy, the container of the lost virtue of folk initiated by artists as Peter, Paul, and Mary. As a type of prophet of the folk-age, Denver talked softly, sang gratefully, and listened attentively to his audience. The entire musical experience with John Denver was one of optimism; no gimmicks attached, and an enjoyable opportunity to recognize that honesty is still preferable—a folk singer brought that to many at the concert on May 2.





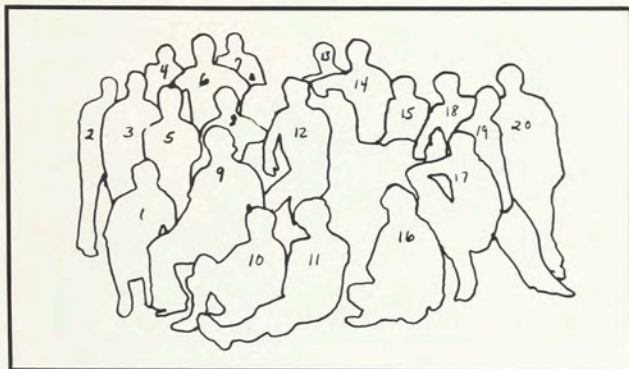
Amateur Radio

The Amateur Radio Association, licensed by the Federal Communication Commission as K2GXT, provides ham radio operators with both recreational facilities and opportunities for advancement within the amateur licensing program. The Association holds morse code and radio theory classes in order to aid those who would like to obtain a license. Over the past years the campus "hams" have taken part in many of the Field Days sponsored by the American Radio Relay League (ARRL). During a Field Day, hams all across the country operate their radio equipment from portable or auxilliary power sources. The competition is fierce as each operator or club station attempts to contact as many others as possible, in order to score the most number of points. The purpose behind these Field Day activities is to help the hams learn operating techniques which will prove useful during times of national or local emergency. In the near future, the club hopes to install a phone patch system. Through this phone, any student will be able to call friend, relatives, or anyone, free of charge to anyplace in the world. After the system is set up, priority will be given to calls to servicemen in Vietnam. This year's officers were Walter Tolpa, *President*; Mike Parisi, *Vice-President*; Robert Hunter, *Secretary and Trustee*; and Robert Baker, *Faculty and Technical advisor*.



Zeta Tau

- | | | |
|---|---------------------------------------|--------------------|
| 1. Mike Baker
<i>Secretary</i> | 9. Stephen Miller | 16. John Rawlins |
| 2. Robert Fehsenfeld | 10. Edwin Lore
<i>Treasurer</i> | 17. Thomas Mergler |
| 3. Steven Benton | 11. Danniell Hebert | 18. John Nelson |
| 4. Stuart Barney | 12. George Behrens | 19. Herb Grabb |
| 5. Kevin Dean | 13. Philip Nelson | 20. Douglas Dychko |
| 6. Richard Bell | 14. James Behrens
<i>Scribe</i> | Michael Favoretto |
| 7. Russell Martens
<i>Vice Pres.</i> | 15. Bartle Taylor
<i>President</i> | Peter Klein |
| 8. Robert Brunea | | Jeffrey Reynolds |
| | | Bruce Silverman |



... pleasant spring days,
in which the winter of
man's discontent was
thawing as well as the
earth, and the life that
had lain torpid began to
stretch itself out.

H. D. Thoreau

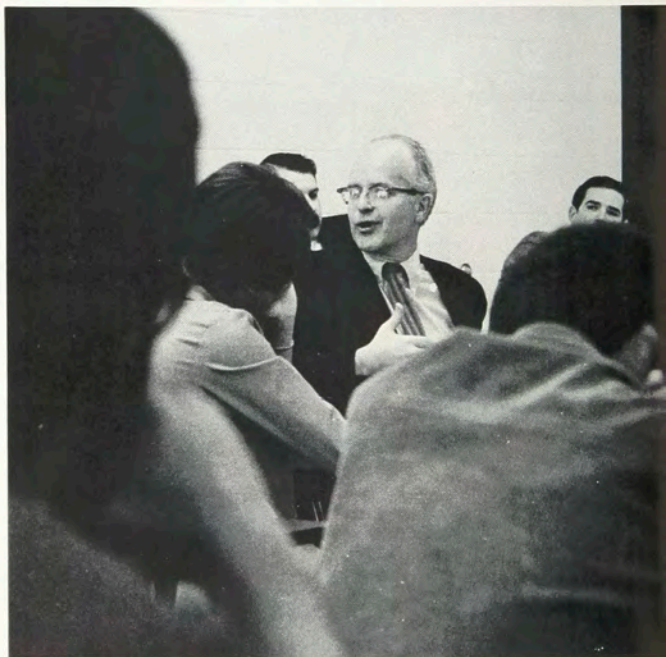
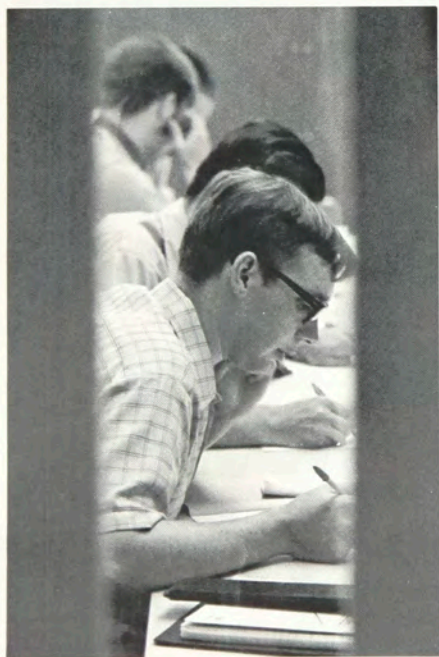




you shall above all things
be glad and young
For if you're young,
whatever life you wear
it will become you ;
and if you are glad
whatever's living
will yourself become.

e. e. cummings

COLLEGE OF GENERAL STUDIES





by Dr. Paul Bernstein, Dean

Within the overall objectives of the Rochester Institute of Technology, the faculty of the College of General Studies have developed a series of objectives that reflect their philosophy of education. Implicit in this philosophy is our desire to assist students in their intellectual, aesthetic, social, and moral development, and to stimulate their curiosity and encourage independent inquiry and study. In addition, our curriculum and co-curricular programs are designed to help our students be aware of alternative approaches to human problems and to see their role in a wider historical and philosophical perspective.

Implicit in all that has been said is our desire to establish an educational atmosphere which will promote a vigorous intellectual independence rather than an unthinking acceptance of past values and accomplishments on the basis of authority. In addition, the faculty seeks to promote a greater appreciation and an awareness of social, political, and economic issues so that our students' professional training is completed in a context of involvement and commitment in the larger problems that beset our world. The faculty of the college are now seeking a series of new directions that will lead them into a social work major, the further development of an already extensive Black Studies Program, and expansion of our General Studies Special Student Center, and a continued acquisition of faculty from all parts of the globe. In addition, we hope to assist in a thorough going curricular re-examination so that more flexibility and choices can be built in for students in terms of independent study and individual course choices.



"...and the Amerikan
people shall have a
symbol to unite them
...and he shall have
the initials of the
United States ...

... and he shall be
the epitomy of the
Amerikan Dream ...
and he shall hereby
be known to all as
Uncle Sam ..."



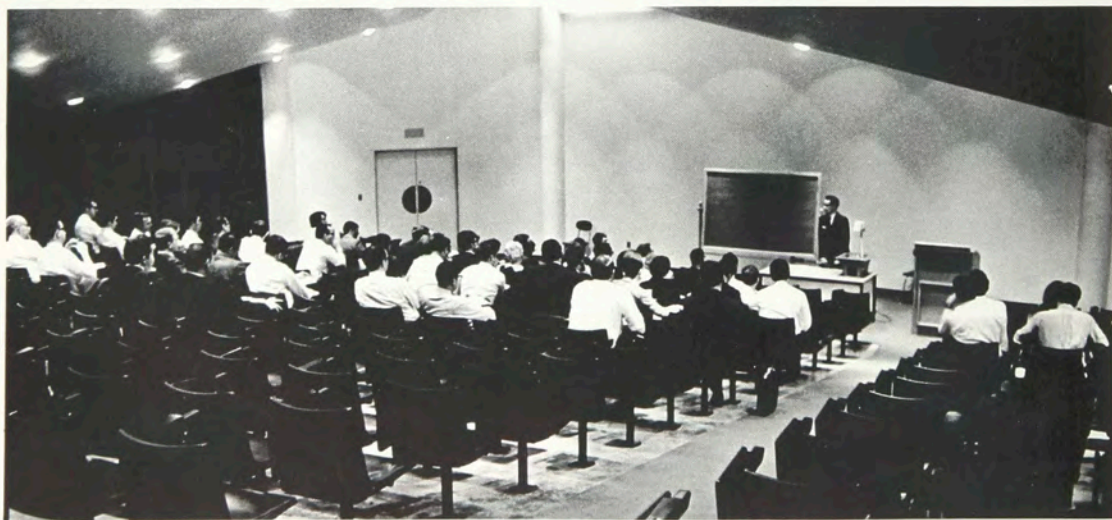
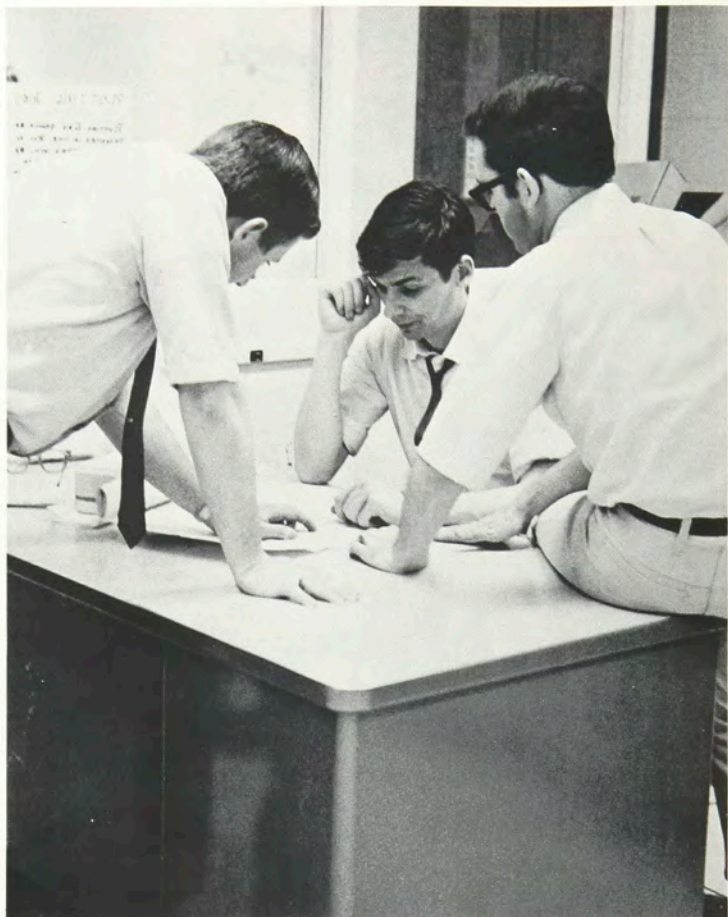


Photo Essay by Bob Kiger



Graduate Students

Until a decade ago, the Institute was concerned exclusively with undergraduate education. Then, RIT added the first graduate curriculum, the Master of Fine Arts, which would be administered by a Council on Graduate Studies. Thereafter, six other graduate programs were initiated from 1963, when the Master of Science in Chemistry was begun, to 1969 when the Master of Science in Printing was initiated. Graduate programs were started in the Business Administration, Photographic Science, the Science in Teaching of Fine Arts, and Electrical Engineering disciplines. Additionally, the demand for teachers to instruct in specialized two-year colleges gave rise to the creation of an entirely new Center for Community College Development. Graduates from this program were prepared for work in their own technical field in relation to the different kind of instruction required in two-year trade schools and community colleges. During the annual Convocation ceremonies at the Rochester War Memorial on June 6, 1970, the eight Master's degree programs in the Council on Graduate Studies graduated over fifty men and women.



Master of Fine Arts



Anthony B. Jachimowicz
Design Applications



Vlasta K. Paul
Graphic Design

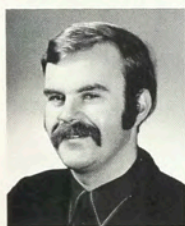


Joyce F. Robards
Weaving & Textiles



Natalie L. Schwartz
Painting

Master of Science in Teaching



Thomas H. Champion
Art Education



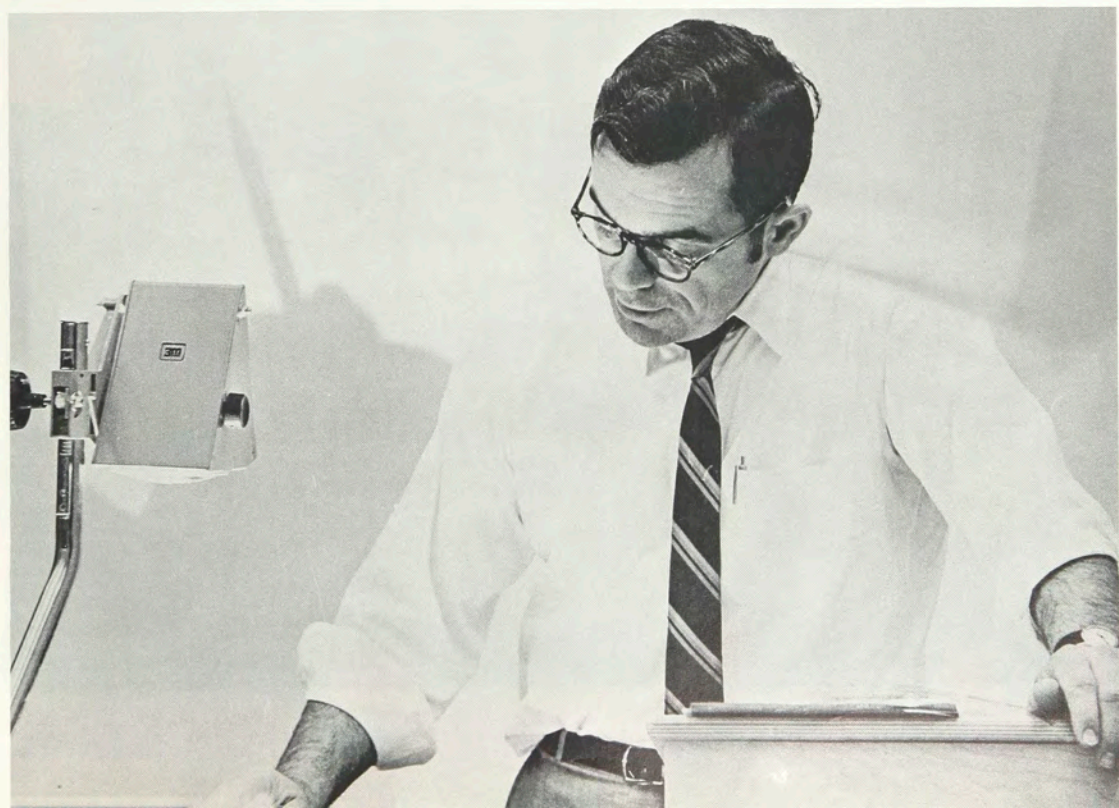
Joanne J. Frazier
Art Education



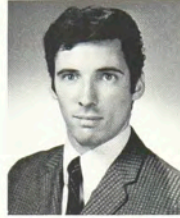
Donald G. Simonini
Design Applications



Wendy S. Ward
Art Education



Master of Business Administration



Robert G. Degling
Marketing

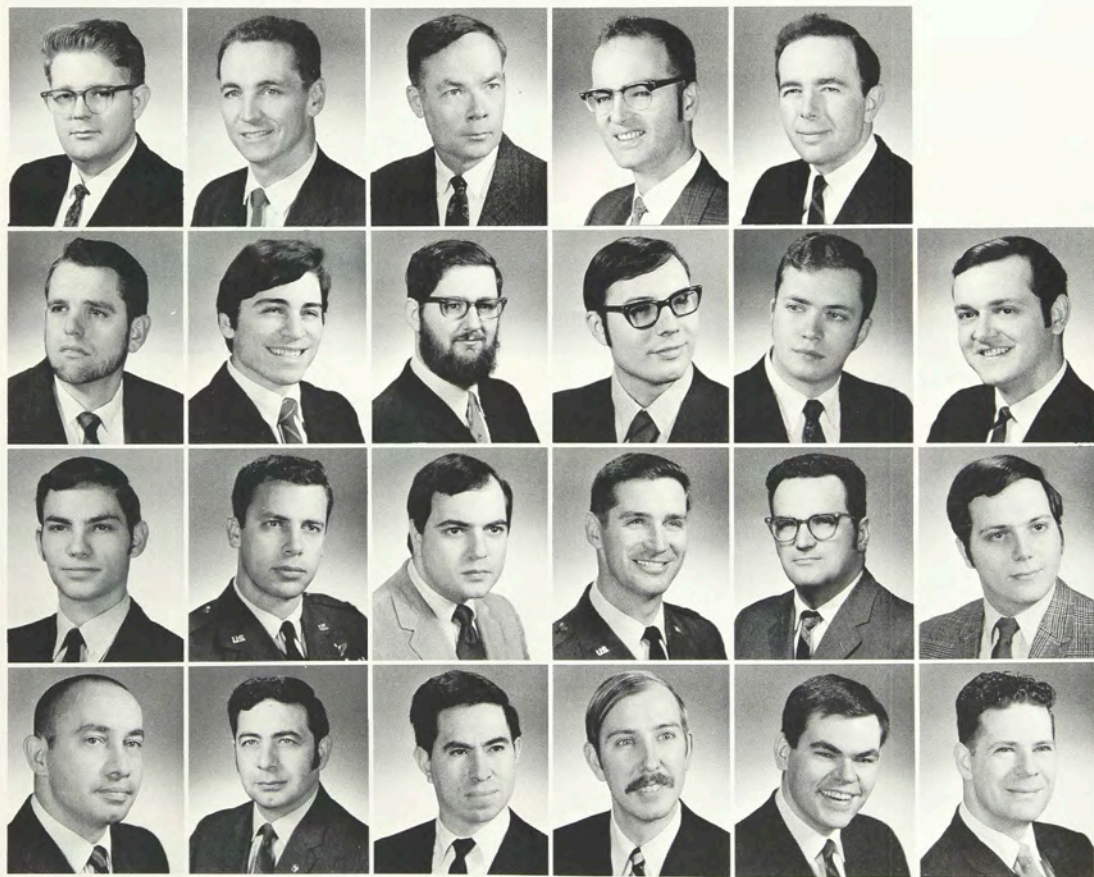
Douglas A. Guidotti
Business Administration
Peter E. Rhodes
Finance

Marshall R. Shear
Finance/Marketing
Ray Tamoshunas
Marketing/Management

Henry G. Vogel
Management
Mitchell G. Ziegler
Management



Master of Science



John C. Bains Jr.
Printing Technology
Charles V. Cogburn Jr.
Photo Science
Elliott N. Derman
Printing Technology
Norman J. Gruschow
Chemistry

Derek J. Hatley
Electrical Engineering
Peter C. Interdonato
Printing Education
Jay H. Johnson Jr.
Photo Science
Charles Karian
Engineering Tech

