The May 10, 1982 issue of "TIME" magazine carries an article about graduating engineering students; within this article is a feature on RIT in particular, which generalizes the student body as follows: "The RIT students are a sober, goal-oriented group with little interest in poetry or campus politics. They spend countless hours in the school's 15 laboratories, which are humming from 8 in the morning to 10 at night. From the start, an RIT education is geared toward the molding of marketable skills." Some students protested this statement strongly, feeling it portrays our lives as being cold, sterile, and so career-oriented as to eliminate any interest in other creative or personal activities. Others sadly agreed.

It is true that RIT stresses goal-orientation and the development of marketable skills. In fact, that is why most of us have come here. That does not, however, mean that our educations begin and end on that note. What one gets out of RIT is largely a matter of personal choice. The poor quality of student life at RIT has been a hot topic of discussion for years on this campus, but still a great number of students cannot see past the apathy and emptiness they encounter. They walk away with bitter memories of the Institute. On the other hand, many have found real life inside these brick walls — real friendship, fulfilling activities, the so-called "well-rounded" education.

The attitudes of the people that make up RIT are diverse, the expression of them, personal. The 1982 Technila, entitled "Dimensions", has given individuals a chance to express and explore their feelings, their own interpretation of the "RIT Experience", their frustration and loneliness, their relationships or lack of them, their successes or failures. It is the synthesis of the many "dimensions" of our lives, our time at RIT.

Sharon Stockman
You find it safer to criticize
Than to resolve the situation;
Apathy is easy to rationalize
At an institute filled with frustration.
Break through self-made isolation,
Forget the learned apprehension,
Question the depth of education,
Understanding may ease the tension,
Allow yourself to be vulnerable, find a new dimension.

Sharon Stockman
Contributing Photographers

Paul Brown
Lisa Campanile
Dan Chidester
Dinah Coops
James Craig
Kevin Dean
Robert Fast
Jeffrey Felmus
Steve Fletcher
Mike Freeman
Daniel Holmes
Eric Kinefelter
Mark Kraska
Andrew LaValle
Jane Levin
Russ Lunn
Kate Moncure
James McDonald

Scott Nibauer
Chris Paffett
John Pask
John Payne
Robert Pfeifer
Vincent Plaza
Steve Puglia
Robert Ripps
John Rivera
Robert Savage
Quentin Schwinn
Ariel Shaw
John Williams
Larry Woods
David Zokaites

Senior portraits by Delma Studios
Dimensional photos by Mark Kraska
Deans portraits courtesy of
RIT Communications
institute

schooling environment
brick boxes, beauty in careful structure
occasional sun reflected orange facade
placed on farmer's lowland
foundation now sinks

essential corporation
institute's bank account blackens
we graduate knowing
fundamentals of corporate life

specialized techos
students proud of ignorance
of subjects not their own
master technicians worth lots of bucks
scholars can't get jobs

Julia Anne Wyant
The magic of friendship
Sweeps over us
At the most unlikely of moments
The hand that reaches out
When we have fallen
Under the burdens of our own humanity
The shoulder that comforts us
When we cry
Over unexpected failings
The eyes that see for us
When ours are clouded over
With the mists of our own ego
The heart that warms us
When other fires
Have grown cold
For friendship is a kind of love
Subtle and persuading
Persevering and constant
And it is found
Anywhere we care to look
Yet that is why we so seldom find it
For rarely do we open our eyes
To see the beauty in those who surround us.

John Beckman
Casual indifference
Lends itself
Smoothly
To fate

The night is light
Why wait

Our lives cross
On an exponential curve
At point (1,3)

And again at (-1,3)

Casual indifference
Lends itself
To the calculus of the night

I caught
Your image
As it passed me
And landed on my retina

Bright in dim light

But
Casual indifference
Lends itself
Poorly
To a relationship

I lost
The matchbook cover
With your number

Dale Waldt
I find myself drawn
To darkened places
And lonely moments
For I often feel
Cold and empty
And I have a need
For those times
And that solitude
To sort my life
To seek out meaning
To search my mind
And heart
For purpose and strength
But all too often
In these quiet times
I find the questions
I seek answers for
Are insignificant
When I consider how many of them
Would be answered
If I simply opened myself
To those around me.

John Beckman
Happy to Stay at RIT

The British and the Argentines keep needlessly killing each other’s men. Reagan promises the economy will improve, but nobody knows when. And martial law in Poland won’t allow those people to be free. But as a student, good friends are near. The work is clean. The frig has beer. I’m on my own. My girl is here. Happy to stay at RIT.

Brutal death is commonplace in a country called El Salvador. Nuclear weapons are the world’s greatest fear, yet they still build more. Deadly toxic waste dumps cause their neighboring residents to flee. But as a student, if I want I can relax. Just lounging around my apartment. With loud music and six-packs. Playing backgammon or reading a book. Wearing Izod shirts or Levi slacks. Happy to stay at RIT.

Utter chaos is presently found in Khomeini’s Iran. Some food additives are questionable but our government won’t implement a ban. The world in which we live is growing more and more deadly. But as a student, I can handle the academic pressure. Studying and taking tests. And find some time for leisure. In between school work. You can bet for sure. Happy to stay at RIT.

I better not flunk out.

Gary Raymond
I scream and scream, long and (I think) loud, trying to shake the very roots of this so very silent forest. I do not know if it echoes. I am deaf. I cannot hear the leaves rustle beneath my feet. I cannot tell the velocity of a creek by sound. I can only look and imagine.

I'm not doing very well. Every sound I attempt to dream up becomes a nightmare and quickly fades away. Like all my friends did when I entered the world of the non-hearing. They slowly disappeared. My mother said that, if they can't accept you now, they were never good friends in the first place. Thanks, Mom. I guess I never had any good friends then. Maybe I, too, can fade away.

*Alan W. Willett*
One seeks moments of solitude
Time to think
To search out our mind
And to question it
To gather answers from ourselves
That we might decide
Who we are
What we are
And where we are to go
We seek the quiet mysteries of
Loneliness
That we might grow
Into ourselves
And through that growth
Into others

John Beckman
Freshmen and transfer students numbering 2,650 moved to the RIT campus over Labor Day weekend. Over 100 Student Orientation Service volunteers helped the new students move in and become familiar with RIT's campus. The dormitories had almost 1,500 new residents moving in. Apartment complexes housing students began swelling to their largest occupancy levels ever.

Applications to RIT increased seven percent this year, an 85% increase over the number of students ten years ago. One half of the students are entering programs that did not exist just five years ago. The number of students this year exceeded 16,000.

The move-in process was an intricate and difficult affair. The dedication and commitment of the Orientation Committee members who remained at their posts from seven in the morning until three in the afternoon was the reason that Moving-In day was a success.
Moving In

Klaska
Halloween

[Image of four people dressed as police officers with blindfolds and hats labeled "POLICE".]

[Image of two people dressed as Q-tips with colored signs reading "Q-tip" and "tipp".]
Winter

Snow

Once in perfect whiteness
I walked surrounded
Alone
And not knowing where
My blizzard:
Five minutes inside
snow filled bottle
A quarter mile
To hidden boxes

Julia Anne Wyant
Winter Weekend
Old Newsboys Day
To help students forget about sub-zero temperatures in Rochester, the CAB sponsored a suitcase party at the CU Cafeteria in January. Dressed for fun in the Bahama sunshine, party goers coveted the grand prize of a three-day, all-expenses-paid vacation in Nassau, won by Al Lowenstein.
Broom Hockey
Spring

Fragile season in upstate New York
Occasional tempting sunny days
Cooled by chill night clouds
Everpresent Ontario wind
Reminds us where we are
At last on May Day
Trees bud and street faces
Smile confidently
Plants bloom, streets bloom
Cobbs Hill picnic
Smiling, wrapped in tablecloth
Pretending it's not cold