Allen W. Kirkpatrick
Printing Technology
W. Lawton King
Photo Science
James A. Langone
Printing Technology
Julian E. Lopez
Photo Science

George E. MacManus
Photo Science
Joseph A. Norcross
Photo Science
Melvin E. Pollard
Photo Science
Jere R. Rentzel
Printing Education

Norman D. Saraceno
Chemistry
Walter F. Shafer
Photo Science
Donald R. Smith
Engineering Tech
Richard M. Smith
Photo Science

Richard E. Thompson
Photo Science
Raymond A. Torella
Printing Education
Lyle O. Waddell
Photo Science

1939 New York World's Fair

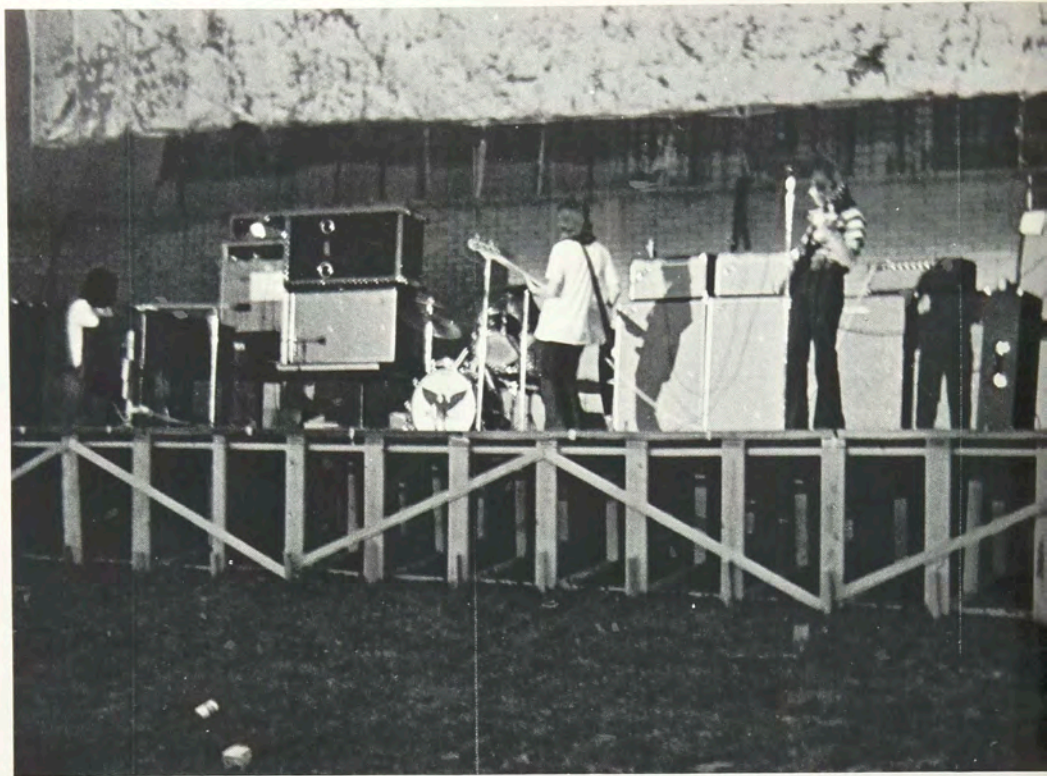
The 1939 World's Fair was held at RIT this year on May 21. If the title of the rock musical festival sounds a trifle proverbial; it was that kind of event. Initiated by Mr. and Mrs. Stan McKenzie, and supported by independent-interested students, the festival was an extremely small Woodstock reincarnated. Various area groups were solicited to perform, including October Young; Red White and Blues Band, and Portable People.

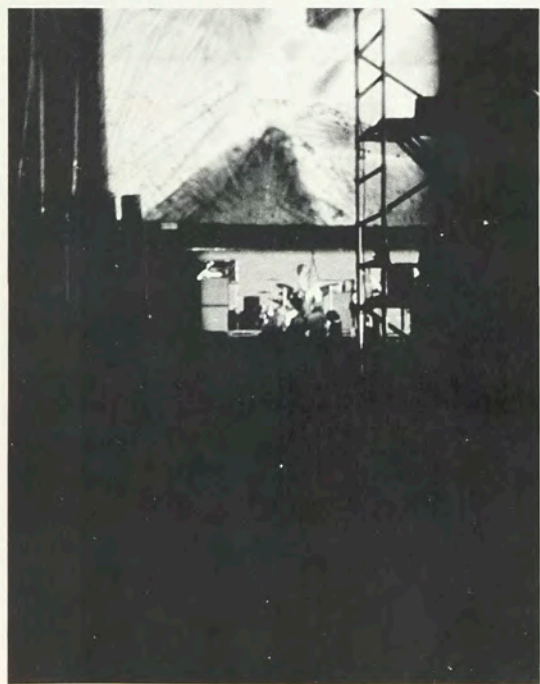
A light show-flick presentation involving the running of old war commentaries, with intermittent splashes of flickering light, was set up with the help of a local electrical company. Music was in abundance and attendance, including friends from other area schools, was sometimes so overwhelming that many lost their way in the crowd. In the idea of a free concert, the students responded immediately to the large field in back of the dormitory complex in which to roam and listen to the sounds of rock.

The success of the festival might be an indication that next year RIT will sponsor the 1940 World's Fair.













Cannonball Adderly

This year the College Union Board sponsored a series of musical groups, in an attempt to provide a wide variety of musical style and voice. On Friday, May 15, Jazz professional, Cannonball Adderly, appeared before a medium-sized student group in a memorable concert.

Appearing concurrently at the Rochester War Memorial, Peter, Paul, and Mary could not detract from Adderly's appearance. If the size of his audience affected him, it went unnoticed.

The jazz of Cannonball Adderly is unconventional, smooth, and revealing. The representative sounds of his "horn" almost require the word jazz to be replaced by a more accurate word; something mellow. Losing himself in the form of his sounds, he sometimes leaves his audience on their own; and launches into a jazz piece that appears so satisfactory, that only the musician himself can appreciate it. Although the attendance was mediocre, the jazz on that weekend sufficed the size of the gathering.



... and some had no offers

The basis of education at RIT is the preparation for both earning a living, and living a meaningful life. By emphasizing the occupational needs and development of students, the Institute assumes the responsibility for counseling them in their choice of, and preparation for a profession, and also for placing students in appropriate occupational situations. The Central Placement Service is the Institute agency designated to locate employment opportunities for students and alumni, and to help them enter the occupations they have chosen for themselves.

CPS's efforts are directed toward four employment areas: part-time and summer employment for undergraduates; cooperative programs; full-time employment for graduating seniors; and full-time employment for alumni and withdrawals. It maintains a list of part-time and summer job opportunities, both on and off campus, and keeps a register of students seeking such employment. The CPS also handles the professional placement of graduating seniors and alumni using a list of employers and students interested in filling job vacancies. Employers often use the Institute for job interviews coordinated and scheduled by CPS. Other services rendered by the CPS include charting employment trends, and surveying senior classes as to their individual employment desires.

Ideally, the CPS would like to match every student and alumni on its list to a high-paying worthwhile job selected

from many prospective employers. In years past, the CPS met this ideal, or very nearly — the economy was booming, employment rolls were rising each month. Three, two, even a year ago, it was an "employees market:" graduating seniors were faced with the sweetly agonizing choice of picking a single position from the half-dozen open to him. Seniors shopped for an employer the way they did for their first car, looking at it from all angles, examining the basics, and exploring all the fascinating options and fringes.

The Class of 1970, however, never had a chance at this kind of experience. They found that their degree — even though it may have meant even more time and effort spent in obtaining it than would have been the case a few years ago — was no automatic passport to a job and the attendant prestige and security. If they were lucky, the 1970 seniors might choose from two job offers; many had to settle for the only one they received, and some had no offers. A few sat back and waited for the expected upswing in the economy, but the rest began to hunt around for work.

Choice jobs, particularly in areas such as research were among the first to be eliminated by economy-minded employers. Another particularly discouraging complication was the termination of draft deferments on the basis of occupation by the Selective Service to fill the army ranks depleted by the ever-widening war in Asia. Science graduates found that government reductions in the amount of aerospace and other government-contract work meant few jobs in once-lucrative occupations. Large corporations that used to hire hundreds of college graduates began laying-off employees as the economy



went into a long slide.

At the first sign that things were to be different this year, the CPS shifted its methods in attempting to help prospective job-hunters. They began cautioning all RIT students, graduating seniors, and alumni to begin their employment searches earlier in the year, and to make more fuller use of the CPS information services. They extended the normal October-to-March interview period to the middle of May in a successful attempt to increase the number of employers making recruiting visits to the Institute.

By the end of May, virtually all of CPS's positions had been taken. The summer job list was exhausted long before school ended, and other lists were down to a few entrees.

Graduates, of course, found work. Some were married, and others "accepted" the employ of Uncle Sam. Interest in VISTA and the Peace Corps solved some problems for the newly-graduated, while many others simply settled for less glamorous posts while waiting for the recession to bottom out. A number of grads decided to beat the economy at its own game and accepted only a part-time job and went on an austerity budget. Nobody, reportedly, went on welfare, though some seniors said they'd have to wait up to three months for their job to begin.

Taking the hints from this year's grads, underclassmen began thinking of ways of using their education to the fullest, to increase their chances next year. They would begin to familiarize themselves with the services available in Central Placement, and learn how to avail themselves of the best way to put their RIT education to work for them.



Convocation

1970 was not an ordinary year, and the 85th annual convocation was not typical for any of Rochester Institute of Technology's 1,931 graduating students. This year, for the first time since RIT's inception, a major institute policy revision was an indication that the times had changed to meet the needs of the situation. During the arrival of relatives; throughout the speech-making, the pomp and circumstance, and the congratulations, many candidates, wearing arm bands and peace symbols on their mortar-boards, were a blatant indication that the times had changed. It was a year of innovation, and a chance for many to review their social and political achievements, as well as the academic.

Realizing the many changes that had occurred in the past year at RIT, former U. S. Secretary of the Interior, Stewart L. Udall, told the graduates crowding the Rochester War Memorial, "This is not an ordinary commencement, because these are not ordinary times: Hawk and dove, black and white, young and old, must rebuild the bridges between them." Borrowing a quote from Pulitzer Prize winning poet, Archibald MacLeish, Udall recalled, "It is an angry generation, yes. But, it is not a resentment of human life but a resentment on behalf of human life."





TECHMILA INTERVIEW:

A Candid Dialogue with DR. PAUL A. MILLER

In an effort to bring RIT President Paul Miller a bit closer to the student body, Techmila Editor Gregory P. Lewis, and Reporter Co-editor Dean Dexter interviewed him in the executive suite on the eve of the academic year. Surprisingly candid, but, in some places philosophically general, Miller dealt mainly with the RIT of the future, and how Institute governance and its present ways of problem solving should effect a more dynamic and relevant educational community.

Dexter's personal commentary and Miller's interview follow:

"Speaking easily and candidly, Dr. Miller, addressed himself, in a broad sense, to the problems of making the Institute a more livable and relevant place for students who are now demanding 'new styles of leadership' from what he calls 'the established corporate structure,' and a new flexibility in their socio-academic existence.

"In the course of discussion, Miller touched lightly on his own past and brought forward examples in his own life that he felt contributed much to his present concern and awareness for the present dilemma in U. S. higher education.

"Though soft-spoken and possessing a humble quality,

not unlike that of a Wesleyan circuit rider, Miller is indeed a man of strength and idealistic purpose — as the interview will show. For underneath the self-effacement and clerical tone lies a quality of the human spirit that has somehow brought a 'poor boy' out from under the desolate shingle of West Virginia poverty and depression, and up to the highest office in Education in the United States, and finally, as maybe an encore, to the presidency of a little school in up-state New York that he found somewhat unique, and capable of becoming a 'lusty . . . distinctive . . . urban university . . . with a flare for human learning'.

"Possibly the reader, if nothing else, will find that 'this guy Miller' talks very well — very well indeed. That he has the politically astute quality somewhere within him to convey to his audience precisely what they want to hear. For the catch-phrases of the generation he is now serving have been — change — re-structure — new approaches — indeed, revolution.

"So this is Miller's message. In many ways it is ours too. If he can bring it to fruition, RIT will proceed into the seventies with confidence, more than ever aware of the people and society it is meant to serve and 'doing what it does, well.'"



TECHMILA: How do you view the capabilities of our present educational structures in dealing with the complex issues of today, and what do you see for them in what seems to be an uncertain future?

MILLER: Having spent half of my time in my career as a faculty member and half of it as an administrator, I really feel that the nature of our society, if not the whole international society is really demanding new styles of leadership, both in as far as the academic precinct is concerned, at the point of being a faculty member, and certainly as an administrator. I think that the older corporate sustained structures at every institution I've know are not proving sufficiently resilient, flexible and dynamic enough to get the job done. The constant change and the challenges placed upon the structures and institutions, and I mean institutions in the broad sense — the church, the academic, the community, the governmental — will call for new **personal** styles of administrators, there can be no doubt of that, which is really working somewhat less in terms of the authority of the office and working somewhat more in the sense of interpersonal relations.

And then secondly, I think that having permanent sustained structures in the meaning of a standing committee of sorts, a kind of dynamic addressing of problems that are before us, using the people and talent and inviting those to take part who have an interest in it, and when the problem is either solved or at least partially addressed, or if one fails, then fold it all up and go another way. So this means that instead of a permanent sustained structure built upon vertical articulation through authority, now one looks as it laterally and bases on a talent and interest and commitment and is constantly in a series of dynamic recombinations of human talent to focus on problems.

TECHMILA: Well, in keeping with what you've just said, do you find RIT's present administrative structure within the scope of this same sort of flexibility. Though basically a traditionally structured body, the Institute Policy Committee is still ad hoc, in the sense that it serves at the President's discretion, and in the way he sees fit, but isn't it tied too closely to the past to admit the sort of fluid relationships to ideas that you seem to envision?

MILLER: Well, I see it somewhat in the same philosophy. I would want the Policy Committee to, in a sense, be very flexible and dynamic in the way it addresses itself to problems of all kinds, and not in a sense filled by a kind of slumbering Robert's-rules-of-order with a sort of constitutional-based attack. I think that's too slow for these days, I think it all too often settles into unimaginative blandness.

TECHMILA: Has the Policy Committee undergone any changes during the change of administrations?

MILLER: Well, the Policy Committee is an entirely new creature now; it was reorganized and had its first meeting two weeks before I arrived and I have said to you before that I was a bit disappointed with this . . .

TECHMILA: The fact that it had been reorganized?

MILLER: Yeah, you know, I mean after all, it had met only two weeks before I came and a new president isn't going to say, "Well, forget it, I'm going to have some kind of structure of my own way . . ." so I've lived with it.

But, up until it was reorganized it had, you know, a legitimate format, but it was, at least as I have been told, a body largely of administrators for purposes of information sharing, and also giving the people in that body a chance to ask the president and other officers, you know, what's going on, it was what I would call more communicative in its function, but the Middle States Association report really scored, quite critically, the Institution for not having what they considered to be a more lively and modern form of academic government, and it was in a response to this that I think the people quite legitimately move to take pretty much the same route, add to it some representatives of the faculty, three students — in an effort to make what had always been called a "Policy Committee" more of a policy committee.

TECHMILA: How do you view educational governance, as well as Institute governance (i.e. the Policy Committee) from a philosophical standpoint?

MILLER: One of the thousand elements in the difficulties of American academic life is the split personality of our universities, and by this I mean that we have rather remained with historical and traditional ways of governing ourselves which haven't changed much over decades, while, at the same time, a great host of what I like to call popular constituencies and demands have now been placed upon the institutions to do research, such as the contributions of health and all of this — so that great popular press against institutions has caught institutions trying to govern themselves with pretty slow-moving cumbersome kinds of forms of academic government. It's out of this kind of thing that students of our education have been very much interested in academic government.

When I came here I had just been through a work of helping to reorganize the University of North Carolina. I went through a major upheaval on this at the State University in Providence. I went through the same thing at West Virginia, trying to get a more sensitive, representative, functional kind of self-government.

So what I've been really trying to do . . . I really do want



to see the growth of the members of the Policy Committee. It is wrong for the president always to have to be sort of the pivotal guide, but I recognize that circumstances make this necessary, every member of a policy committee ought to be able to almost do the same thing and speak with feeling and insight about it.

TECHMILA: Yes, but would this sort of freedom on the part of a president's underlings be practical? On the whole, a large number of people are often rather hesitant to make statements and decisions if they don't believe they are in keeping with their boss's own ideas.

MILLER: Well, I think it has to be this way, I really do believe that. I am a person of a certain age, a certain set of experiences that I just can't park someplace. I grew up in a rather liberal, in some respects, poor area that was very much concerned about labor conditions, worker's conditions and all of this. And I was very early with my father and others in the community, often put upon by a very conservative community for having these liberal ideas — and I was rather nurtured on this, but I've been a soldier and I am of the age I am, and so I am imperfect, so I myself am going through a kind of transition in my own life — in the sense of what does leadership mean, what are the issues and what is the future of society.

TECHMILA: Indeed, but . . .

MILLER: I'm simply saying, I'm imperfect, but I really see the college president increase fundamentally in the role of a teacher, and that if he is not able — in the sense from the standpoint of his job — in some respects be a kind of master

teacher in the area where he really is refreshed by the ideas of others, sustained by them, he cannot somehow help to stimulate those ideas in others.

TECHMILA: A president who allows such flexibility certainly has to be an extraordinary person, if he's not, it could allow for a rather disorganized, if not down-right chaotic, presentation of administrative policy.

MILLER: But, I do believe that it's a delicate balance . . .

TECHMILA: In one way such openness could protect a president politically, inasmuch as he could "pass the buck" to other people in times of great controversy — yet, don't you believe, to be effective, the president would have to be pretty agile and aware to keep on top of things, if he were to allow the members of his hierarchy to take such a free-wheeling hand in statements of policy and high-level decision making?

MILLER: Well, no, I suppose after a while there is a certain nimble-footedness required in all of this, and maybe confidence. But I think equally so is what I would call, personal security. I'm talking about a sense of personality, integration, if I may use my own discipline to speak about it where one's own personal life is sufficiently secure. I'm not talking about it in a psychological sense that one can withstand criticism, but in the sense that one would like to see other people have ideas.

TECHMILA: All right, you seem to be a very candid person,

what was it in your own life that made you aware of the need for this new style of leadership? Did you just suddenly one morning become aware of the fact that our present system was suddenly getting old-fashioned and wasn't sensitive enough to the needs of the times? During Moratorium Day and Earth Day you spoke of circumstances in your own life that had shaped the course of your ideas and philosophy of life, and you seemed to hope that people realized that you yourself had been through a trial and you wanted them to understand that this generation was not alone in its disappointments.

MILLER: Well, I'm not one who enjoys talking about myself very much, but I was first of all enough of a sociologist to be partway accurate about introspection . . . I was born into a poor rural family and I was really the first of the whole clan to ever go to college. I came along when my first impressions were in the so called "Great Depression" of this country. My father was a part-time farmer and a part-time industrial worker. I watched him pace the floor — at times weep over what was happening as the great industrial revolution was really coming — and depression and all of this. My own brother who could not go to college because of the depression, and who was older than I was, walked the streets and tried to find something for fifty cents a day, and I grew up impressed with this.