Julia Anne Wyant
With events such as a limbo contest, a toilet paper roll dance, and a three-legged race, the 1982 MDA Dance Marathon succeeded in raising over $5,000 for Muscular Dystrophy. Contestants collected money by obtaining sponsors who pledged money according to the number of hours they danced. Many of the 35 starting couples completed the entire 24-hour marathon. Music was provided by the Rubber Soul Band, 8th Avenue Breeze, the Wells Curtis Band, the Joe Salzano Band, and Delroy Rebop.
Dressed in pink and shouting "I love people!" television personality Richard Simmons burst energetically onto the RIT Ice Arena stage. Fast-paced exercises kept the 3700 plus people busy and Simmons' personality kept them entertained. Children, mothers, grandmothers, teenagers, men, and women swayed to the music, following Simmons' every movement.

Overcoming his own handicap — being grossly overweight — Simmons told of his desire to develop a chain of 300 exercise studios across the country with the intent of offering handicapped people appropriate facilities. During a special reception for NTID students only, he asked how he might better serve the hearing impaired and asked several students to appear on a future television program.

Whether it was to the beat of music or to his signaled cue, exercising followers leaped, stretched, and sprinted to lose weight by following in the footsteps of Richard Simmons. He is the motivational force behind this throng of people who want his leadership in exercising to lose weight.
On Saturday, April 24, the upper falls of the Genesee River were honored with the festive event, “Fall For It”. This event was part of a larger project entitled “A Genesee Falls Celebration”, initiated by Gyorgy Kepes, the Kern Institute Professor in Communications at RIT this year. The purpose of this project was to increase public awareness of the falls areas and to explore potential ways of developing the surrounding urban environment. RIT students from several disciplines worked with Mr. Kepes and faculty advisors to make this project a success. Students, faculty, and Rochester residents participated in the celebration at the Genesee Upper Falls Terrace Park. Activities included dancing, playing frisbee, and entertainment by the Borinquen Dance Company, the Rochester Juggling Company, the Dady Brothers, and the Mime workshop.
Something for everyone at RIT — Spring-In '82 offered a weekend
of food, music, game, and drink to
all who participated. While featuring
area bands such as RIT’s own Gordy
and O’Grady, Joe Salzano, Autumn
Skies, and the Eastman Jazz Ensemble,
Spring-In also hosted the Ultimate
Frisbee Contest, Tug of War, softball,
and the Clothesline Art Exhibit.
Topping off the weekend was an in-
credible fireworks display on Sunday
at dusk on the Union Green.
As the defending champions, the College of Engineering hosted the 1982 Mini-Baja East Competition. Forty engineering schools from 18 states brought their all-terrain vehicles to RIT for the competition held on May 13-14. This was the third year that RIT has participated in this national contest.

The event gave engineering students an opportunity to put their classroom learning to the test, designing and building their vehicles. Each car must compete in a variety of events including: a 12-mile endurance race, land and water maneuverability, acceleration, braking, and a chain pull. All cars were powered by identical eight horsepower engines.

Mechanical problems kept the RIT Mud Muncher from repeating last year's victory. During the third lap of the endurance race, the car broke down and RIT finished in eighth place overall. The 1982 champion was the University of Maryland.
Despite the rain, 3930 students received their degrees at RIT's 97th annual commencement exercises. The Institute awarded 2082 bachelor's degrees, 1182 associate's degrees, 404 master's degrees, 232 diplomas and 30 certificates. The ceremony was designed to provide individual recognition of students and a happy experience for their parents and friends. A formal academic procession with caps and gowns was followed by the announcement of each student's name by his or her college dean as diplomas were awarded. No commencement speeches were given. Following the ceremonies, each college conducted an open house and displays of student work.
The permanence I find ten weeks at a time has run out again; Goodbyes to old friends Promises to stay in touch All forgotten in time; Uprooted, unsettled try to make a new place my "home".