Secondly, I think it's fair to say that I had to fight my way



out of this and I did by reading, I was a student at a very early age. I somehow saw that I just had to work out of that with the modest support of parents and others to do it — it was the breaking of a whole culture in the West Virginia mountains. It wasn't easy, and I suppose I bear the scars today — you cannot make these migrations in life, to go through almost a century of change in your own life time, without leaving scars in accommodations to it.

But out of all this I picked up a great commitment to poor people, and all of my career has been on that side: deprived groups, minority groups, and all of this.

The central organizing principle of my life led me into sociology. As a soldier I got around the world quite a bit as a flying officer and again, I started to see that the problem of my lifetime would be the international issue and how to get the underdeveloped countries somehow to a place where they could share, and that's why I went back to graduate school to study anthropology so that I could prepare myself for international service. I did, and so both domestically and internationally, I've had sort of a commitment to the subject.

So I think it's that, I've really seen the problems of how people can move in and experience and grow that has been really a deep-felt philosophy in my reading and study and work. My decisions have always been made in this regard, and that's why I left Michigan State and a very good job. I was 17

years well-entrenched there and I went to West Virginia where I had far less to work with — it was hard going — because I thought it was the harder of the two jobs and more people could be helped by my being there. Michigan could lose all kinds of people like me and never even miss them, but West Virginia was another matter and I came here on the same basis.

TECHMILA: So you would say that it is this first-hand experience with poverty, both domestically and internationally, that has driven you toward this search for new leadership and governance theory?

MILLER: I would say that there is an awful lot of frustration in the world, there is an awful lot of anguish, most of it is that people through the media have become aware of what it is possible for them to become and as they run up against trying to do it, they find that it is not so easy to do.

I introduced a course at Michigan State and that was my teaching work for many years, what I call social organization and administration. And that led me to study group theory, organization theory, administration theory and all of this. So from a professional point-of-view, I think I really started to see that we were coming to a day of what I prefer to call post-bureaucracy.

The post-bureaucratic age, that's what people are somehow fumbling for, that's what I'm fumbling for, that's what institutions ought to be leading the way on — institutions of higher learning — and it means, again, new styles of administration, the president as a teacher, having confidence in others, opening wide the gates for them, realizing the dangers in this, but also acknowledging the need for the type of personal self-confidence to go out and work for something new and untried.

Being introspective again, I am secure, if I may say so. I have the finest wife on the face of the earth, I have three reasonably fine . . .

TECHMILA: Reasonably fine?

MILLER: Yeah, I'm trying to be modest — reasonably fine children, and we disagree on all kinds of things, but on the whole I feel secure and affectionate with reference to my family. As a poor boy I've enjoyed a certain amount. I've held the highest post in the country in education, I've enjoyed a certain amount of opportunity which other people have given to me and, you see, I don't think I've ever abused it. So I ought to be very willing to try to help others share it.

TECHMILA: While you were Assistant Secretary of HEW for Education, you were involved with something called international education. How did this come about, and what is the story behind its apparent failure?

MILLER: When John W. Gardner became the Secretary of Health Education and Welfare, he knew I was very committed to international affairs and education. All he wanted to do, and also President Johnson wanted to do, was to bring a whole spirit of international development with education in the middle of it, and I was asked to come in to give leadership to this, and I shall never forget, when I was interviewed by the President and he said to me in the oval office that if there was one thing that he believed in, it was the common interest of all people to see better opportunities for their children, they want them to grow up into productive lives — they do not want them to go into wars. The families' one common concern, regardless of culture, is that they have a concern for their young people. And that he and the others were inviting me to come in and



take that idea and do something with it.

Well, I had to try and we had something called the International Education Act of 1966 that was passed. I worked very hard on this and had some small part in trying to get it passed. It is still on the books in Congress — and it has never received a dollar of support.

The hostility was growing over the Vietnam War, the trouble between Congress and the Executive branch was coming in 1966-68 which led to the President's decision not to remain, President Johnson, that is, and I went through all of this and it was a time when foreign aid and international development and international education — not that it was being kicked about — but the people were so upset due to the war thing that we couldn't get around to this, and it didn't have a chance, it just went down and I went down with it.

TECHMILA: While at Michigan State, what part did you play in the development of the well-known "living-learning" concept of education?

MILLER: It came through my time, but I won't take the responsibility for this, but I was provost at the time, academic vice-president, elected vice-president, and I was very much involved in turning to the concept of the living-learning center, for reasons you've heard me give here; that education takes place in all the places where people talk and interact.

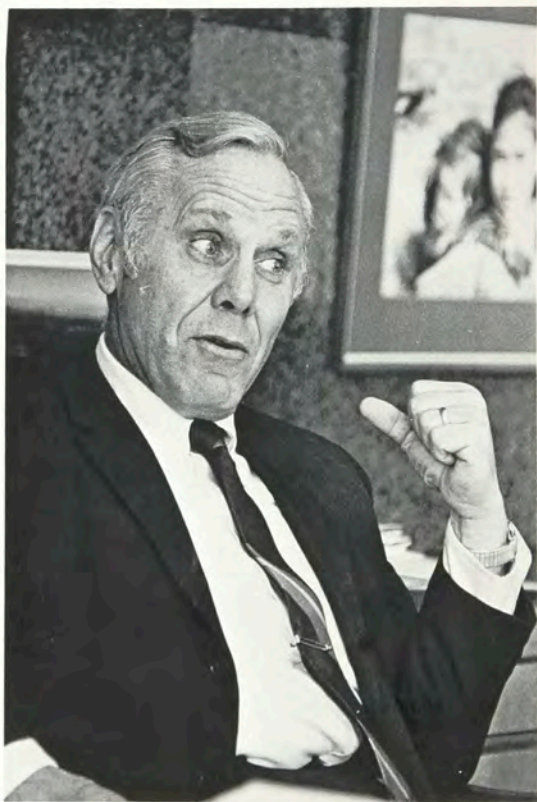
TECHMILA: Well, you've seen it work, and now you are in a position here at the Institute to move in that sort of direction, what are the basic draw-backs and weaknesses of the system?

MILLER: Well, let me see, one problem we have is we have much of a hangover in this country — the vestige of the dormitories of an earlier day and that they are custodial centers. There's a little bit of a hang-up on that, it's a convenient place for people to sleep.

The second thing is that we have the problem at Michigan State and here too, that we somehow have difficulty coming up with administrative systems which are really responsive to the needs of student living; not only responsive, but our administrative systems seem to have difficulty in seeing them as much more than dormitories.

Now I tend to see our own resident halls as colleges within the University, I see this complex over here as a great vital college within the Institute — and a college that is informal where it has to be almost seen as a city, that constantly the clock around, there are activities and options and recreational and social and cultural and music and movies and food and everything that goes on in a city ought to go on in this kind of thing. It is a learning community in the broadest, most vital sense.

But somehow a problem is that everywhere we have difficulty. Guys like Miller are being bold enough to have a concept of this sort. We're usually not bold enough to give over to self government because it is a city, and we try to run it somewhat like a department of chemistry . . . yeah, president, vice-president, deans, directors and all that . . . but it isn't a department of chemistry, it's a city and it has to be looked at as a city





and it ought to be cultivated as a city.

TECHMILA: Was this concept based on the Jeffersonian patterns that were developed at the University of Virginia under his supervision?

MILLER: Somewhat, but I would say that it was much more influenced by two things at Michigan State. One, the gigantic size of the place. When I left there in 1961, there were 30,000 students — everyone was jumping every fifty minutes, everyone had to move someplace when the bells rang. We had to settle the place down. Of the 30,000, 20,000 lived in the residence halls. Today, of about 45,000 students, I would say roughly 30,000 to 35,000 are living in residence halls. I suppose the worth of those residence halls runs to half a billion dollars. Well, just to have dormitories where you rush out of them and rush to class doesn't make sense.

The second thing was the English influence — the residential college. We've really never come up with anything better than the Oxford-Cambridge arrangement. This, of course, doesn't work perfectly here in the United States because we are very much involved with mass education. But at Michigan State, in some respects, it can be handled. And to me, the conception remains a college within a university — of a vital, urban, city kind of arrangement where a great fair is going on every night . . . every day.

TECHMILA: Sociologically, you seem to be envisioning RIT in this same sense, but how do you envision the Institute educa-

tionally?

MILLER: You must know that I profoundly feel that there's too much imitation among colleges and universities in the country. I profoundly feel that we are just following along, aping and imitating what others do. Harvard's at the front and some Ahhshgosh College in Kansas accepts this form of academic procession. Everyone lines up.

Our tendency would be to imitate maybe the U of R, and the U of R is imitating — I've given my whole life so far to higher education and there is nothing I am more profoundly in disagreement with — and part of our trouble today in academic life is this sameness, this blandness, this imitation and phoniness that is in an awful lot of colleges and universities. I really absolutely stand on this as a fundamental proposition.

Secondly, we have many needs, and we ought to have institutions that respond to a great variety of those needs. We have the mass education ideal and then we're going to go along with having 75% of our students going on from high school to college. Many of these students have a variety of motives that are different from each other and we ought to have a way that can fit their circumstances. We've got to get over the business that you go for four years, some students ought to stay in college for only two years, others ought to be able to stay for eight or ten. The fact that everyone should go through the same groups, I again reject. So this matter of RIT doing its own thing and doing it well and distinctively and what no one else is

doing, I feel is desirable.

I really think that a university and a college in our kind of time ought to be a place where each individual in a way can find there, by formal or informal experiences, something that he is yearning for and needing for a period of development growth in his own life. I believe it's important that we do not, in a sense say, "Hey, if you're interested in coming here, there's got to be a certain level of grades that you must maintain when you get here, and when you come out at the end, we will certify you and we will stamp your wrist as being legitimate."

I'd like to have people when they retire, for instance. The university ought to be a staging place for people — professionals and business men to come for a second career. To learn to work, to tutor, to share their experiences, and to do community service. I agree with the Greeks — that every man ought to have at least two things in his life: one is a productive period and the other a service period — and the university ought to be primarily interested in the latter. It should be a place for all kinds of people to come to regenerate.

TECHMILA: Now you have said in the past, being somewhat of a phrase-maker, that "we are all learning to live together in a new house." How are you, yourself, fitting into the new house? And I'm directing the question more to your new position as president of the Institute.

MILLER: Would you go ahead and elaborate a bit more, Dean, and it will give me a chance to sort of . . .

TECHMILA: Well, I wasn't present, but it was reported that you made a statement during one of the rallies over Cambodia that the whole experience brought you closer to the Institute, and that sometimes we need to sort of go through a trial by fire — indeed a crisis to become fully committed to something. How do you presently regard your emotional feelings toward the institute, both as its leader, and as an individual?

MILLER: Well . . . I want to say that I'm just not capable of turning on affection and turning it off like a spigot. I had a terrible time going from Michigan State to West Virginia and I told the Board of Trustees that if I went to West Virginia you may have to run the risk that I have really spent all of my affection at Michigan and I really might not be able to find enough to do this job. But I was coming into my own native state, and some other things like that, and I became very devoted to it. In coming here I had the same feeling and said so to the board. One does not have an inexhaustible amount of affection, and you can't do this job unless you have a certain amount.

I would say that all through this year so far, I've been trying to master the essential ethic in the province of the Institute. I've worked hard at it in the sense of trying to listen to people — there were some things about the job I was not prepared for, but I would say I was being a kind of professional executive, doing his job and thinking about his new development, the change of administrations, reading widely about our education, sometimes having doubts that I'd made the right decision.

Well, I did say that affection for something like an institution that is made up of people and bricks and mortar and all of this, that if you suffer for it, if you are really suffering for it and you get to a few points where you begin to risk it all for it — and I mean risk it all means you walk out and don't come back — then you begin to find a new well-spring of affection.

For the first time I'm beginning to feel an identity, a concern, an affection for RIT. Before that, it was more cold.

TECHMILA: Well then, in what perspective do you view your role as the leader of a college community. What sort of frame-of-mind do you hold as you approach your duties?

MILLER: I started to see this at West Virginia, and I am now incapable of thinking of a University in terms of echelons. I really see it as a model of concentric circles. The president, by reason of the claims placed upon him by various elements, including the trustees, represents a kind of central, pivotal area. There are many other circles here, they're all equal, and you won't believe a word, but I'm going to say it. I have no feeling of different positions relative to each other, say with a student or faculty member. He's an individual, he has a job, it is of no more or less importance than my own, and there are certain duties given in my job and certain duties given in his, that being able to rank his or mine as more important, I have come to reject. I get myself into all kinds of trouble on this because I don't run this office very well — I see too many people. I get off on side tracks because I don't somehow work too well in the vertical structures. And you know, some people say, that's a good thing, but it can also demoralize.

TECHMILA: At the mass meeting of May 14, you came up with four different things that were supposed to go to the Policy Committee: The alternate university, finalization of grades, curriculum evaluation, and the plan to make Policy Committee 50% students and 50% faculty-staff. The latter which you suggested would be $\frac{1}{3}$ $\frac{1}{3}$ $\frac{1}{3}$. What are your reactions to these student wants? How do you basically feel toward what students seem to be fighting for?

MILLER: I don't believe I'm being inconsistent when I say that in view of the fact that RIT is not a place that has great service research for the government and the community or anything else, we are essentially a teaching institution. So all we need around here is really one or two quite simple, absolutely clear, abiding principles which all of us could agree on. Now, I start with the fact that what this place is all about, everything that happens, everything the president does, everything the janitors do, everything the physical plant does, everything any of us really do has to be answered in terms of the question: what does it contribute to the learning of the students? And learning in the broadest kind of sense. Not only in terms of the class, but in the sense of living and relating to people, new experiences, the agencies and the pains and the sufferings or whatever it means to be at the age of most students in a place like RIT.

I don't want to do this as a paternalistic thing because it is very easy for the students to say: Now, I'm a student, I'm sort of at the bottom of the totem pole, using the old model, and we're going either to ask or make demands of a father, really, and often when you talk about student demands, this is a plain use of the family model, asking father to give way on this demand. I don't want this. I want students to be seen and faculties to be seen, and others as members of a common enterprise, whether they are 19 years old or 52.

So it is out of this kind of mentality that I respond to student needs. First, we ought to have an alternate university going on all the time — getting better and better and better. And so far as I'm concerned, the residence halls might be, in part, one of the main centers for this activity.

The second is the curriculum thing. We need this very badly. It needs to be a grass-roots thing and to loosen up the curri-

culum and do a better job on freshmen students coming in who aren't quite sure of what track they want to take and a lot of things like this. We need better transfer arrangements. If you get one or two years down a track and change your mind, how do you get over to another one?

This government thing I've had in mind all year long, as well as the curriculum thing. I've been getting a new experience this year with our new Policy Committee and the Faculty Council. Not knowing the people, not knowing what to expect from individuals, it has been quite clear to me since Christmas that we had to go into a whole study of the structure of academic governments, and we're going to do this, we need it — and we hope to be very fresh and imaginative about it. I did react against the 50% proposal because that's tyranny. When any constituency has 50% of the votes, they only need one more from another one to have complete dominations and control of it. It's my experience that no legislative body can work if you have one of three constituencies that has 50% of the votes without working for it.

TECHMILA: Well, after addressing yourself to problems and concepts of education and governance, and people working together in a college city, from a pretty much philosophical point of view, how then do you see RIT in the years ahead? What role will it play in the community? How will it be unique?

MILLER: I would like RIT to be noted as perhaps the most

inventive, urban university in the United States. A university which had a constant dialogue going on within itself about the issues of a larger society, but yet was not conceiving of itself as a political agency. We're saying that here's a place where we are concerned enough about problems to examine them, in and out of the curriculum. That this is a place where we really are trying to come to grips as thoughtful people about what we ourselves hear — what this means to us in our personal lives so we can be deeper, more meaningfully committed people.

I would like RIT to be noted in ten or fifteen years as a place that had a flare for human learning, in that sense, somewhat concerned with the issues of society — their connections, and interdependence between them. That there was a dialogue going on about this all the time.

RIT could be a distinctive, urban university with that kind of internal flare, but yet at the same time, it is seeing in this larger community and in the larger society, a laboratory where people can come from that laboratory to the campus, and people from the campus to co-op and other kinds of education can go to them and that we really do not, being this kind of an institution, see ourselves sort of blocked off in the citadel walls of Henrietta, but that what we talk about and what we go out and help serve on, and the people we invite here to talk with us, means that we have opened up and have constantly widened our involvement in the larger world.



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—Dietrich Bonhoeffer

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—Adolph Hitler 1932

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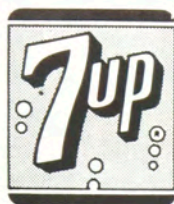
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183 Fulton Ave.
Rochester, N.Y.
- Barry Roger G.
270 East Main St.
Victor, N.Y. 14564
- Barsky, Michael
Box 246
Mountaintide, N.Y. 12763
Alpha Epsilon Pi, Ski Club
- Backind, William D.
21 Grand Ave.
Rochester, N.Y. 14609
Freshman Basketball, Tau Epsilon Phi
- Bassett, Stephen J.
16230 Wetherby
Birmingham, Mich. 48009
Sigma Pi, TECHMILA
- Bastiano, Janice A.
429 Church St.
Endicott, N.Y. 13760
OPUS, Cheerleader
- Batley, William B.
3241 Niagara Ave.
Niagara Falls, N.Y. 14305
Varsity Hockey, Frosh Daze, SA Senator,
Phi Sigma Kappa
- Baroniewicz, Paul J.
1 Gothic St.
Rochester, N.Y. 14621
WITR, Newman Club, Intramurals
- Battaglini, Michael G.
314 Taylor Ave.
- Endicott, N.Y. 13760
Sigma Pi, Baseball
- Baumwell, Clyde S.
81-08 189th St.
Jamaica, N.Y. 14620
Ski Club, COC
- Baxter, Richard
77 Rutgers
Rochester, N.Y. 14607
Basketball, TECHMILA
- Baybutt, Robert I.
37 Ridge Rd. W.
Rochester, N.Y. 14615
Fencing, Glee Club, Biology Club—*Treasurer*
- Beach, Russell
Lot 2 Plank Rd.
Lima, N.Y. 14485
- Beales, Douglas L.
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Rochester, N.Y. 14623
Resident Advisor
- Beaulieu, Judith I.
26 Wilsey Avenue
Newton Falls, N.Y. 13666
Frosh Daze, Ski Club
- Bechtel, John C.
116 Grassmere Ave.
Mansfield, Ohio 44906
Rifle Club, Alpha Phi Omega, OPUS, Frosh
Daze, MRHA
- Becker, John E.
15 Harrison Terrace
Rochester, N.Y. 14617
- Becker, John M.
3054 English Rd.
Rochester, N.Y. 14616
Phi Sigma Kappa, OPUS, I.F.C., Senate,
Frosh Daze
- Becker, Kenneth H.
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Washington, D.C. 20016
Senate, Academic Affairs Comm.
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6770 Daly Rd.
Cincinnati, Ohio 45224
- Bedryk, Victor L.
241 Ravine Ave.
Rochester, N.Y. 14613
Epsilon Mu, IEEE, IVCF, Track
- Beesley, Peter
10 Keniston Rd.
Lynnfield, Mass. 01940
Reporter—*Art Editor*, College Union Board,
Cultural Affairs Director
- Behl, Ronald C.
1123 Forest Rd.
Lakewood, Ohio 44107
Scuba Club, Graphix Club, SCM
- Bellina, Linda C.
456 Rosewood Terrace
Rochester, N.Y. 14609
- Benton, Steven R.
453 Wygant Rd.
Horsesheds, N.Y. 14845
Zeta Tau, ARC
- Berdy, Stephen M.
390 Clay Rd., Apt. 39
Rochester, N.Y. 14623
Reporter, Pi Club
- Berman, Stewart L.
48 Ridgewood Ave.
Holyoke, Mass. 01040
Glee Club, Gamma Epsilon Tau
- Berry, John A.
618 Sutherland Dr.
Madisonville, Ky. 42431
Phi Kappa Tau, Gamma Epsilon Tau
- Berry, Myron W.
135 East Ave.
E. Rochester, N.Y. 14445
- Betcher, Carl W. Jr.
Sarah Wells Trail
Campbell Hall, N.Y. 10916
ARC, Aviation Club
- Betts, James E.
30 Melville St.
Rochester, N.Y. 14609
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- Bicking, William F.
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Dearborn, Mich. 48124
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Elmira, N.Y. 14901
- Bingham, James C.
285-C Perkins Rd.
Rochester, N.Y. 14623
- Bingley, Theodore N.
453 Pearl St. Apt. 1
Rochester, N.Y.
- Birnbach, David S.
67-60 211st St.
Bayside, N.Y. 11364
- Biro, Edward W.
RR#2 Box 102B
Red Hook, N.Y. 12571
Bowling Club
- Birrell, Claudia M.
50 Darwin St.
Rochester, N.Y. 14610
- Blake, Michael W.
230 Brookside Dr.
San Anselmo, Calif.
Ski Club
- Blake, Peter A.
103 Lexington Ave.
Rochester, N.Y. 14613
- Bleier, Barry H.
783 Oakleigh Rd.
Valley Stream, N.Y. 11581
WITR, Sports Car Club
- Blondell, Carla J.
36 Park St.
Milton, Mass. 02186
- Bodo, Robert A.
522 Hamilton St.
Somerset, N.J. 08873
College Union Board, Bowling Club, Graphix
Arts Technical Foundation
- Bohoy, Johanna M.
211 Reynolds Ave.
Corning, N.Y. 14830
Cheerleader, Senate, Pan-Hel, Alpha Sigma
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Holyoke, Mass. 01040
Reporter, Phi Sigma Kappa
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Wayne, N.J. 07470
CENTRA
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Westport, Conn. 06880
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Gamma Epsilon Tau, Graphix
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281-B Perkins Rd.
Rochester, N.Y. 14623
Graphix, Gamma Epsilon Tau
- Bowker, Margaret E.
41 Marjann Terrace
Kenmore, N.Y. 14623

- Bratt, Robert W.
104 Cypress St.
Rochester, N.Y. 14670
- Breen, Linda B.
102-40 ShoreFront Parkway
Rockaway Park, N.Y. 11694
- Breslin, Ray E.
1236 Vestal Ave.
Binghamton, N.Y. 13903
Reporter, Bowling Club, MRHA
- Brink, Donald L.
41 Riverside Dr.
Franklinville, N.Y. 14737
- Brister, Aubrey B. Jr.
Cadi Stage
Owego, N.Y. 13827
- Brody, Sherry J.
219 S. Milburn Ave.
Baldwin, N.Y. 11510
Alpha Sigma Alpha, Frosh Council—*Treasurer*
- Brogdon, Gary A.
120 Brunswick St.
Rochester, N.Y. 14607
Phi Sigma Kappa, IFC, Gamma Epsilon Tau
- Brown, Jay E.
460 Campbell St.
Rochester, N.Y. 14611
- Brown, Judith E.
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College Union Board, Frosh Daze, Alpha Xi Delta, Reporter
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- Brown, Steven L.
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- Brown, William J. Jr.
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Webster, Mass. 01570
- Bruce, Leslie
229 Perkins Rd.
Rochester, N.Y. 14623
- Brunea, Robert W.
9769 Snipery Rd.
Corfu, N.Y. 14036
- Buchta, Sharon L.
6 James Ave.
Binghamton, N.Y. 13901
Photo Society—*Secretary*
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87 Roricks Glen Pkwy.
Elmira, N.Y. 14905
- Budden, Richard F.
4 Vincent Court
Binghamton, N.Y. 13905
Sports Car Club, Pi Club, Frosh Daze, OPUS
- Buerkle, Anne M.
52 Hurstbourne Rd.
Rochester, N.Y. 14609
- Buff, Janice F.
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Albany, N.Y. 12208
Alpha Sigma Alpha, Pan-Hel
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Penfield, N.Y. 14526
- Burghardt, Jon R.
High St.
Lisle, N.Y. 13797
Ski Club, SCM—*Treasurer*
- Burgholzer, Richard P.
3332 Edgemere Dr.
Rochester, N.Y. 14612
- Burnett, Stephen B.
117 Westchester Dr.
Delmar, N.Y. 12054
Varsity Tennis
- Burns, Alice B.
410 John St.
Clayton, N.Y. 13624
Phi Gamma Nu, Glee Club, Ski Club
- Burns, Dorothy M.
1989 Rush Mendon Rd.
Rush, N.Y. 14543
Society of Interior Design
- Busch, Lori S.
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Schenectady, N.Y. 12304
Newman, Fashion Group, Intramural
- Butterwegge, Kellie E.
1661 Plank Rd.
Webster, N.Y. 14580
- Buttino, Ann B.
88 Greenbush St.
Cortland, N.Y. 13045
- Caccamo, Frederick
84 Sixth St.
Rochester, N.Y. 14605
- Callan, Monica A.
137 Barrington St.
Rochester, N.Y. 14607
- Calt, Robert J.
396 Rosewood Terrace
Rochester, N.Y. 14609
- Camenish, Carl A.
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Rochester, N.Y. 14619
MRHA, Ski Club, SMPTE/SPSE
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4874 Mt. Read Blvd.
Rochester, N.Y. 14616
Alpha Phi Omega, Delta Sigma Pi, Commu-
ters Club
- Camp, Steven P.
118 Green Moor Way #1
Henrietta, N.Y. 14607
Delta Lambda Epsilon
- Campbell, John H.
54 Grand Ave.
Rochester, N.Y. 14609
Senate, Track and Cross Country, Alpha Sigma
Lambda, President's Cabinet, Alpha Chi
Sigma, Student Court
- Capelle, James E.
421 St. Lawrence Dr.
Silver Spring, Md. 20901
- Caplicki, Ronald C.
19 Seaton Ave.
Florida, N.Y. 10921
- Caplin, Sande R.
6 Montauk Court
Westbury, N.Y. 11590
Wrestling, MRHA
- Caporal, John C.
117 E. Main St.
Norwich, N.Y. 13815
Alpha Epsilon Pi
- Carlton, Edwin
105 Summer St.
Maynard, Mass. 01754
- Carter, Julie B.
218 Glenbrook Rd.
Rochester, N.Y. 14616
Reporter
- Carvalho, Linda M.
13 Ruth Ellen Way
Rochester, N.Y. 14624
Alpha Sigma Alpha
- Casey, Allen G.
195 Hampden Rd.
Rochester, N.Y. 14610
- Casinelli, Anthony V.
289A Perkins Rd.
Rochester, N.Y. 14623
- Castiglione, Robert A.
105 Sydenham Rd.
Rochester, N.Y. 14609
- Castle, Terrance K.
101-6 Green Moor Way
Henrietta, N.Y. 14467
Delta Sigma Pi
- Cattie, Paul K.
41 Devonshire Court
Rochester, N.Y. 14619
WTR, Pi Beta Chi
- Caudle, John D.
133 North Ave.
Rochester, N.Y. 14626
- Cavallaro, Salvatore J.
28 Brook St.
Methuen, Mass. 01844
Sports Car Club, MHRA, RHOC
- Caward, Lyle R.
501 Averill Avenue
Rochester, N.Y. 14607
Ski Club
- Cedeno, Juan M.
555 Hayward Ave.
Rochester, N.Y. 14609
- Cesare, Albert J.
Oak Creek Rd.
Mumford, N.Y. 14511
- Chalupa, Paul H.
371 Lyndon Rd.
Fairport, N.Y. 14450
IEEE, Intramurals
- Chambers, Barbara E.
5593 Onida Dr.
Brewerton, N.Y. 13029
- Champagne, Peter K.
72 Burke Dr.
Buffalo, N.Y. 14215
TECHMILA, Reporter, Varsity Lacrosse,
NRS
- Champion, Thomas H.
266 Johnston Circle
Sidney, N.Y. 13838
- Chapman, William D.
192 Desmond St.
Rochester, N.Y. 14615
- Chappell, Eugene J.
261 Pine Grove Ave.
Rochester, N.Y. 14617
- Charles, Joseph A.
17 High St.
Hulley, N.Y. 14470
- Cheney, Timothy D.
180 Mountain Rd.
W. Hartford, Conn. 06107
Football, Ski Team
- Chesebro, Allan L.
238 Northland Dr.
Central Square, N.Y. 13036
- Chisholm, Michele A.
95 Revere Rd.
Manhasset, N.Y. 11030
- Choromanskis, Frank
357 Bernard St.
Rochester, N.Y. 14621
Baseball
- Christopher, Michael J.
13 Caroline St.
Albion, N.Y. 14411
- Clark, Guy R.
27 Christopher Court
Rochester, N.Y. 14606
Reporter
- Clark, Janice A.
27 N. Clinton St.
Albion, N.Y. 14411
Graphix
- Clarkson, Stanley G.
393 Main St.
Oneonta, N.Y. 14623
- Clement, Peter W.
21 Railroad Ave.
Haverford, Penna. 19041
- Cleveland, Mark H.
404 Sherman St.
Watertown, N.Y. 13601
Newman, Biology Club
- Clymer, Edward W. Jr.
18 Upton Park
Rochester, N.Y. 14607
Phi Kappa Tau
- Cocca, Paul A.
Mandalay Dr.
Poughkeepsie, N.Y. 16203
Frosh Council, MRHA, Pi Beta Chi
- Cogburn, Charles V.
1484 Lehigh Station Rd.
Henrietta, N.Y. 14467
SPSE
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120 Navarre Rd.
Rochester, N.Y. 14621
Varsity Soccer
- Cohen, Steven N.
3405 N. 2nd St.
Harrisburg, Penna. 17110
Alpha Epsilon Pi, Fashion Group
- Coles, Clinton D.
Box 340 RD #2
Endicott, N.Y. 13760
Glee Club, Triangle, Epsilon Mu, SCM
- Collier, Kent R.
207 Plymouth Ave. S.
Rochester, N.Y. 14608
WTR, SPSE, SMPTE, Scuba Club
- Collin, Paul H.
661 West Third St.
Elmira, N.Y. 14905
Alpha Phi Omega, Graphix
- Colozzo, Anthony J.
1086 East 4th St.
Brooklyn, N.Y. 11230
Phi Kappa Tau
- Comins, William C.
342 Otsego St.
Ilion, N.Y. 13357
Sigma Pi, NSMC Rep.
- Conklin, Terence L.
7568 Ridge Rd. W.
Brookport, N.Y. 14420
- Connelly, Thomas J.
63 Breck St.
Rochester, N.Y. 14609
Varsity Basketball
- Conners, James T.
42 East Lake Rd.
Skaneateles, N.Y. 13152
- Connolly, Raymond P.
RD #2 River Rd.
North Troy, N.Y. 12182
- Conway, Robert A.
21 Greenhurst St.
Geneva, N.Y. 14456
Delta Sigma Pi
- Cook, Cheryl F.
302 Academy St.
Fulton, N.Y. 13069
- Cook, Howard E.
Academy Rd.
Brookfield, N.Y. 13314
MRHA, Bowling Club, WTR
- Coolbaugh, Michelle
RD #1 P.O. Box 205
Towanda, Penna. 18848
OPUS, Communications Board, Decem Jani
- Coons, Dennis W.
26 Crosby Ave.
Buffalo, N.Y. 14217
- Cooper, Martin
50 Golf Rd.
Bloomfield, N.J. 07003
Theta Xi, Senate

- Corbin, William D.
R.F.D. #2
Friendship, N.Y. 14739
CENTRA, Reporter
- Cosloy, Jeffrey A.
50 Rowley St.
Rochester, N.Y. 14607
- Craft, John D.
22 Cherry Road
Rochester, N.Y. 14624
- Crafts, Chris C.
10283 Ridge Rd.
Medina, N.Y. 14103
Drama Guild
- Cregan, Thomas P.
270 Main St.
Hornell, N.Y. 14843
- Crocker, Suzanne J.
236 Barrington St.
Rochester, N.Y. 14607
Glee Club
- Crothers, Brian E.
11 Aldwick Rise
Fairport, N.Y. 14450
- Crouch, Paul E.
45 Carlton St.
Sodus, N.Y. 14551
CENTRA
- Cruz, Mario A.
1½ Stebbins St.
Rochester, N.Y. 14620
- Cummings, John J.
1035 Johnson Rd.
Churchville, N.Y. 14428
Intramurals, Biology Club, Chess Club
- Cummings, Joseph D.
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Sigma Pi
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35 Tuscarora Dr.
Rochester, N.Y. 14609
- Curtis, Marion I.
78 East Blvd.
Rochester, N.Y. 14610
- Cutler, David S.
1711 Newbold Lane
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Alpha Epsilon Pi, Ski Club
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2181 Westside Dr.
Rochester, N.Y. 14624
Frosh Basketball, IEEE, Intramurals
- Cyphers, Clifford K.
584 Murdock Ave.
Meriden, Conn. 06450
Phi Kappa Tau, Newman, SCM, OPUS
- Daggett, Robert J.
West Lake Rd.
Sunkirk, N.Y. 14048
CENTRA
- Daley, Joseph F.
91 North Helmer Ave.
Dolgeville, N.Y. 13329
- Daly, Jeffrey L.
74 Pinewoods Ave.
Troy, N.Y. 12180
Tau Epsilon Phi
- D'Amico, Frank V.
1959 Clifford Ave.
Rochester, N.Y. 14609
IEEE, Phi Kappa Tau
- D'Amico, Thomas C.
83 Midland Dr.
Webster, N.Y. 14580
- Danko, James G.
143 North Harrison St.
Johnson City, N.Y. 13790
- Davidson, Cynthia A.
22 Foster Rd.
Rochester, N.Y. 14616
Chess Club
- Davies, William M.
121 Maple Manor Dr.
North Syracuse, N.Y. 13212
Frosh Soccer, Fencing, Lacrosse
- Davis, Paulette C.
2860 Weeks Ave.
Oceanside, N.Y. 11572
WRHA, Fashion Club
- Davis, Richard K.
45 East Main St.
Richmondville, N.Y. 12149
- Davis, Thomas S.
3019 Nottingham Way
Trenton, N.J. 08619
MRHA, Phi Kappa Tau—*Treasurer and President*
- Dean, Kevin W.
1017 Park Lane East
Franklin Square, N.Y. 11010
- DeBlare, Joseph P.
Cedar Flats Rd.
Stony Point, N.Y. 10980
Ski Club, Sports Car Club, Newman
- DeBoer, Terry G.
1920 S. Cuyler Ave.
Berwyn, Ill. 60402
Track, Intramurals
- DeCiantis, Larry F.
206 N. Garfield Ave.
East Rochester, N.Y. 14445
Wrestling
- Decker, Kerry K.
261-C Perkins Rd.
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WTR—*Program Director, SMPTE*
- Deemer, Lee B.
227 Knowlton
Kenmore, N.Y. 14217
- DeFranco, Charles A.
227 Wadsworth Ave.
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Sigma Pi—*Secretary, Gun Club, Auto Club*
- Degling, Robert G.
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Fairport, N.Y. 14450
- Dehoff, Donald L.
510 Woodland View Dr.
York, Penna. 17402
MRHA
- Delumey, Richard G.
34 Atwater Park
Canandaigua, N.Y. 14424
- DelVecchio, Jon A.
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Rochester, N.Y. 14606
- Demske, Gary A.
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Swim Team, IEEE—*Treasurer*
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Webster, N.Y. 14580
- Denniston, Robert F.
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Delta Sigma Pi
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201 Bernard St.
Rochester, N.Y. 14621
Med Tech Club
- Derman, Elliott N.
185 Colony Manor Dr.
Rochester, N.Y. 14623
- Desantis, Michael A.
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SMPTE—*President, Senate, "Who's Who in American Colleges and Universities"*
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Frosh Tennis
- Dewind, Gerard J.
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Newark, N.Y. 14513
- Dexter, Dean J.
299 South Main St.
Laconia, N.H. 03246
WTR, Senate, MRHA—*Chief Justice, Reporter—Managing Editor, TECHMILA*
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- Diederich, Cynthia L.
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Kenmore, N.Y. 14217
- DiFrancesco, Ezio
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Amherst, N.Y. 14226
IEEE, Varsity Soccer
- DiMarco, Salvatore
574 Waterloo-Geneva Rd.
Waterloo, N.Y. 13165
Drama Guild, IEEE, SMPTE
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225 Jay St.
Rochester, N.Y. 14608
- Dirk, Alan G.
205-C Perkins Rd.
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Varsity Golf, Biology Club
- DiSalvo, Anthony J.
915 Klem Rd.
Webster, N.Y. 14580
WTR
- Doherty, Terrance R.
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Phi Sigma Kappa
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Valley Stream, N.Y. 11580
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Phi Kappa Tau
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Elmira, N.Y. 14905
- Doud, Rodney L.
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Hilton, N.Y. 14468
- Dougherty, Thomas W.
407 Prescott Ave.
Endicott, N.Y. 13760
SA—*Vice-President, Coffee Cabinet, Senate—President*
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Syracuse, N.Y. 13205
Alpha Chi Sigma
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Robin Hill Manor
Lyndonville, N.Y. 14623
- Dufek, Dennis P.
14 Vick Park B
Rochester, N.Y. 14607
- Duillo, David J.
23 Easton St.
Lorville, N.Y. 13367
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Troy, N.Y. 12180
Tau Epsilon Phi
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26 Baker St.
Saranac Lake, N.Y. 12983
Sigma Pi—*Secretary, Ski Club*
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Route 30
Esperance, N.Y. 12066
Varsity Soccer
- Ecclestone, James E.
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Tau Epsilon Phi—*Secretary, Judo Club, Photo Society*
- Edmond, Robert L.
Perkinsville, N.Y. 14529
Epsilon Mu
- Edmunds, David L.
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Batavia, N.Y. 14020
- Edwards, Daniel J.
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- Edwards, William J.
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Rochester, N.Y. 14624
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223-C Perkins Rd.
Rochester, N.Y. 14623
BACC