Pull dusty trunks from storage Fill them with precious possessions; My nostalgia interrupted by the shattering of my favorite memory. I sweep up the fragments, Swear I'll never move again.
There is a great emphasis on academics here at RIT. I believe this is only part of the commitment to a well-rounded education. I have chosen hockey as a way of achieving the other aspects of this education. Through hockey I have been able to relieve some of the tensions and pressures of academics while at the same time improving my campus life. This has come through increased social activities and interaction with coaches, faculty, and staff.

In my two years of hockey at RIT, I have gained experience in teamwork, sportsmanship, and especially leadership. Last season I was named co-captain of the team; it was a great honor to work with the coaching staff and with fellow athletes. My teammates were dedicated, hard-working, and made me feel proud to be part of an intercollegiate sport. I feel this experience will have a solid influence on my behavior and acceptance in today's society.

J.J. Perreca
Hockey
Swimming
Soccer

Chichester

Puglia

Krgiska
Rugby
Women's Rugby
Water Polo
Lacrosse

Paffett

Payne

Paffett
Tennis
Volleyball
I found the answer while sitting in an emotional meeting. The last of the year. Several of the brothers were in tears as each person took his turn to express his feelings about the house. Ears were attentive, eyes moist, voices cracking. After each brother spoke, we rushed to the center of the room and sang the psych song of TKE, a song about a town in New Jersey where one brother came from seven or eight years ago. He was not an outstanding leader, just "one of the guys". No one in the room that Wednesday had ever set foot in Vineland, but 50 men were huddled arm in arm with wobbly knees singing about it at the top of their lungs.

When I first started to write this, I began to write down all the "things" that have made my past four years as a member of Tau Kappa Epsilon so special: the friendships, the sporting events with crowds of up to 100 fans, parties and social events, late night bull sessions, personal development, traditions and ideals by which to live. Though it may be difficult to experience all these "independently", most can be found by joining any student organization, not just a Greek house. But I can't imagine what college would have been like if I hadn't joined TKE. What one thing is it that's so important to sixty men who differ from each other in so many ways? You see, there is no "thing" that explains a fraternity. That's why it's hard to tell someone what pledging is like, to explain why we giggle like kids and sing stupid songs in the quad when the pledges get into the house. It's just that someone else now has the chance to share in the unexplainable experience of being a Teke. Fraternal life is a life of the heart. It's not just a life of wearing TKE #1 buttons, bandanas, and other fraternal clothing. These are nothing more than a feeble attempt to show outwardly the life that exists inside the heart.

Stephen J. Fletcher
Greek Sports
Clubs and Activities

Being a part of an organization in college, whether it be a Greek house, student government, or an intermural team, is often one of the most rewarding experiences a student can have. Campus clubs and activities offer student members an opportunity to develop leadership skills, to get to know people outside of their major, to make a valuable contribution to the RIT community, and to have fun. These experiences recorded on the resume can also make the student appear more well-rounded, and therefore more appealing, to the employer.

Brand new on campus, the RIT chapter of Women in Communications, Inc. has grown in membership from a group of four committed friends to an established club of sixteen. Starting a new organization on campus has been challenging and difficult at times. However, WICI shows promise of making a valuable contribution to the RIT community and to enrich the lives of those who join.

Julie Ann Wright
Women in Communications, Inc. is an 11,000 member national organization of students and professionals in the communications industry. Its goals are to promote Freedom of the Press and the advancement of women in all fields of communication. Membership is open to all who support these goals, both men and women, and who plan a career in communications.

WICI at RIT this year has taken tours of Case Hoyt (printing) and Northrup and Teel (advertising). It hosted speaker Dee Griffin of Stockdale Communications and visited SUNY Brockport when their chapter hosted Enid Nemy of the New York Times.
The NTID Theatre presented three plays this year, each with a different style and tone. These plays made special demands in the deaf students' use of language and created an enormous challenge to them. They provided the same fulfilling experience for both the deaf and hearing members of the audience.