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Rochester, N.Y. 14607
- Elam, Nancy F.
75 Brook Rd.
Pittsford, N.Y. 14534
- Elder, Jessie C.
341 Barrington St.
Rochester, N.Y. 14623
IVCF, Glee Club, WITR
- Eliaszewski, Oksana H.
7 Crandall St.
Binghamton, N.Y. 13905
Alpha Sigma Alpha—President, Alpha
Sigma Lambda, Student Court, Varsity
Fencing, WRHA, Frosh Daze, OPUS,
Who's Who in American Colleges and Uni-
versities
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9 Meadowbrook Rd.
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Cheerleading, WRHA, Alpha Xi Delta,
Pan-Hel—President, SA Secretary of Public
Relations
- Elton, Bruce G.
84 Lawrence Dr.
White Plains, N.Y. 10603
College Union Board, Hillel, Tau Epsilon
Phi, Design Club, Tennis Team, Ski Club
- Emler, Carol A.
843 S. Goodman St.
Rochester, N.Y. 14620
Biology Club
- Empie, James H.
25 Andrews Memorial Dr.
Rochester, N.Y. 14623
Intramurals
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112 Milligan Place
South Orange, N.J. 07079
- Engdahl, Scott D.
65 Sharon Dr.
Rochester, N.Y. 14626
SPSE
- Engebretson, Robert C.
37 Derby St.
West Concord, Mass. 01781
Phi Kappa Tau
- Engel, Edwin J.
17 Tristram Court
Rochester, N.Y. 14623
Bowling League
- Erwin, Ross M.
893 Paul Rd.
Rochester, N.Y. 14624
- Evert, Diana J.
101 Wyndham Rd.
Rochester, N.Y. 14612
- Fague, Gary R.
RD #2
Holcomb, N.Y. 14669
Indoor and Outdoor Track
- Fahy, William G.
215 JoAnne Dr.
Rochester, N.Y. 14616
- Falk, Samuel J.
707 White Ave.
New Hyde Park, N.Y. 11040
WITR, Hillel, Boswell
- Falkner, Keith M.
37 Maple St.
Wyoming, N.Y. 14591
Chess Club, Rifle and Pistol Club
- Falzone, Warren J.
210 Dickinson St.
Rochester, N.Y. 14621
Phi Kappa Tau
- Fantauzzo, Dominick J.
417 Remington St.
Rochester, N.Y. 14621
IEEE
- Farrak, Georg
460 Avenue A
Rochester, N.Y. 14621
- Favoretto, Michael J.
2125 Dante Ave.
Vineland, N.J. 08360
Baseball, Reporter—Sports Editor, Zeta
Tau—Vice-President
- Fazekas, Thomas S.
#1 Stockton Rd.
Silver Spring, Md. 20901
Intramurals, Food Committee
- Feathers, Elizabeth O.
25 Westover Rd.
Troy, N.Y. 12180
Society of Interior Design, WRHA
- Fecteau, Donald W.
90 Vermont St.
Rochester, N.Y. 14609
- Federlin, Tom M.
1608 Bryant Rd.
Cherry Hill, N.J. 08034
Hillel—Vice-President, Senate, Alpha Epsi-
lon Pi, Graphix Club
- Feduke, Dennis H.
19 Field St.
Binghamton, N.Y. 13905
UEEE, Epsilon Mu
- Fehsenfeld, Robert H.
7804-76th St.
Glendale, N.Y. 11227
Gamma Epsilon Tau, Graphix Club, Cary
Scholarship
- Feldenheimer, Roger W.
712 Calkins Rd.
Rochester, N.Y.
- Felton, David W.
3537 Columbia Dr.
Endwell, N.Y. 13760
SSC, Resident Advisor
- Felton, Steven M.
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Rochester, N.Y. 14623
Sports Car Club
- Fenley, Morgan K.
2329 Ridge Rd. E. Apt. #1
Rochester, N.Y. 14622
- Fernaas, Michele L.
2131 Plank Rd.
Ontario, N.Y. 14519
- Ferrel, Kathryn R.
101 Newcastle Rd.
Rochester, N.Y. 14610
Fashion Club, Glee Club
- Fierle, Dennis R.
6746 Versailles Rd.
Lake View, N.Y. 14085
Frosh Golf
- Fink, Robert A.
9 Dell Rd.
Scarsdale, N.Y. 10583
- Finkbeiner, Edward H.
128 Norton Ave.
Wilderbe, N.Y. 12998
Triangle—Treasurer
- Finkelstein, Mark
8212 Anita Rd.
Baltimore, Md. 21208
Frosh Soccer, Biology Club
- Finnie, Richard A.
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Alton, N.Y. 14413
- Florica, Irene R.
95 Sand Castle Dr.
Rochester, N.Y. 14622
Alpha Sigma Alpha, Ski Club
- Fisher, Russell
601 S. 24th St.
Easton, Pa. 18042
Phi Kappa Tau
- Fliegel, William P.
145 5th Ave.
Gloversville, N.Y. 12078
Frosh and Varsity Wrestling, Sigma Pi
- Flint, Thomas J.
RD #1
Herkimer, N.Y. 13350
Senate, IEEE
- Flynn, John J.
46 Rhea Crescent
Rochester, N.Y. 14615
- Forleo, James J.
Cedar Lane
Ossining, N.Y. 10562
Football Club, Theta Xi, Baseball
- Forest, Jo A.
1832 East 6th St.
Erie, Pa. 16511
President's Cabinet, Fashion Group, Coffee
Cabinet
- Fortune, JoAnne L.
140 Lower Beverly Hills
West Springfield, Mass. 01089
Ski Club, Drama Club
- Fox, James C.
22 Jay St.
Williamson, N.Y. 14589
IEEE
- Fox, Nancy A.
109 Jamestown Terrace
Rochester, N.Y. 14615
- Frank, Annette J.
5182 Genesee St.
Bowmansville, N.Y. 14026
- Frank, Rosemary
5182 Genesee St.
Bowmansville, N.Y. 14026
- Franklin, Dennis E.
110 Trafford Rd.
Binghamton, N.Y. 13901
Phi Kappa Tau
- Frazier, Joanne J.
Finucane Rd. (168)
Rochester, N.Y. 14623
- Freedman, Beryl F.
462 Jackson St.
Oceanside, N.Y. 11572
- Frey, Linda S.
467 Highland Ave.
Kenmore, N.Y. 14223
Frosh Council, Frosh Daze, OPUS, College
Union Board, TECHMILA, Med Tech Club
- Frick, Joseph F.
Box 74A
Ovid, N.Y. 14521
- Friedson, Donna L.
714 Morton Ave.
Franklin Square, N.Y. 11010
- Friends, Gary D.
Box 132 RD #1
Jasper, N.Y. 14855
Gun Club
- Frock, Richard F.
710 N. Main St.
Athens, Pa. 18810
- Fros, Melchior J.
29 Chestnut St.
Winsted, Conn. 06098
Soccer, Hockey, Intramurals
- Full, James A.
309-B Perkins Rd.
Rochester, N.Y. 14623
Alpha Chi Sigma
- Fuller, Larry R.
Box 403 Sacandaga Rd.
Scotia, N.Y. 12302
Wrestling, OPUS, Sigma Pi
- Fuller, Lynn F.
RD #2 Sacandaga Rd.
Scotia, N.Y. 12302
Hockey, Track and Field, Indoor Track,
Sigma Pi—V.P.
- Galofaro, Annalynne M.
76 Gerber Parkway
Hamburg, N.Y. 14075
- Galio, John A.
247 Croydon Rd.
Yonkers, N.Y. 10710
Sigma Pi, OPUS, TECHMILA, Home-
coming
- Galvin, John M.
Gulf Rd.
Barnard, Vt. 05031
Phi Sigma Kappa, Ski Club, Varsity La-
crosse, MRHA, Sports Car Club
- Garback, Linda A.
46 Oakbriar Dr.
Rochester, N.Y. 14616
Newman, Frosh Bowling
- Garcia, Frank S.
306 Center St.
Solvay, N.Y. 13209
Reporter
- Gardner, Cary D.
145 Standart Ave C-32
Auburn, N.Y. 13021
Judicial Board Secretary
- Gates, James J.
215 Beechwood Ave.
Liverpool, N.Y. 13088
- Gaudelli, Ronald
42 Villa St.
Rochester, N.Y. 14606
SA Chairman AAC
- Gay, Gary R.
55 Maple St.
Lyons, N.Y. 14489
- Gendron, Michael P.
406 Lake Ave.
Rochester, N.Y. 14608
Scuba Club
- George, Douglas C.
86 Linnet St.
Rochester, N.Y. 14613
Curriculum Committee
- German, Jim D.
209A Perkins Rd.
Rochester, N.Y. 14623
- Germano, James C.
92 Howedale Dr.
Rochester, N.Y. 14616
Varsity Baseball
- Giardino, Anthony J.
32 Macbeth St.
Rochester, N.Y. 14609
Baseball
- Gibson, James N.
196 Henderson Dr.
Penfield, N.Y. 14526
SME
- Giffi, James J.
62 Halford St.
Rochester, N.Y. 14611
Delta Sigma Pi
- Gigioti, Anthony L.
284 Castle St.
Geneva, N.Y. 14456
- Gillette, William L.
913 Mill St.
Watertown, N.Y. 13601
- Gladstone, Patricia A.
640 Brooks Rd.
West Henrietta, N.Y. 14586
Newman, Gamma Sigma
- Glamack, Danica D.
50 Pleasant Way
Rochester, N.Y. 14622
- Glasser, Mitchell A.
15-18 Everett Terrace
Fair Lawn, N.J. 07410
Alpha Epsilon Pi, Photo Council

- Glassic, Francine K.
 24 Traymore Rd.
 Rochester, N.Y. 14609
 Band
- Gleiter, David W.
 42 Home Rd.
 Hathboro, Pa. 19040
 Sports Car Club, Pres., Photo Council
- Glenn, Michael C.
 942 University Place
 Schenectady, N.Y. 12308
 Tau Epsilon Phi, Graphix, P.O.S., Intramurals
- Glindmyer, Karl F.
 409 Swaggettown Rd.
 Scotia, N.Y. 12302
- Godfrey, George A.
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 SA
- Goes, Charles B.
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 Frosh Soccer, Tau Epsilon Phi, MRHA, OPUS, Graphix
- Gold, Jack E.
 36 Sonora Pkwy.
 Rochester, N.Y. 14618
 WTR
- Goldblatt, Deborah I.
 2245 English Rd.
 Rochester, N.Y. 14616
 Ski Club
- Goldenbloom, Harry L.
 49 Stevens St.
 East Hartford, Conn. 06118
 Phi Kappa Tau
- Goldfarb, Joel H.
 1360-48th St.
 Brooklyn, N.Y. 11219
- Goldstein, Alan B.
 87 N. St. Regis Dr.
 Rochester, N.Y. 14618
 WTR, Symposium, Reporter, Sports Car Club
- Goodman, Arlene M.
 18129 Chardon Circle
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 Hiller, Ski Club, TECHMILA, Communications Council
- Goodspeed, John C.
 95 Dartmouth St.
 Rochester, N.Y. 14607
- Goodwin, Karl E.
 RD #1
 Arkport, N.Y. 14807
 Intramurals, Head Resident
- Gordon, Steven D.
 5 Peter Rd.
 Hicksville, N.Y. 11802
 Resident Advisor
- Goss, Roger T.
 27 Colony Manor Dr.
 Rochester, N.Y. 14623
 DLE, Pres. and Treasurer, SPSE
- Goul, Paul A.
 2204 Winfield Ave.
 Scranton, Pa. 18505
- Grabowski, Edward J.
 10890 Telegraph Rd.
 Medina, N.Y. 14103
 Scuba Club, Football Club, Intramurals, Newman
- Grady, John J. III
 Hudson Rd.
 Stow, Mass. 01775
 Alpha Epsilon Pi
- Graham, Robert W.
 380 Monroe Ave.
 Rochester, N.Y. 14607
- Gramiak, Richard W.
 397 Antler Rd.
 Big Flats, N.Y. 14814
 Senate, Ski Club, Alpha Epsilon Pi
- Grandits, John C.
 168 Joseph St.
 Cheektowaga, N.Y. 14225
 Typographic Society, CCOC
- Grandjean, Dennis C.
 413 South 3rd St.
 Fulton, N.Y. 13069
- Graney, William S.
 223-D Perkins Rd.
 Rochester, N.Y. 14623
 Golf Team
- Grant, Rebecca H.
 33 Arborwood Crescent
 Rochester, N.Y. 14615
- Grattan, Eugene J.
 Sanoset Rd.
 Highland Lakes, N.J.
 Theta Xi
- Gray, Joel E.
 759 June St.
 York, Pa. 17404
- Greco, Phillip D.
 96 Templeton St.
 Boston, Mass. 02124
 MRHA, Resident Advisor
- Grieco, Daniel J.
 105 No. Montgomery St.
 Valley Stream, N.Y. 11580
 Senate, Student Court, Theta Xi, Ski Club, Pi Club, CUPRC
- Griggs, Joseph E.
 912 N. La Paloma Ave.
 Ontario, Calif. 91762
 Photo Council—Pres., Resident Advisor
- Gruber, Larry L.
 56 Vegola
 Buffalo, N.Y. 14225
- Gruendike, Ronald G.
 5795 Chili Ave.
 Churchville, N.Y. 14428
 Wrestling
- Gruscho, Norman J.
 88 Medallion Circle
 Rochester, N.Y. 14626
- Guglielmo, Theresa
 67 Banker Place
 Rochester, N.Y. 14616
- Guidotti, Douglas A.
 2004 Norton St.
 Rochester, N.Y. 14609
- Gunnison, Mary L.
 11 Bobrich Dr.
 Rochester, N.Y.
 TECHMILA, Eta Mu Pi
- Gural, Dennis W.
 363 Lamarck Dr.
 Snyder, N.Y. 14226
- Gwara, Dennis C.
 Tappan Rd.
 Newark Valley, N.Y. 13811
 IEEE, Ski Club
- Hack, Bruce A.
 27451 Aberdeen
 Southfield, Mich. 48075
 MRHA, WTR, Graphix, TECHMILA, Hiller, Pres., Resident Advisor
- Hackett, Richard T.
 21 Ogden Pl.
 Morristown, N.J. 07960
 IYCF, Treasurer, Indoor and Outdoor Track
- Haggerty, Michael H.
 621 Stratmore Ave.
 Erie, Pa. 16505
 Sigma Pi
- Hall, Cameron J. Jr.
 125 Fleetwood Rd.
 Dumont, N.Y. 07628
 Track Team
- Hall, Howard E. Jr.
 124 Kenton Rd.
 Kenmore, N.Y. 14217
- Hall, John G.
 24 Cromwell Court
 Old Saybrook, Conn. 06475
 TECHMILA
- Halperin, Daniel S.
 38 Hazelton Dr.
 White Plains, N.Y. 10605
 Alpha Epsilon Pi, Fashion Club
- Hamilton, James G.
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 Rochester, N.Y. 14623
 Student Court, BACC, ICF
- Hammesfahr, Paul D.
 Buena Vista Ave.
 Wallkill, N.Y. 12589
 Alpha Chi Sigma, ACS, Glee Club, Sports Car Club IOHA
- Haney, Donald W.
 604 Elm St.
 Endicott, N.Y. 13760
 Phi Sigma Kappa—Pres., President's Cabinet, Epsilon Mu, Alpha Sigma Lambda, Who's Who in American Colleges
- Hans, Raymond M.
 1 Schuyler Rd.
 Albany, N.Y. 14623
 Theta Xi, Resident Advisor, MRHA
- Hansen, Karen M.
 85 Kings Gate South
 Rochester, N.Y. 14617
- Harris, Daryl G.
 942 Dewey Ave.
 Rochester, N.Y. 14613
- Harrison, Robert J.
 284-2 Colony Manor Dr.
 Rochester, N.Y. 14623
 Alpha Phi Omega
- Harrod, Dennette A.
 1621 Varnum St. N.W.
 Washington, D.C. 20011
- Hartline, Darrell M.
 14 Linden Rd.
 Ridgefield, Conn. 06877
 Soccer, CSO
- Hartman, Richard T.
 24 College Complex Circle Apt. 3
 Rochester, N.Y. 14623
 Frosh Baseball
- Hailey, Derek J.
 45 Agar Ave.
 Henrietta, N.Y. 14467
- Havill, Robert P.
 40 Greenacres Ave.
 Scarsdale, N.Y. 10583
- Hawes, Joseph W.
 15 Plymouth Rd.
 Chappagau, N.Y. 10514
- Headley, David W.
 575 Lake Ave.
 Rochester, N.Y. 14613
- Heagy, David E.
 301-B Perkins Rd.
 Rochester, N.Y. 14623
 SMPTE, SPSE
- Heckler, Charles E.
 573 Maple St.
 Rochester, N.Y. 14611
- Heinlein, Joseph W.
 114 Navarre Rd.
 Rochester, N.Y. 14621
 LaCrosse
- Hezler, Irene
 91 Seymour Rd.
 Rochester, N.Y. 14609
- Hendrickson, Kathleen R.
 47 Coleman Ave.
 Spencerport, N.Y. 14559
 Dorn Council, Phi Sig-Moonlight Queen
- Henke, Randolph R.
 144 Syke St.
 Rochester, N.Y. 14611
 Biology Club
- Henry, William A.
 9210 West 106 St.
 Shawnee Mission, Kansas 66212
 Reporter, Graphix
- Henry, William L.
 53 Hyde Park Rd.
 Beaconsfield, Quebec, Canada
 Frosh and Varsity Hockey
- Henze, John T.
 26 Arrowhead Dr.
 Glastonbury, Conn. 06033
- Herschlein, Bernard S.
 7 David Ave.
 Hicksville, N.Y. 11801
 Varsity Hockey, Phi Kappa Tau
- Hertzel, Gerald T.
 233 A Perkins Rd.
 Rochester, N.Y. 14623
 ASTME
- Hess, Gary M.
 Youngs Rd.
 Star Lake, N.Y. 13690
- Heyman, Eugene R.
 125 College Complex Circle
 Rochester, N.Y. 14623
- Hickey, Bruce S.
 71 Fillmore St.
 Rochester, N.Y. 14611
- Hicks, Frances C.
 29 North St.
 Leroy, N.Y.
 Newman
- Hilimire, Lawrence R.
 30 E. Wright Ave.
 Waterloo, N.Y. 13165
 Basketball, Golf, Football
- Hill, Eddie R.
 541 Plymouth Ave. S.
 Rochester, N.Y. 14608
 BACC—Vice President
- Hill, Richard G.
 58 Keats Ave.
 Tonawanda, N.Y. 14150
 Alpha Epsilon Pi
- Hiller, Christine R.
 2971 East Lake Rd.
 Livonia, N.Y. 14487
 Bowling
- Hilton, Hope
 4 Warren Place
 Framingham, Mass. 01701
- Hinsdale, Roger A.
 3652 Pheasant Lane
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 IEEE
- Hisler, John S.
 Apt. 640 Colony Manor Dr.
 Rochester, N.Y. 14623
 SPSE, Aviation Club
- Hochheiser, Michael J.
 146 Ostrander Ave.
 Riverhead, N.Y. 11901
- Hockman, Mark E.
 52 Longview Dr.
 Springfield, Pa. 19064
 CENTRA
- Hodgson, John G.
 26 Forrest Hills Rd.
 Newburgh, N.Y. 12550
- Hoffman, Larry J.
 15 Thornwood Rd.
 New Hartford, N.Y. 13413
 Frosh Council Senator, Fashion Club

- Holbrook, Elizabeth A.
1358 N. Main St.
Lacona, New Hampshire 03246
OPUS, Judicial Board
- Hopkins, Patricia A.
880 Thurston Rd.
Rochester, N.Y. 14619
Ski Club, Judicial Board, Alpha Sigma Alpha, WRHA
- Hoppenworth, David B.
Ext. Steele Ave.
Gloversville, N.Y. 12078
Fashion Group
- Hordowick, Douglas M.
246 Howell St.
Schenectady, N.Y. 12303
- Horne, David
340 Prospect St.
Seekonk, Mass. 02771
- Horowitz, Alan D.
31 Garfield Ave.
Clifton, N.J. 07012
College Union Board, Hillel, MRHA—
Pres., Reporter, Drama Guild
- Horrocks, Michael
2988 Krueger Rd.
North Tonawanda, N.Y. 14120
IEEE, Bowling, Intramurals
- Horton, Stephen D.
116 Clarence Dr.
N. Syracuse, N.Y. 13212
Newman, Tennis
- Hovis, Johnny D.
211-B Perkins Rd.
Rochester, N.Y. 14623
- Howe, Maynard A. Jr.
233 Perkins Rd. Apt. C
Rochester, N.Y. 14623
Gamma Epsilon Tau, Varsity Hockey and Football
- Hrab, Joyce A.
105 Avery Ave.
Syracuse, N.Y. 13204
- Hulbert, Wayne G.
274 Jefferson Ave.
Fairport, N.Y. 14450
- Hunter, Rebecca A.
650 Hoffman St.
Elmira, N.Y. 14905
WRHA
- Hurd, David B.
34 Forest Rd.
Utica, N.Y. 13501
Ski Club, WITR, Scuba Club—*Treasurer*
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14 Scott Place
Glen Cove, N.Y. 11542
- Iacovazzi, Gary L.
614 Opell Ave.
Endicott, N.Y. 13760
Frosh Wrestling, CENTRA—*Secretary*
- Indelicato, Vincent J.
693 Park Ave. #9
Rochester, N.Y. 14607
- Indovina, Robert H.
23 Merrydale Dr.
Rochester, N.Y. 14624
Pi Beta Chi—*Secretary*
- Inzerdonato, Peter C.
1145 South Plymouth Ave.
Rochester, N.Y. 14608
- Isenhour, Charles W.
204 North Pearl
Canandaigua, N.Y. 14424
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IEEE
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Rochester, N.Y. 14623
- Jachimowicz, Anthony B.
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Elba, N.Y. 14058
- Jackson, Robert L.
1936 Dunkirk Rd.
Montreal, Quebec Canada
Frosh Hockey, Phi Kappa Tau
- Jacobson, Murray D.
186 Harwood Ave.
Syracuse, N.Y.
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97 Alpine Rd.
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Hathboro, Pa. 19040
- James, Robert W.
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Rochester, N.Y. 14607
- Jamison, Allen L.
3 Maple St.
Canisteo, N.Y. 14823
- Jamison, Warren W.
1226 Holy Cross Dr.
Monroeville, Pa. 15146
- Janucik, Francis X.
508 Blandina St.
Utica, N.Y. 13501
Theta Xi
- Jaques, Stephen R.
Rosemont, N.J.
Varsity Basketball, Sigma Pi, Decem Jani—
Chairman, Gamma Epsilon Tau, Resident Advisor
- Jarrard, Lee D.
24 Jackson Ave.
Endicott, N.Y. 13760
Triangle, Senate
- Jaskot, Bruce A.
2469 S. 6th St.
Allentown, Pa. 18103
Frosh Cross Country
- Jefferson, Norma I.
7309 South M. L. King Dr.
Chicago, Ill. 60619
- Jereckos, James R.
231 Bidwell Terrace
Rochester, N.Y.
- Jermyn, Linda L.
99 Lyndale Dr.
Rochester, N.Y. 14624
Alpha Sigma Alpha
- Johnson, Bryan L.
172 College Campus Circle
Rochester, N.Y. 14623
Phi Kappa Tau—*Secretary*
- Johnson, Christine A.
47-20 245th St.
Douglaston, N.Y. 14623
CUSC
- Johnson, Jay H. Jr.
44 Tomahawk Trail
Henrietta, N.Y. 14467
SPSE
- Jones, Michael R.
9228 Los Coches Rd.
Lakeside, Calif. 92040
IVCF
- Jones, Roberta J.
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Willoughby, Ohio 44094
Symposium, Frosh Council, Senate, OPUS,
WRA, Alpha Sigma Alpha
- Jones, Stephen A.
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Football Club—*Pres.*, Phi Sigma Kappa
- Jones, Thomas W.
49 Gardner Ave.
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- Jorgensen, Urban E.
101 Kensington Rd.
Bronxville, N.Y. 10708
Phi Kappa Tau
- Kagan, Michael J.
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Brooklyn, N.Y. 11210
- Kaplan, Laurence A.
124 South Main
Sharon, Mass. 02067
SA
- Karian, Charles
31 Styvstandt Dr.
Poughkeepsie, N.Y. 12601
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160 Stewart St.
Elmont, N.Y. 11003
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OPUS
- Katz, Ronald
229 Perkins Rd.
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ASTME—*Vice-Chairman*
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12 Lorraine Rd.
Madison, N.J. 07940
Sigma Pi, OPUS
- Kaufman, Susan
46 Seaford Dr.
Rochester, N.Y. 14617
- Kaye, John A.
231 Church St.
Little Falls, N.Y. 13365
- Keating, Richard D.
915 Lincoln Rd. S.
E. Rochester, N.Y. 14445
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46 Kenwood Ave.
Rochester, N.Y. 14611
Varsity Hockey, Hockey Club
- Kelly, Stephen
1104 Bennington Dr.
Rochester, N.Y. 14616
Frosh Hockey, Photo Society, SPSE
- Kemp, Susan M.
Holley
New York 14470
- Kenderes, Michael S.
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Johnson City, N.Y. 13790
Triangle, Epsilon Mu
- Kerner, John W.
2636 Chestnut St.
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Reporter, Journalist, TECHMILA, Frosh
Council, Frosh Soccer
- Kiezbak, Stephen F.
172 Bennett Village Terrace
Buffalo, N.Y. 14214
- Kiger, Bob
192 Community Manor Dr.
Rochester, N.Y. 14623
Reporter—*Editor*, Photo Faculty Council
- Kilpatrick, Allen W.
1708 Careybrook Dr.
Richmond, Va.
- Kimball, Alan S.
805 Ten Rod Rd.
North Kingstown, R.I. 02852
- Kimball, Kris A.
RD #2
Fulton, N.Y. 13069
- Kimpton, Carolyn A.
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Rochester, N.Y. 14624
OPUS, Fencing Team
- King, Dennis M.
326 East Chestnut St.
East Rochester, N.Y. 14445
- King, Lawton
11362 Evans Trail
Beltsville, Md. 20705
IEEE, SPSE, Friday Services
- Kirby, Robert J.
305 Comstock Rd.
Ithaca, N.Y. 14850
Frosh Baseball
- Kiseleski, JoAnn
48 Traymore Rd.
Rochester, N.Y. 14609
Alpha Xi Delta—*Treasurer*, *Pres.*, Ski Club,
Reporter, Panhell, CUSC
- Klahr, Andrew D.
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Great Neck, N.Y. 11021
Alpha Epsilon Pi, OPUS
- Kleiman, Gerald S.
10 Keystone Court
Brockport, N.Y. 14420
LaCrosse
- Kleinrock, Ira R.
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MRHA, Hillel, Ski Club, Intramurals
- Kling, Dennis W.
84 Altamont Rd.
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- Knapp, Cynthia B.
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- Knight, William M. Jr.
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- Knights, Dorothy N.
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Alpha Sigma Alpha
- Knipper, Paul J.
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Rochester, N.Y. 14616
- Knott, John P.
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New Hartford, N.Y. 13413
- Kochon, Kent L.
328 Stafford Ave.
Scranton, Pa.
Swim Team, SCM, CENTRA, UNGC—
Pres.
- Kolb, Thomas R.
171 Pepperidge Dr.
Rochester, N.Y. 14626
- Kolk, Gary
269-D Perkins Rd.
Rochester, N.Y. 14623
President's Cabinet
- Kolk, Herbert R.
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Food Committee
- Koltys, Laurence A.
421 S. Fox Hills Dr.
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224 Oneida St.
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- Kosmider, Ronald T.
5 Edward St.
Yorkville, N.Y. 13495
Senate, Theta Xi
- Kosnoski, Gerald E.
36 Cambridge St.
Rochester, N.Y. 14607
- Koval, Richard
35 San Gabriel Dr.
Rochester, N.Y. 14610
Senate, ASTME
- Kowalczyk, John D.
72 Prospect Ave.
Ilion, N.Y. 13357
Varsity Basketball, Frosh Golf, Sigma Pi
- Kowalczyk, Paul E.
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Ithaca, N.Y. 14850
Tennis Team, IEEE, Epsilon Mu
- Kramer, Stephen H.
32 Surrey Mall
Slingerlands, N.Y. 12159
Senate, Tau Epsilon Phi, Frosh Council,
Coffee Cabinet
- Krch, Jacqueline E.
25 Apricot Lane
Liverpool, N.Y.
- Krell, William E.
27 Mount May Lane
Rochester, N.Y. 14620
Graphix
- Kriegel, Jon M.
107 Chili Ave.
Rochester, N.Y. 14611
Frosh Track
- Krupski, Wanda A.
9 Greenview Place
Ramsey, N.J. 07446
WRHA, Phi Gamma Nu, OPUS, Food Service Committee
- Kudwa, Robert P.
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OPUS, Theta Xi, Wrestling Team
- Kuhn, Gary W.
Lewis Rd.
Holland, N.Y. 14080
Tau Epsilon Phi
- Kuhn, James N.
3313 Clark Par. T. L. R.
Brockport, N.Y. 14420
- Kulakis, Peggy A.
139-37 85th Dr.
Jamaica, N.Y. 11435
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Sec. Treasurer, Phi Club, IFC—Court Chairman
- Kwong, Kwok P.
110 Rua Almirante Costa
Cabral 1st/fi, Macau
Frosh Soccer
- Lacey, Robert R.
Hazard Hill Rd.
Binghamton, N.Y. 13903
Ski Team—Pres., Swim Team, Ski Club,
CENTRA
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103 Cliffordale Park
Rochester, N.Y. 14609
- Laetsch, Richard A.
569 Summer Ave.
Reading, Mass.
Frosh Council—V.P., Frosh Daze, Sigma Pi, Track Club
- LaFaro, Arthur J.
80 North Main St.
Geneva, N.Y. 14456
Frosh Daze, Triangle
- Laitenberger, Alfred P.
30 Cambria Rd.
Rochester, N.Y. 14617
- LaMonica, Joseph A.
139 Pennsylvania Ave.
Binghamton, N.Y. 13903
Delta Sigma Pi, Collegiate Marketing Club,
Intramurals
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21 Princeton St.
Schenectady, N.Y. 12304
Ski Club
- Lane, Patricia A.
1038 Russell St.
Avoca, Pa. 18641
Phi Gamma Nu, Fashion Club
- Langlois, Veronica C.
96 Doris Rd.
Rochester, N.Y. 14622
- Langone, James A.
89 College Complex
Rochester, N.Y.
- Larkins, Linda K.
44 Fawn St.
Rochester, N.Y. 14622
- Larsen, Russell A.
River Rd.
Marcy, N.Y. 13403
Bowling
- Larson, Bradley D.
40 Laurie Lane
Jamestown, N.Y. 14701
Baseball, Triangle, Senate
- Larson, Harold W.
183 Myrtle St.
Jamestown, N.Y. 14701
Alpha Phi Omega, Photo Society
- Launer, Martin W.
Standard Woods Apt. E. 52
Auburn, N.Y. 13021
Triangle, IFC Sports, Housing Committee
- Lavery, Lawrence P.
24 Thistlewood Dr.
Rochester, N.Y. 14617
IEEE, Bowling Team
- Lavine, Michael W.
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Rochester, N.Y. 14621
Tau Epsilon Phi, Commuter Club
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Phi Kappa Tau, College Union Board
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Bristol, Conn. 06010
Graphix, Resident Advisor
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Swim Team
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Lakewood, N.J. 08701
OPUS, SPSE, Phi Kappa Tau, Hillel, P.C.
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IEEE, Intramurals
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- Link, Joseph W.
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Branford, Conn.
ASTME, Aviation Club, Ski Club
- Lippert, Ronald P.
3650 Millersport Hwy.
Amherst, N.Y. 14051
Graphic Arts Research, CENTRA
- Lindsay, Guy P.
Savarese Lane
Unionville, Conn. 06085
Graphix Club—Pres., IVCF
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264 Colony Manor Dr.
Rochester, N.Y. 14623
- Litwin, Stanley M.
269-B Perkins Rd.
Rochester, N.Y. 14623
- Livingston, Steve J.
519 N. Catalina St.
Burbank, Calif. 91505
Pi Club, Ski Club, OPUS
- Locke, Laurence E.
144 Colony Manor Dr.
Rochester, N.Y. 14623
Alpha Chi Sigma, ACS
- Loiacono, Ronald
56 Sunset Trail W.
Fairport, N.Y. 14450
Wrestling, Chess Club
- Loiselle, Al
46 Utton Ave.
Pawtucket, R.I. 02860
Frosh-Cross Country, Basketball, Var. La-Crosse, Y.P. Frosh Council, CRC, RA
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3 Beech St.
Valhalla, N.Y. 10595
Track Team
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7 Alvin Place
Rochester, N.Y. 14607
Commuter Club, Ski Club
- Longobardi, Ralph J.
164 Ross St.
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Tau Epsilon Phi, Epsilon Mu
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E. Rochester, N.Y.
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Dewitt, N.Y. 13214
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Rochester, N.Y. 14607
- Lucci, Phillip L.
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East Rochester, N.Y. 14445
ASME
- Luckock, Cameron C.
25 Andrews Memorial Dr.
Rochester, N.Y. 14623
Varsity Soccer, Phi Kappa Tau
- Lynch, Thomas J.
143 Woodgate Dr.
Boonville, N.Y. 13309
Frosh Wrestling, Moratorium Committee
- Lynd, Victor L.
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- MacDonald, John C.
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SA—Sec. of Finance, President's Cabinet
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- MacManus, George E.
23 Buffalo Horn Circle
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SPSE, Friday Services
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Intramurals
- Magin, John L.
53 Bristol St.
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- Magoffin, James A.
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- Maloney, Elaine C.
32 Essex Dr.
Rochester, N.Y. 14623
Alpha Xi Delta, Pan-Hell
- Mammoser, Thomas E.
29 Elderberry Circle
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Frosh Fencing, Graphix
- Marin, Linda J.
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Alpha Sigma Alpha, Pan-Hel
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Photo Society—Pres.
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117-08 135th Ave.
Ozone Park, N.Y. 11420
Football Club—Pres., Theta Xi—Pres.
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Rochester, N.Y. 14621
Collegiate Marketing Club, Commuters Club
- Marshall, Bonita J.
95 Bobinill Dr.
Williamsville, N.Y. 14221
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Rochester, N.Y. 14617
- Martin, Dennis F.
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Collins, N.Y. 14034
IEEE—Pres., Epsilon Mu—Sec., Intramurals
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- Maslanka, David B.
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- Mastrodonato, Gary J.
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Varsity Tennis
- Matura, Lawrence R.
116 Tidd's Circle
Victor, N.Y. 14564
- Matuzas, Diane F.
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Geneva, N.Y.
- Mayer, Robert P.
310 Hedstrom Dr.
Eggsboro, N.Y. 14226
- Mayer, Ronald R.
198 Queensboro Rd.
Rochester, N.Y. 14609
- Mayle, Richard E.
60 Alys Dr. West
Depew, N.Y. 14043
Intramurals
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- Mazzocco, Dante M.
388 Ridge Rd.
Hartsdale, N.Y. 10530
Graphix—V.P.
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Frosh Baseball
- McEwen, David J.
1980 Five Mile Line Rd.
Penfield, N.Y. 14526
- McFarland, James R.
192 Sunset Ave.
West Hampton Beach, N.Y. 11978
Sigma Pi—Pres., OPUS, IFC Court, IFC Sports
- McFee, Kathleen A.
71 Ventura Rd.
Rochester, N.Y. 14624
Alpha Sigma Alpha, Pan-Hel
- McGrath, James G.
50 Woodline Dr.
Penfield, N.Y. 14526
Ski Club, Sports Car Club
- McGraw, George P.
304 Hurstbourne Rd.
Rochester, N.Y. 14609
Varsity Club—Pres., LaCrosse Club—Pres., Frosh Soccer and Basketball, Varsity Soccer and LaCrosse
- McKane, Robert S.
214 Madison Rd.
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Frosh Council, CGR, President's Cabinet, Food Service Committee
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Photo Council
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82 North St.
Geneseo, N.Y. 14454
- McLaughlin, David B.
112 Community Manor Dr.
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- McQueen, John M.
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Soccer, Pi Club
- McSweeney, Gary J.
170 Milford St. Apt. 7
Rochester, N.Y. 14615
- McVicker, Samuel
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Syracuse, N.Y. 13209
Theta Xi
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1 Rundel Park
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- Measer, George J. III
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Williamsville, N.Y. 19221
OPUS, Reporter, Graphix
- Meeks, George E. Jr.
17 Alys Dr. West
Depew, N.Y. 14043
- Meissner, Beverly M.
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Rochester, N.Y. 14620
- Mellor, Lester R.
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Syracuse, N.Y. 13207
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Rochester, N.Y. 14623
Fashion Club
- Menkes, Stuart J.
2863 Michael Rd.
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Phi Kappa Tau, IFC, Senate, Resident Advisor
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Gary, Indiana 46409
Chess Club—V.P., Newman—V.P., WITR, SPSE, SMPTE
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Roslyn Harbor, N.Y. 11576
- Migliore, Alfred
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Auburn, N.Y. 13021
ACS—V.P., Alpha Chi Sigma, Softball
- Miles, Frank P.
438 N. Main St.
Herkimer, N.Y. 13390
OPUS, Food Committee
- Miles, William P.
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25 Andrews Memorial Dr.
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Photo Society, Frosh Council, Hillel, IOHA
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Frosh Fencing, Med Tech Club
- Misterka, Fred M.
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Newman
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Nosteg. 42
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Hackensack, N.J. 07601
- Montgomery, Phillip H.
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Drama Guild, Pi Beta Chi
- Moonen, Carol L.
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Rochester, N.Y. 14618
- Moorby, William A.
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Oneonta, N.Y. 13820
Frosh Baseball
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62 Floral Ave.
Binghamton, N.Y. 13905
Fencing, SCM
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Rochester, N.Y. 14623
Reporter—Ass't. Photo Ed., Photo Scientist—Sen. Ed., Sports Car Club, Communication Council
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MRHA
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Tonawanda, N.Y. 14150
Frosh Basketball, Varsity Basketball and Baseball, Theta Xi
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116 E. 3rd St.
Oswego, N.Y. 13126
- Murry, Phillip B.
168 Loden Lane
Rochester, N.Y. 14623
- Muscarella, Patrick L.
50 Case St.
Mt. Morris, N.Y. 14510
Intramural Basketball
- Myślinski, Thomas S.
RD #2 Box 51
Sussex, N.J. 07461
Frosh Baseball
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35 Coachman Dr.
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2316 Southgate Blvd.
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Reporter, *Ass't. H.R.*, WTR, TECHMILA
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24 Crestview Dr.
Brookport, N.Y. 14420
Soccer, LaCrosse
- Neveu, Frederick R.
121 St. Francis Dr.
Green Bay, Wis. 54301
Bowling League, Photo Society
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128 South Ave.
Avon, New York 14414
Phi Sigma Kappa
- Newkirk, Gary L.
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IEEE, Epsilon Mu, Bowling Club, Sports Car Club
- Newman, William H.
Lodi Point Rd.
Lodi, N.Y. 14860
Bowling Club, IEEE—V.C.
- Nicholas, Brian E.
80 River Meadow Dr.
Rochester, N.Y. 14623
Theta Xi, Ski Club, CFCC, Rifle Club
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219 Perkins Rd.
Rochester, N.Y. 14623
CC—Printing Dept., CSC, Gamma Epsilon Tau
- Nicholson, David P.
Webster Ave. RD #2
Franklin, N.H. 03235
Newman
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So. Boston, Mass. 02127
OPUS
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364 Wabash Ave.
Blasdell, N.Y. 14219
- Norcross, Joseph A.
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SPSE, Friday Services
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- Norton, Frances
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- Norton, Robert T.
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Drama Guild
- Noteware, Gary R.
502 Lakeview Dr.
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Sigma Pi
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35 Drexmore Rd.
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Delta Sigma Pi, Newman
- Novak, William G.
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Newman Club, Ski Club, MRHA
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Rochester, N.Y. 14611
Variety Club, Bioball, Society Advancement of Marketing
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LaCrosse, Phi Sigma Kappa
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- Orlowski, Thomas E.
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Newman
- Orszulak, James H.
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Buffalo, N.Y. 14212
Indoor Track
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Cross Country, Track, WTR, Tau Epsilon Phi, OPUS
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Chess Club, Pres.
- Paliotti, Dennis J.
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Lyons, N.Y. 14489
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Alpha Chi Sigma
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141 N. Main
Alfred, N.Y. 14802
Delta Sigma Pi, SCM
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Swim Club, Ski Club, Varsity Swimming—Co-Captain, Resident Advisor, Sigma Pi—House Manager
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Drama Guild
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4634 Harlem Rd.
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- Paros, Andy S.
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- Partridge, Thomas L.
81 Curlew St.
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Delta Sigma Pi—V.P.
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Varsity Tennis, Ski Club, ISF
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- Peck, Ralph L.
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- Perona, Barbara J.
25 Kinyr Dr.
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- Perri, John J.
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4 Mark Dr.
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Frosh Council, OPUS, Alpha Epsilon Pi
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- Perry, John G.
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Golf
- Perry, Philip G.
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Delta Sigma Pi—Secr., Frosh Council
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Phi Sigma Kappa, Varsity Lacrosse
- Philp, Deborah A.
220 Harding Rd.
Rochester, N.Y. 14612
Gymnastics Club
- Peiffer, Ronald J.
56 Wilcox St.
Rochester, N.Y. 14607
Epsilon Mu
- Pioli, John P.
19 Bacon Place
Rochester, N.Y. 14609
- Pivovarnik, David L.
543 Williams St.
Springfield, Ill. 62704
Delta Lambda Epsilon
- Planet, Paul A.
1281 Condor
Santiago, Chile
CENTRA—Asst. Treasurer, Reporter
- Pocobello, Larry R.
667 LaSalle Ave.
Buffalo, N.Y. 14215
Alpha Phi Omega, Frosh Daze
- Pollack, Joel M.
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Rochester, N.Y. 14607
WTR, Computer Club, SPS, Senate Pres., SA—Pres., Who's Who in American Colleges and Universities
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18 South Ave.
West Seneca, N.Y. 14224