*The Tempest* by William Shakespeare
A story of young love surrounded by magic, comedy, and mystery.

*Three Penny Opera* by Bertolt Brecht
The musical adventures of Mack the Knife as he moves through the underworld of London.

*The Odd Couple* by Neil Simon
Trials and tribulations of two divorced men sharing an apartment.
Outing Club
Blood Drive, CPR Marathon

This year, as in the past, RIT participated in the American Red Cross Blood Drive.

The RIT Emergency Medical Unit sponsored the area’s first Cardiopulmonary Resuscitation (CPR) Marathon. Beginning on October 16, forty students, faculty and staff members set out to break the record for continuous CPR (240 hours) as listed by the Guinness Book of World Records. On October 29, 14 days and 312 hours of CPR behind them, the group realized their goal.

RIT Campus Safety and Monroe County Sheriff’s personnel invited students to attend a “Know-Your Limitations Night” at the Ritskeller on January 19. Students tested their reaction times on a simulator which had a gas pedal and a brake, drank a few beers, and then retested themselves. In addition, copies of the New York State DWI laws that went into effect on January 1, 1982 were distributed to participants.
Speakers

Dr. Rosabeth Moss-Kanter

James Van Der Zee

Gordon Parks
Institute Forum 1981-82
"Technology and Values"
Dr. Isaac Asimov, "The Future of Man"
Dr. George Wald, "The Evolution of Man and Technology"
Dr. Samuel Florman, "Blaming Technology"
Dr. R. Moss-Kanter, "Men and Women of the Corporation"
Dr. Helen Caldicott, "Nuclear Madness"
Ms. Susan Nycum, "Computer Crimes"

The William A. Reedy Memorial Lecture in Photography was delivered by James Van Der Zee, the "Picture Taking Man" and by Gordon Parks, novelist, producer, and photographer. The presentation consisted of a showing of their most memorable photographs which were taken over the past seventy years, and insight into different aspects of photography.
Gym Classes
Dorm living is an experience in togetherness. You must be together due to the lack of space. Tripling, or putting three people in a room designed for two, squeezes people even closer together. Friends and others not quite so friendly are only a few steps away. Togetherness does have its problems. Blasting stereos on different stations, each coming through different walls, tends to be quite maddening.

Just about anything goes in a dorm. Putting in the hallways, rooms stuffed full of newspaper balls, the typical freshman pranks. And then there is the alcohol. For many, dorm parties are their first real drinking experience. This has its pleasures and casualties.
We lack the depth of feeling and the range of sensibility needed to retain the riches that science and technique have brought within our grasp. The images and symbols which can truly domesticate the newly revealed aspects of nature will be developed only if we use all our faculties to the full — assimilate with the scientist's brain, the poet's heart, the painter's eyes. It is an integrated vision that we need; but our awareness and understanding of the world and its realities are divided into the rational — the knowledge frozen in words and quantities — and the emotional — the knowledge vested in sensory images and feelings. Artists and poets on the one hand, scientists and engineers on the other, appear to live in two different worlds. Their common language, their common symbols, do not exist.

To develop a vision which brings the inner and outer worlds together, we need common roots once more. We are like Antaeus of old, whose strength, ebbing whenever he lost contact with the Earth, his mother, became renewed each time he touched the ground. Spun out of our heads, science and art remain anemic and without root, and need strengthening contact with nature once again. The natural world remains the common basis for all of us, even though it is changed beyond recognition from the world of nature known to our fathers. It still starts for us where we come in contact with it — through our senses. Science has opened up resources for new sights and sounds, new tastes and textures. If we are to understand the new landscape, we need to touch it with our senses and build the images that will make it ours. For this we must remake our vision.

From the new landscape by Gyorgy Kepes
Working with photography is a very deliberate choice on my part. It forces me to look with the utmost concentration not only at the physical appearance of things, but also at their interrelationship. This gives me a grip on a piece of reality which in turn encourages me to go on using photography. It enables me to disentangle things that seemed chaotic at first. This is true in my sequences and equally so in my photo-reportage and photo-montage. As a photographer, I start out from the observation and registration of reality as I experience it. Making sequences means, for me, working with a structured form with which I can record my observations. My sequences are the outcome of my search in that direction, the transition between unidentifiable and identifiable. By concentrating exclusively on what I see and how I can record that with my camera, I try to extend in limits of my perception further and further. —Alexander Syndikas
Photographic imagery is becoming more and more a point of departure; not an end in itself. The integration of the "hand-generated," and the "machine-generated" image offers a wide range of picture-making possibilities to me. Drawing can embellish or alter the photographic image. It can directly correspond to or neutralize the subject matter. It can contradict or irradicate the photograph. To mark or otherwise manipulate the photograph is an act which, for me, is liberating. It denies the conventional idea of the fine print and redefines photography as a medium among many other media. Or, as Alex Sweetman has said, "... all media are potentially interdependent aspects of one vast picturemaking activity." —Christopher Harrold
I always consider the Haloid-Xerox machine as a copier machine. When I work with it, I think of its ability to record and render the finite detail of the image. This is, by the way, a kind of excitement when I handle the machine. This is again, because, in the first stage of the process, the latent image is always fugitive. The formation of the image then depends on "the manor" of the toner (toners) and the nature of the fixation. The fine detail of the final image that appears in a print will solely correspond to these factors. Besides that, while working with this machine I am conscious of getting a series of identical editions — which always is impossible. All of these conditions give me a special kind of challenge and motivation while handling this unique machine.

—Ismail Abdullah
Sometimes I feel the need to put things together.

Sometimes they are words in different combinations,

Sometimes they are pictures (photographs) with drawings included.

She told me that they looked fine so I gathered fragmented parts of us and reconstructed what I thought constituted pictorial reality; congregated under an arm, a group of pictorial realities, sometimes called a visual folio — a spontaneous flocking of my mind’s visualness.

The struggle of the “creative-self” within me causes the creation of images — a sort of purging of my creative mentalness. To rid myself of “crazy ideas” I write, make mental notes, draw, photograph, and combine. I often speak of my statements as if they belong to someone else, although I realize that they are extremely autobiographical. I have a conscious craving to be consumed in metaphor, to be spoken of and about in the vocabulary of my other self. —Larry D. Lean
Photography when first invented had many limitations. One major restriction was its lack of color, to which hand coloring was an alternative. Prior to the introduction of color photography, hand coloring was used to achieve realism in the photographic image. Applied color was not considered an art but a profession, and prospered in the commercial studios. Coloring or drawing on photographs is still flourishing, but the motivation has changed. Currently, the trend is toward the other extreme, to transcend reality, to the unearthly and/or the blatant use of color. I feel the combination of the photographed and hand-worked elements of the picture creates an exciting visual irony. The individuality of each photograph is one of my major concerns. Through the use of selective colors (photo oils) on toned black and white prints, I can translate the apparent photographic reality into my own personal vision. I can go beyond what the camera has done.

—Silvia Lizama
UNION CARBIDE CORPORATION

1982 Annual Report

Julia Wyant

Keith Wright
PEREGRINE

WORLD WILDLIFE FEDERATION

Harry Hansen

for babies,

and bigger people.

John Chadwick
On May 7th At 8pm Eastman Theater Presents

VAN CLIBURN
Performing The Last Piano Sonatas By Beethoven In B-Flat Major, E-Major, And C-Minor