- Potenza, Joseph M.
8471 N.W. 19th St.
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Phi Sigma Kappa—V.P., College Union—
V.C. and Social Chairman, President's
Cabinet, Senate, Epsilon Mu
- Presler, Gary R.
245B Perkins Rd.
Rochester, N.Y. 14623
IEEE, Newman
- Preston, Gary E.
1170 Genesee St.
Rochester, N.Y.
Phi Kappa Tau
- Primeau, Bradley J.
50 Sherwood Ave.
Rochester, N.Y. 14619
Photo Society
- Prinse, Leslie R.
6153 7th Avenue South
St. Petersburg, Florida 33707
SPRIT, Pi Club
- Privitera, Gary J.
10 Genesee St.
Leroy, N.Y. 14482
- Prudzenica, Joseph
89 Howell St.
Buffalo, N.Y. 14207
Phi Kappa Tau
- Putnam, Linda R.
2533 Clover St.
Rochester, N.Y.
- Quartieri, Carmel E.
57 Renou Dr.
Rochester, N.Y. 14624
- Queer, David W.
207 Henderson Rd.
Pittsburgh, Pa. 15237
Alpha Epsilon Pi
- Quigley, Robert E.
3478 West Lake Rd.
Canandaigua, N.Y.
Drama Guild, Frosh Basketball
- Quilitzsch, Carl W.
19 Tashmoo Way
Pawtucket, R.I. 02861
SCM, Rifle Club, Photo Society, Scuba
Club—V.P.
- Raders, Thomas C.
20 Jefferson St.
Hackensack, N.Y. 07601
Track
- Raichelson, Steven R.
18 Plymouth Rd.
Longmeadow, Mass. 01106
- Ramseyer, Bryon J.
281D Perkins Rd.
Rochester, N.Y. 14623
Gamma Epsilon Tau—V.P., Ski Club,
Sports Car Club, Pi Club
- Rasmussen, Donald P.
366 Fairwood Circle
Rochester, N.Y. 14624
Ski Club
- Rastetter, John J.
12 Trinity Place
Rhinebeck, N.Y. 12572
Sigma Pi
- Ravenson, Richard A.
1513 Gordon Cove Dr.
Annapolis, Md. 21403
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Vineland, N.J. 08360
- Rawson, Dana A.
561 Pringle Dr.
Sumter, S.C. 29150
Sports Car Club
- Reardon, Robyn W.
144 #3 Golden Rod Lane
Rochester, N.Y. 14623
- Rector, Dorothy D.
25 Strathmore Circle Apt. 4
Rochester, N.Y. 14609
Chess Club
- Redmann, Lucille B.
RFD #1
Schoharie, N.Y. 12157
Phi Gamma Nu
- Reed, Edward M.
133 Overlook Dr.
Horseheads, N.Y. 14845
Fencing
- Reetz, Donald F.
43 Wheelan Dr.
Rochester, N.Y. 14616
- Renfer, Dale S.
215 Belmeade Rd.
Rochester, N.Y. 14617
- Renner, Charles R.
188 S. Main St.
Fairport, N.Y. 14450
- Renton, Marilyn A.
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North Bellmore, N.Y. 11710
Glee Club, Newman, Sports
- Rentzel, Jere R.
24 Locust St.
Honeyoye Falls, N.Y. 14472
- Ressler, James L.
118 South Berks St.
Allentown, Pa. 18104
Sigma Pi, Resident Advisor, Gamma Epsi-
lon Tau
- Retchless, Jean S.
Plainville Rd.
Memphis, N.Y. 13112
- Reynolds, Gregory S.
28 Hartfield Rd.
Islington, Ontario Canada
Alpha Phi Omega
- Rhodes, Nancy E.
7795 Spring Ave.
Elkins Park, Pa. 19117
Cheerleading, Ping Pong
- Rhodes, Peter E.
32 Harvest Lane
Rush, N.Y. 14543
- Rice, Gregory P.
339 Chestnut Ridge Rd.
Rochester, N.Y. 14624
Theta Xi, Senate, Lacrosse
- Rice, Llewellyn S.
224 Norton Village Lane
Rochester, N.Y. 14609
- Rice, Richard K.
182 W. Union St.
Newark, N.Y. 14513
ASME
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Elyria, Ohio 44035
Senate, Phi Kappa Tau, OPUS
- Richards, James S.
Lake Rd.
Andover, Conn. 06232
Photo Society
- Richardson, Mary J.
40 Harper Dr.
Pittsford, N.Y. 14539
- Richardson, Sara E.
40 Harper Dr.
Pittsford, N.Y. 14534
- Rimmer, Scott D.
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Phi Kappa Tau
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Judicial Board
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271 Orchard St.
Rochester, N.Y. 14606
Basketball, Intramurals
- Robards, Joyce F.
101 Thorncliff Rd.
Spencerport, N.Y. 14559
- Robb, James H.
47 Bradford
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MRHA, CENTRA
- Robbins, Albert H.
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- Robinson, Douglas S.
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Graphix—Pres., Journalist, Curriculum
Committee
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606 College Complex Circle Apt. 7
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Alpha Epsilon Pi, Ski Team, Ski Club, Frosh
Tennis
- Rogers, Richard L.
31 Highview Trail
Pittsford, N.Y. 14534
Christian Science Organization
- Rogers, Robert N.
S. Washington Ave.
Oxford, N.Y. 13830
Glee Club, Epsilon Mu
- Rogers, William L.
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Palmyra, N.Y. 14522
Triangle
- Romeo, Paul S.
4777 Linda Dr.
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Union, N.J. 07083
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1621 Linden St.
Allentown, Pa. 18102
Cross Country
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315 East Main St.
Palmyra, N.Y. 19522
Theta Xi
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Rochester, N.Y. 14623
DeMolay Club, MRHA
- Roth, Joseph Harold
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Alpha Phi Omega, Frosh Daze
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Sicams Rd.
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Frosh Soccer, Intramurals, Triangle, Biology
Club, Scuba Club
- Rupperecht, Stephen F.
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- Sales, Richard O.
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- Salter, JoAnn
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Rochester, N.Y. 14623
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Phi Kappa Tau
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Rochester, N.Y. 14607
- Sanzo, Vincent
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Erie, Pa. 16508
IVCF, MRHA, Intramurals
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283 Orchard Pk. Blvd.
Rochester, N.Y. 14609
Senate
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107 Hemingway Dr.
Rochester, N.Y. 14620
- Saunders, Richard D.
419 Fisher Rd.
Rochester, N.Y. 14624
Ski Club
- Savoie, Thomas J.
205 Saratoga Ave.
Rochester, N.Y. 14609
ASME
- Scarpino, Joseph A.
79 23rd St.
Jamestown, N.Y. 14701
Fencing, OPUS, Phi Kappa Tau
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Photo Society
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IEEE

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Newman
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Elkins Park, Pa. 19117
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Massillon, Ohio 44646
WITR, Sports Car Club
- Schrader, Kenneth J.
276 Academy Dr.
Vestal, N.Y. 13850
Phi Sigma Kappa, Lacrosse
- Schreib, Gary F.
1066 Whalen Rd.
Penfield, N.Y. 14526
- Schuler, Nancy L.
33 Main St.
Elba, N.Y. 14058
OPUS, Phi Gamma Nu
- Shulman, Harvey A.
33 Beekman Pl.
Rochester, N.Y.
- Schulman, Jay M.
30 Intervale
Roslyn, N.Y. 11577
Varsity Soccer
- Schultz, Stephen R.
324 Pelham Rd.
Rochester, N.Y. 14610
Alpha Phi Omega, NTID View, OPUS—
NTID Co-Chairman
- Schwartz, Allen M.
282 Meigs St.
Rochester, N.Y. 14607
- Schwartz, Edward M.
41-30 46th St.
Long Island 4, N.Y. 11104
- Schwartz, Linda J.
45 Matthew Dr.
Fairport, N.Y. 14450
Phi Gamma Nu, OPUS, Ski Club
- Schwartz, Natalie L.
315 Ashbourne Rd.
Rochester, N.Y. 14618
- Schwartz, Richard J.
128 McNaughton St.
Rochester, N.Y. 14606
Glee Club
- Schwarz, Arthur L.
27 Margaret Court
Fair Lawn, N.J. 07410
Gamma Epsilon Tau
- Schwingel, David E.
76 Cook St.
Rochester, N.Y. 14620
- Scondras, John G.
9 Elm St.
Geneseo, N.Y. 14454
- Scott, Phillip D.
Old Ridge Rd.
Sodus, N.Y. 14551
Pi Beta Chi—Pres.
- Scott, Richard R.
21½ Delavan Ave.
Binghamton, N.Y. 13903
Sigma Pi Sigma, Golf Team, Rifle Team
- Sdoia, Mary R.
355 Roycroft Rd.
Rochester, N.Y. 14623
- Searles, Ray
25 Andrews Memorial Dr.
Rochester, N.Y. 14623
Pi Club, Ski Club, Theta Xi, Resident Ad-
visor, OPUS, Football
- Selmyer, John P.
1192 Long Pond Rd.
Rochester, N.Y. 14626
Biology Club
- Sengle, Janice R.
82 Wabash Ave.
Rochester, N.Y. 14617
Phi Gamma Nu
- Shafer, Walter F.
4900 East Henrietta Rd.
Henrietta, N.Y. 14667
SPSE, Friday Services
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502 Main St.
Heliottown, Pa. 18055
Pi Beta Chi, Delta Lambda Epsilon
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64 Beverly Rd.
Great Neck, N.Y. 11021
Soccer Team, Hockey Team, Alpha Epsilon
Pi
- Shaffer, Richard M.
210 Willis Ave.
Endwell, N.Y. 13760
Basketball, Varsity Club
- Shapiro, Daniel M.
899 Culver Rd.
Rochester, N.Y. 14609
IEEE—Secretary
- Sharrard, John L.
12 Bosworth St.
Springfield, Mass. 01108
Sports Car Club, WITR, SCM, Photo Soci-
ety, Track and Field
- Shaw, Roger L.
75 Franklin St.
Orchard Park, N.Y. 14127
Alpha Chi Sigma—Treas., V.P., Scuba Club,
PIC—Treas., ASC—Treas.
- Shear, Marshall R.
7 Victoria Rise
Fairport, N.Y. 14450
- Sheeler, Wayne A.
28 Croydon Rd.
Rochester, N.Y. 14610
- Shepanski, Joseph P.
375 Parma Center Rd.
Hilton, N.Y. 14468
Swim Team
- Sherwood, Terry L.
200 Pinnacle Rd. S.
Rochester, N.Y. 14623
WITR
- Shewchuk, Robert J.
23 Pilgrim Dr.
Clifton, N.J. 07013
Television Center
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Frosh Baseball, Varsity Baseball, IEEE
- Shirley, John F.
358 Bonesteel St.
Rochester, N.Y. 14616
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Hamburg, N.Y. 14075
Alpha Sigma Alpha
- Sieczko, John H.
16 Lincoln Ave.
Endicott, N.Y. 13760
- Siena, Raymond M.
142 Nichols St.
Rochester, N.Y. 14609
Biology Club, Chess Club, Intramurals
- Sigg, Franz
Elchweg 14
8405 Winterthur, Switzerland
- Sikka, Suneet K.
29 Riverview Dr.
Rochester, N.Y. 14623
- Siler, Edward J.
771 Willow Rd.
Franklin Square, N.Y. 11010
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- Simmons, Terry E.
2403 Brice Rd.
Akron, Ohio 44313
- Simms, Richard A.
3114 King St.
Endwell, N.Y. 13760
- Simon, Charles E.
149 Yorkshire Rd.
Rochester, N.Y. 14609
Varsity Soccer and Hockey, Senate, Repor-
ter—Sports Ed.
- Simon, Ralph J.
47 Colony Manor Dr.
Rochester, N.Y. 14623
- Simonini, Donald G.
33½ Hickory St.
Rochester, N.Y.
Sports Car Club, Photo Society, TECHMILA
- Simos, John
90 S. Ellington St.
Depew, N.Y. 14043
- Sims, Scott H.
1828 Longview Dr.
Lancaster, Pa. 17601
Alpha Phi Omega—Pres., OPUS, Hillel,
Resident Advisor, Student Court, Who's
Who Among Students in American Colleges
And Universities
- Simson, Michael A.
84 Willowgrove Ct.
Tonawanda, N.Y. 14158
Judiciary Court Judge
- Sinto, Daniel E.
48 High St.
Rye, N.Y. 10580
Alpha Phi Omega—V.P., Senate, OPUS—
Chairman
- Sipala, Jonas Z.
9 Dudley St.
Rochester, N.Y. 14605
Frosh Soccer, Varsity Soccer
- Skinner, Gerald A.
18 Hillside Dr.
Spencerport, N.Y. 14559
Bowling Team
- Skolnik, Lee A.
2642 York Road West
York, N.Y. 14592
Delta Sigma Pi
- Slush, John P.
47 Claybrook St.
Rochester, N.Y. 14609
Bowling League, Delta Sigma Pi—Treasurer
- Smart, John M.
Sydney N.S.W.
Australia
Foreign Student, Cary Scholarship, Graphix,
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121 Madison Terrace
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CENTRA
- Smith, Donald R.
78 Williams Ave.
Wellsville, N.Y. 14895
- Smith, Frederick C.
116 Virginia St.
Waterloo, N.Y. 13165
IEEE, Intramurals
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217½ Main St.
Waterloo, N.Y. 13165
- Smith, Richard A.
52 Massachusetts Ave.
Buffalo, N.Y. 14213
Intramurals
- Smith, Richard M.
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Friday Services
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45 Glenn Rd.
Apalachin, N.Y. 14623
Theta Xi
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Timonium, Md. 21093
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3123 Lyell Rd.
Rochester, N.Y. 14606
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7880 Normandy Lane
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DLE, Frosh Tennis
- Solek, Thomas A.
235 Joanne Dr. Apt. 3
Rochester, N.Y. 14616
- Soli, Garland H.
1415 Howard Rd.
Rochester, N.Y. 14624
- Southard, Paul R.
Main St.
Middleburgh, N.Y. 12122
Glee Club, SCM
- Southworth, George R.
1566 W. 40th St.
Erie, Pa. 16609
Track Team, Alpha Chi Sigma, Athletic
Committee
- Speck, Gregory J.
1 Westwood Dr.
Auburn, N.Y. 13021
United South Rep.
- Spence, Lynn B.
RD 1 Himrod
Himrod, N.Y. 14842
IEEE
- Spencer, James W. Jr.
35 Tidd Ave.
Victor, N.Y. 14564
Chess Club, Football Club
- Sperber, Otto
403 Chili Ave.
Rochester, N.Y. 14611
- Spittal, Robert J.
2642 York Road West
York, N.Y. 14592
Delta Sigma Pi
- Spokony, Karl H.
236 Parkway Dr.
Newburgh, N.Y. 12550
Triangle, IOHA, HPC, ASTM
- Stackhouse, Ben A.
206 Falls View Dr.
Clarksville, Ind. 47130
- Stage, Ronald A.
277C Perkins Rd.
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Triangle, ASTM, IOHA
- Stanton, Melinda L.
Huntington Hills
Rochester, N.Y. 14622
- Stappenbeck, Robert
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Macedon, N.Y. 14502
- Starr, Daniel C.
220 College Complex Court
Rochester, N.Y. 14623
- Steele, Thomas R.
34 Ross St.
Owego, N.Y. 13827
Frosh Basketball, Phi Kappa Tau
- Steffens, Edward A.
22-D Poplar Garden Lane
Rochester, N.Y. 14606
- Steve, Eugene J.
26 Water St.
Clyde, N.Y. 14433

- Stevenson, Philip M.
213 Beach Ave.
Rochester, N.Y. 14612
- Steward, Thomas A.
90 Woodlawn Dr.
West Seneca, N.Y. 14224
Intramurals, Frosh Tennis
- Stewart, Elizabeth
6 Mt. Pleasant Park
Rochester, N.Y. 14608
Symposium—Sec.—Treas.
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RD 4 Seneca Hill
Oswego, N.Y. 13126
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Reporter, Photo Council, Photo Society—
F.P., TECHMILA
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- Stratton, Russell E.
61 Malo Court
Rochester, N.Y. 14612
- Strickler, David A.
31 Lafayette Dr.
Woodmere, N.Y. 11598
Tau Epsilon Phi, Gamma Epsilon Tau
- Strobel, Gregory C.
627 Tarrington Rd.
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- Strom, Barry
10 Thayer St.
Rochester, N.Y. 14607
Mortuorium Committee
- Strong, Daniel L.
17 Hillcrest Ave.
Jamestown, N.Y. 14701
- Sturtevant, Susan E.
235 Indiana Dr.
Erie, Pa. 16505
Alpha Xi Delta, Dorm Council, Fashion
Club, Stage III
- Sunbeck, John F.
663 Eaton Rd.
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- Sundstrom, Helen A.
18 Upper Dr.
Corning, N.Y. 14830
Dorm Council, Alpha Sigma Alpha, Pan-
Hel—F.P.
- Superty, John F. III
187-44 8th Dr.
Jamaica Estates, N.Y. 11432
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Narberth, Pa. 19072
Tau Epsilon Phi
- Susstrunk, Hanspeter
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Rochester, N.Y. 14618
- Sutherland, James E.
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Pittsford, N.Y. 14543
TECHMILA
- Suzuki, Kunio
2-8 Yanagimachi, Nishi-ku
Nagoya, Japan
- Swanson, Ronald C.
15 Dublin Dr.
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Tau Epsilon Phi—Treas., Frosh Daze
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Society of Interior Design, OPUS, Phi
Gamma Nu
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Soccer
- Taber, Thomas R.
33 Caroline St.
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- Tamoshumas, Ray
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- Tartaglia, Michael J.
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Alpha Xi Delta
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Senate, MRHA
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104 Hobart St.
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- Tetor, James M.
16 West Steuben St.
Bath, N.Y. 14810
Alpha Phi Omega, Aviation Club
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218 Montgomery St.
Bloomfield, N.J. 07003
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Scuba Club
- Tillim, Martin E.
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Rochester, N.Y. 14621
Chess Club
- Tobin, Jeffrey E.
Cedarwood Park Wayport Rd.
Macedon, N.Y. 14502
- Toews, Hans G.
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Aviation Club, Senate
- Tollerton, Janice D.
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Newman, Coffee Cabinet, Gamma Sigma
- Tomafsky, Louis W.
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Alpha Sigma Alpha—Sec.
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- Tsang, Che Tak
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- Tsistatos, Christos P.
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IEEE
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111 Lakeview Dr.
Liverpool, N.Y. 13088
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... "And the end for a few
gave a beginning to many"





It might seem, at first glance, that the events of the first three weeks in May at RIT were over estimated in terms of their relative importance, that between the emotionalism and the drama and the strange and refreshing feeling of campus unity, the really important aspect of what happened was lost. It would be a mistake to attach emphasis to those twenty days for the wrong reason, without stopping to realize what it did mean to those involved and those who chose to stay outside, and to the various campus attitudes and moods.

For a year, the much celebrated "RIT apathy" was on the decline. The defeating image students held of themselves was always contrary to the facts; they were not obsessed with their education, nor were they uncaring of what happened outside their circle of friends. As compared with students at other area colleges, the RIT student did tend to be more materialistic and seemed to be largely apolitical. But the caricature of the self-centered hedonist that flourished in the minds of far too many students, faculty and administrators took a long time to die. Perhaps the reason it enjoyed so much currency was because, when the time came for each person to take a critical look at himself and what he was doing at the Institute, the stereotype gave him something to identify with when the going got rough.

With the move to the new campus, RIT students began to upgrade their image of themselves somewhat. They started to become involved in causes outside the campus. The Moratorium movement attracted a core of workers and a larger periphery of sympathetic supporters when it planned rallies in

Rochester and Washington during the autumn, winter and spring. Later, the ecological movement symbolized by the April 22 Earth Day teach-in gained even more student support. The collective voice of the RIT students, once mute and diffuse, began to be heard in some degree of strength.

Under the admonition of President Paul Miller, students took on more of the complex administrative duties of the Institute during the spring. By May, it was difficult to find any major policy-making body on campus that did not have student representatives working on it. The representatives were sometimes no more than tokens with little real power, and in other instances they were simply voteless observers. It was the beginning of authentic student interest in their own educations. As they participated in running the college, not a few began to realize the power that they had never tried to exercise. Now they began to feel the exhilaration of the legitimate exercise of decision-making on their own. Participation in the various processes by which the Institute functioned gave additional confidence in their ability to partially determine which direction their education would take. By the first week in May, students felt ready to take on more responsibility than they had ever contemplated. All the elements began to fall into place.

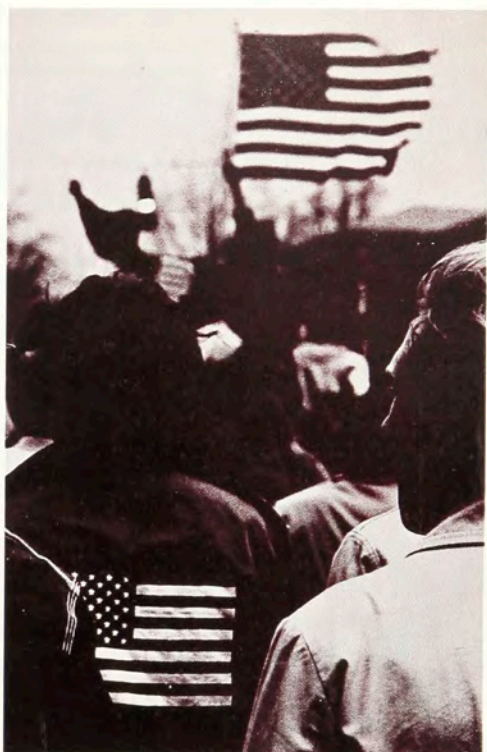
The killing of four Kent State students by the Ohio National Guard came as a great shock to many RIT students. Not a few had friends attending the Ohio college, and for hours they wondered whether someone they knew was among the dead or injured. When the shock and bewilderment and an-

guish wore off, the mood shifted to anger.

In the first days, very little could be done. The Student Assembly sent messages of condolence to the families of the dead and to Kent State itself. The Assembly debated various measures of demonstration against the act that had precipitated the shootings—the invasion of Cambodia by U. S. and South Vietnamese troops and aircraft. Gradually plans emerged; there would be the usual peaceful protest marches, and something new, too. In cooperation with two Political Science professors, and a student group at the University of Rochester, some RIT students began working on what would eventually emerge as the National Petition Committee. They hoped for a national drive for signatures—a million was their goal—on a statement disaffirming a belief in the wisdom of the Cambodian adventure, and the whole endless war in Asia in general. In a week the drive picked up support and thousands of signatures.

In the process, many of the students came to realize that the task they had undertaken was larger than they imagined. Rochesterians were largely conservative, inclined to trust national leaders rather than their own consciences, the students found as they circulated through the city with their







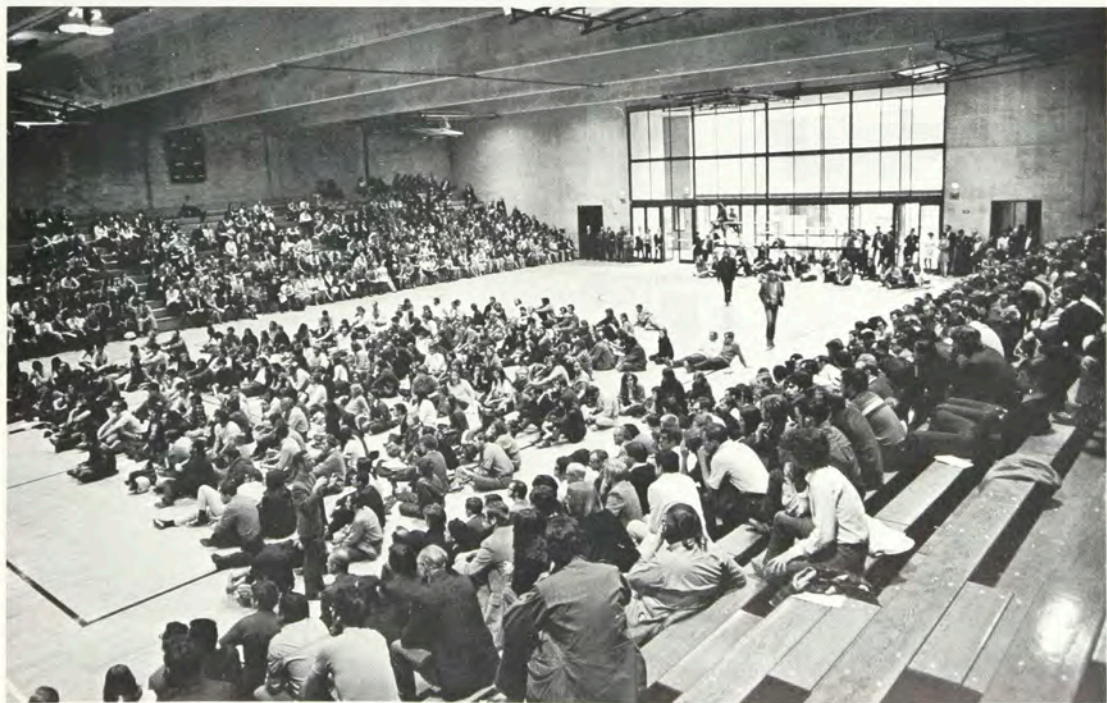


petitions. Students also discovered their own ignorance of the depth of the issue. The complexity of the situation, they soon found, was great; it could not be summed up in a few phrases or sentences, no matter how well worded they were.

It was at this point that everything came together. It became apparent that more time and effort would be necessary to do what was necessary. The Institute agreed in principle and shut down for two days. During that time the newly-revived Campus Committee of Concern which had handled the Moratorium work in the fall prepared several proposals which they brought up for a vote in the Student Assembly.

In quite the largest mass gathering held for a non-recreation purpose, the Assembly debated the CCoC proposals for nearly three hours. Over two thousand students, faculty and administrators crowded into the main dining room of the Student Union until every inch of the floor of the hall was packed. There was much shouting and emotions ran high through the entire session, but at the conclusion of the meeting, the Assembly had passed some of the most impressive and far-reaching legislation in its short history. Later, the proposals were given the Institute stamp of authority in an equally stormy session of the Policy Committee.

The proposals that passed those meetings included a plan to let students conclude their studies before the end of the school year to work on one of many of the CCoC's programs. Also passed were proposals recognizing the need for some





Arthur A. Terry



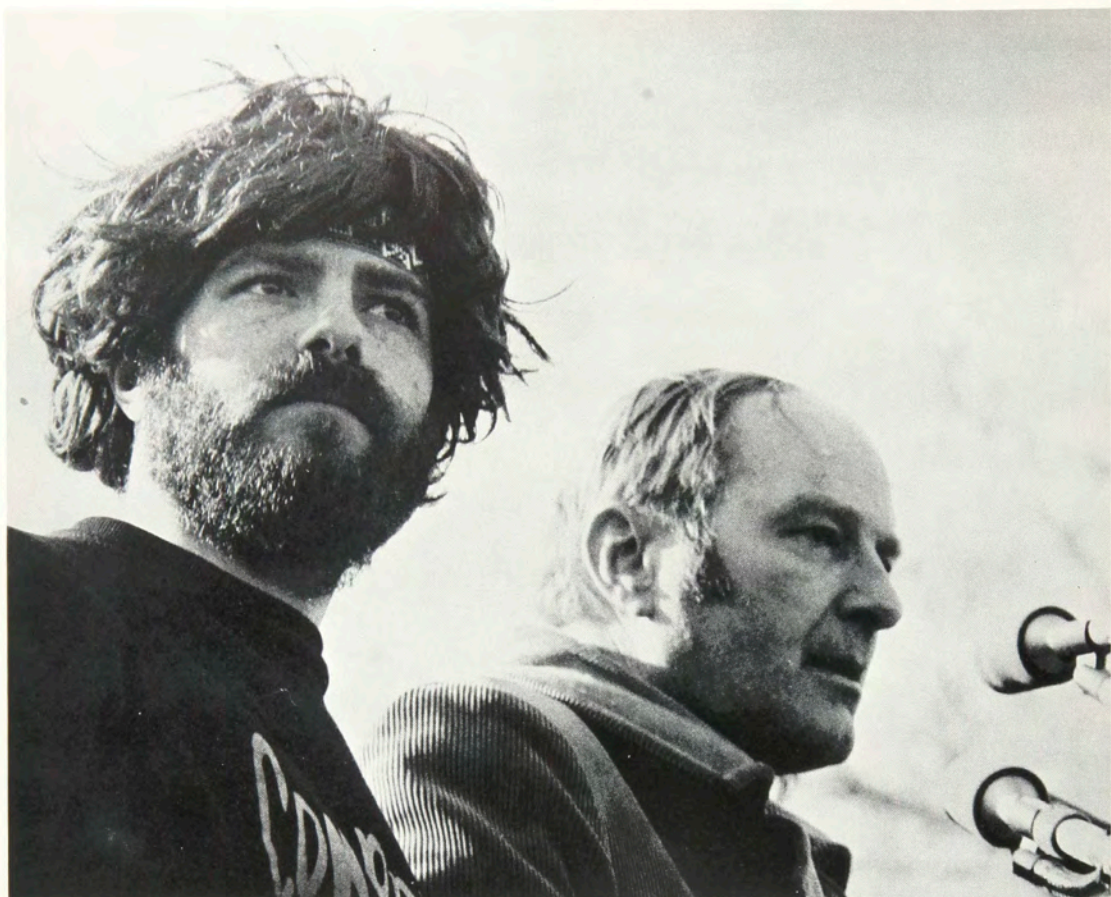
kind of review of the academic structure and the so-called "quality of life" at the dormitory and classroom level. However, the most tangible result was the general agreement between the students, the faculty, and the administration of the Institute that the entire governing structure of RIT would have to undergo immediate inspection with a provision for drastic reorganization, if shown necessary, to provide for more equal representation for everyone involved in the college. Dr. Miller, in a short speech before the thousands gathered that night, pledged to look for ways to better integrate the students and faculty into the process by which the Institute is run.

Simultaneously, he called for support while the process was being reviewed and overhauled. This would be reflected in the CCoC-sponsored "Alternate University," which ran for a week and a half before the end of school. Embodying the concept of free and open classes for anyone who wished to attend the creditless courses, in subjects that were deemed necessary but which the Institute could not provide, either for lack of time to organize or lack of funds. During its brief lifespan the "Alternate University" held classes in the effects of war and peace, the operation of the American economy in

wartime, the problems of racism, and an examination of the various kinds of pollution in this country.

While the "Alternate University" was deemed only a partial success, its failings were only those of any large project that has not had the time to solve all its minute problems and plot the numerous details involved in such a large undertaking. It did demonstrate vividly that student power and concern was directed along constructive lines, that violence would not be a feature of this campus.

In the end, that seemed to the most encouraging product of all that happened those weeks in May. It was visible proof that the RIT student community had acquired, in some part, both the interest and responsibility for guiding its own affairs without passing through that period of violence that marred the rise of many American college student groups to positions of power. As the year ended, many wondered whether this movement would sustain itself during the next year, whether it would continue in the direction that had been indicated, or whether it would take some other turn. They did recognize that there could be no turning back, whatever the consequences might be. The starting point, for better or for worse, had been passed.



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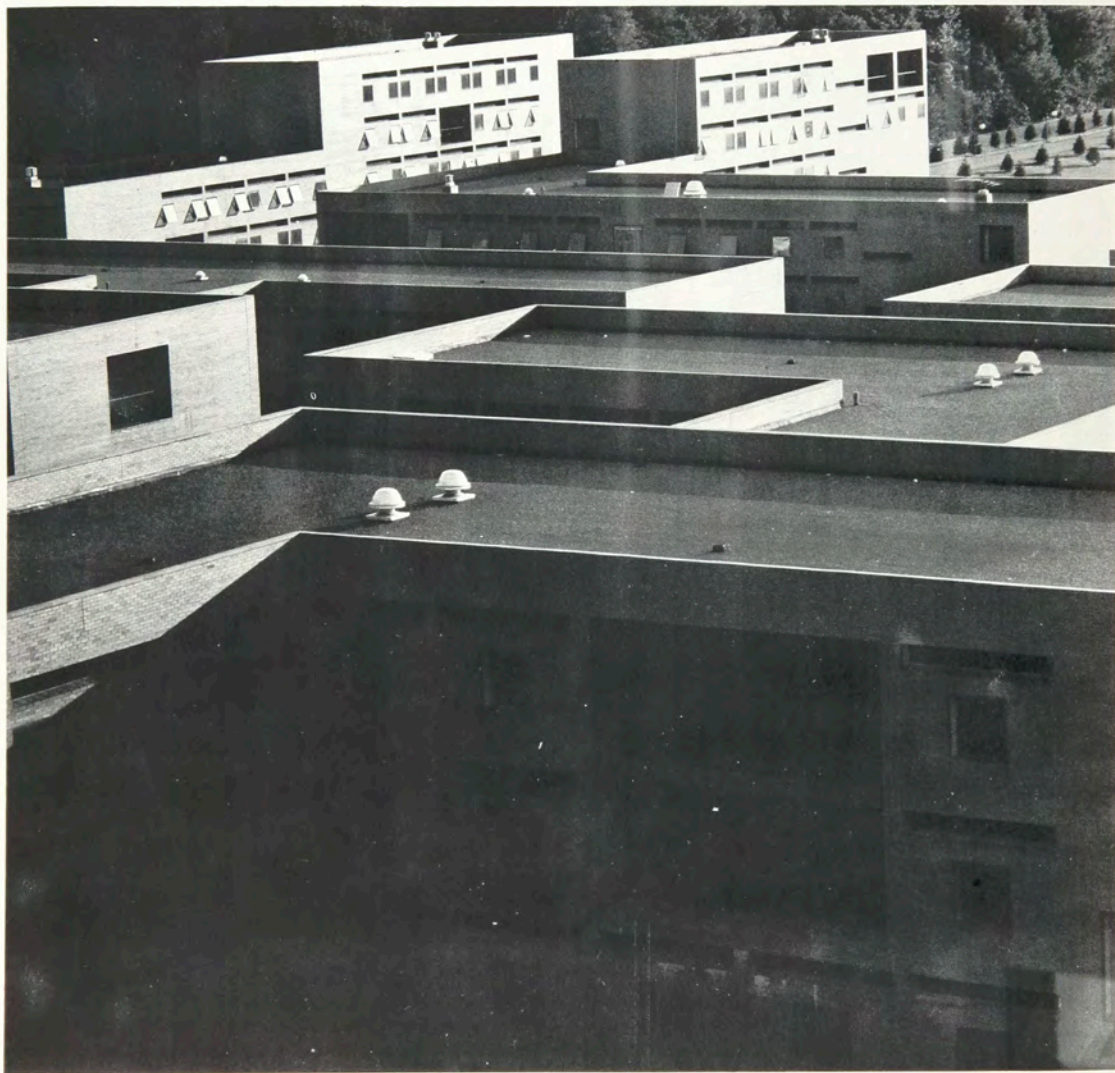
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