Nancy Rubelmann
MIDGASITAL AND SAGITTAL SECTIONS OF THE SKULL

A. palatine torus
B. palatopharyngeus
C. pterygopalatine
d. pharynx
E. sphenoid
F. soft palate
G. hard palate
H. maxilla
I. palatine bone
J. sphenoid
K. tongue
L. and cavity
M. maxilla
N. eustachian
d. pharynx
P. hyoid bone
Q. sphenoid sinus
R. vomer
S. posterior nasal
T. sphenoid sinus
U. nasal concha
V. ethmoid concha
W. infraorbital
X. maxillary sinus
Y. oral cavity
Z. maxillary sinus
AA. pharynx
BB. brain
CC. nasocele
THE BRONX ZOO
where the wild things are.
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Christopher Gambrill — Ceramics,
Glass, Environmental Design, Metals,
Textiles, Wood
Mark Kraska — Drawing, Painting,
Printmaking, Communication Design,
Kepes portrait
Black and White Portraits —
Color Processing
R.I.T. Processing Center
My main attraction to RIT is the Cooperative work-study program. I believe that it is beneficial to both the student and the company participating. For the student, on-the-job experience allows for personal growth in that one learns how to apply the knowledge obtained while attending college. Also, one learns how to provide for the future needs of a technical field. The Co-op program is beneficial to an establishment because the student can be an investment. The company may prepare the student for employment immediately after graduation, the student then becomes an asset to the company. As a direct result, RIT profits by building or maintaining a good reputation as a contributor of these assets.

John L. Petrucci
I came to RIT in 1977. I had been employed as a professor and an administrator at two universities prior to coming here. Both of the institutions were much larger and, according to some standards, more sophisticated than the Institute. However, the past four years here have convinced me that no institution of higher education in the US has more spirit, more drive, and more opportunity to move to the forefront in technological education than RIT.

When I first arrived, I was caught up in the vigor and vitality that is shared by all of the employees of the Institute. This total commitment to the place makes me feel good about being here. Our close linkages with the business and industrial marketplace, the entrepreneurial zest which is ingrained in the very roots of the institute, and the excitement of new curriculum development typifies an institution with tremendous potential for the future. I personally believe that RIT is an educational institution that does not suffer from the majority of problems that hamper the growth and potential academic excitement of the vast majority of other colleges and universities in the US. I am proud to be a part of RIT.
Michael Chester
Bachelor of Technology
Mechanical Engineering

Mark Christiansen
Bachelor of Technology
Civil Engineering

Stephen Chu
Bachelor of Science
Computer Science

Alan P. Church
Bachelor of Technology
Civil Engineering

Ronald Cianfichi
Bachelor of Technology
Electrical Engineering

Steven Clair
Bachelor of Technology
Mechanical Engineering

David W. Clarke
Bachelor of Technology
Civil Engineering

Richard Clarke
Bachelor of Technology
Computer Science

James Chiu
Bachelor of Science
Electrical Engineering

Martin Connors Jr.
Bachelor of Science
Computer Science

Debbie A. Cook
Bachelor of Technology
Computer Science

Robert Dallard
Bachelor of Technology
Energy

Michael D'Anico
Bachelor of Science
Mechanical Engineering

James J. Danelski
Bachelor of Science
Mechanical Engineering

Kathleen M. Day
Bachelor of Science
Computer Science

Howard Delano
Bachelor of Technology
Mechanical Engineering

Frank DeMarco
Bachelor of Science
Computer Science

Michael A. Dempsey
Bachelor of Science
Computer Science
Lewis S. Morris
Bachelor of Technology
Civil Engineering

Manfred K. Mueller
Bachelor of Science
Computer Science

Barbara Mueller
Bachelor of Technology
Computer Science

Peter Munschauer
Bachelor of Science
Mechanical Engineering

Steven Myers
Bachelor of Technology
Civil Engineering

Tung V. Nguyen
Bachelor of Science
Computer Science

Stephen Nelson
Bachelor of Science
Architecture

Richard Morton
Bachelor of Science
Communications

David Nutbrown
Bachelor of Science
Civil Engineering

Mark O'Connor
Bachelor of Technology
Civil Engineering

Gary Plymett
Bachelor of Technology
Electrical Engineering

Nancy Potter
Bachelor of Science
Mechanical Engineering

Gordon Pratt
Bachelor of Science
Communications

Joseph Prox
Bachelor of Science
Mechanical Engineering

Ruth Raymond
Bachelor of Science
Applied Software

James V. Recktenwalt
Bachelor of Science
Computer Science

Kris Reichley
Bachelor of Science
Mechanical Engineering

Patricia Richards
Bachelor of Science
Computer Science
Timothy Smith  
Bachelor of Technology  
Electrical Engineering

Randolph Snyder  
Bachelor of Technology  
Mechanical Engineering

David G. Sprague  
Bachelor of Technology  
Statistics

Deborah J. Sprague  
Bachelor of Technology  
Computer Science

Michael J. Stewart  
Bachelor of Technology  
Civil Engineering

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Computer Science

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Bachelor of Science  
Computer Science

David Van Camp  
Bachelor of Science  
Architecture

Delas J. Van Thyne  
Bachelor of Technology  
Computer Science

Mary Anne Veland  
Bachelor of Technology  
Computer Science

Bryce Walker  
Bachelor of Technology  
Civil Engineering

Carl Walker  
Bachelor of Technology  
Electrical Engineering

Christopher A. Washburn  
Bachelor of Science  
Computer Science

Glenn Whyland  
Bachelor of Technology  
Electrical Engineering

Christopher W. Wilczak  
Bachelor of Technology  
Computer Science

Craig Wheeler  
 Bachelor of Science

Marie Yarbrough  
Bachelor of Technology  
Computer Science

Gary L. Yendall  
Bachelor of Technology  
Computer Science

Anne Yelaril  
Bachelor of Technology  
Computer Science

Bryce Walker  
Bachelor of Technology  
Civil Engineering

Carl Walser  
Bachelor of Technology  
Electrical Engineering

Christopher W. Wilczak  
Bachelor of Technology  
Computer Science

Woods
A degree in Business Foods Administration is offered at very few colleges. Fortunately, RIT does offer the degree and also maintains high standards for its curriculum. The required courses relate directly to my needs in the future and the electives allow me to expand my knowledge in specific areas that I am interested in. Many people feel that foods is an easy program, but I must disagree. The lab hours are long, the homework tedious, but without a doubt, each course has been interesting. The Co-op program also gave me the opportunity to step out into the business world before I receive my degree. Not only does the experience help you in getting future jobs, but it also teaches you responsibility and increases your awareness as to what will be expected of you in the future.

I have only two regrets about RIT; the first is that it has taken so long to decide to renovate and expand the Foods Department; the second is that only 3 or 4 food companies are invited to the Central Placement Service each quarter. I've enjoyed the smallness of RIT and my department, and feel that the program and Co-op experience have successfully prepared me for my job search.

Virginia DeShoff
Virginia DeGroff at the Marriott Hotel.
believe the most attractive feature of RIT to be its emphasis on applying theoretical knowledge to the practical problems faced by today's organizations.

The practical content of courses, the problem focus of research and the direct service provided to business and other organizations are all aspects of the special challenge of a college determined to have a real impact on the professional effectiveness of its students, and through them, on society's organizations.

Walter F. McComas
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<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Major</th>
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<tr>
<td>Gary D. Marks</td>
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<td>Hotel Ind. Management</td>
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<td>Bachelor of Science</td>
<td>Business Administration</td>
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<td>Bachelor of Science</td>
<td>Hotel Ind. Management</td>
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<td>Mary Metzler</td>
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<td>Bachelor of Science</td>
<td>Hotel Ind. Management</td>
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<td>Alfred M. Moyer, Jr.</td>
<td>Bachelor of Science</td>
<td>Accounting</td>
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<tr>
<td>Jeanne M. Meyer</td>
<td>Bachelor of Science</td>
<td>Business Administration</td>
</tr>
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Kevin M. Moyer  
Bachelor of Science  
Marketing

Paul J. Murphy  
Bachelor of Science  
Accounting

Roy A. Neeland  
Bachelor of Science  
Accounting

Judy E. Nelson  
Bachelor of Science  
Retailing

Donald E. Newberry  
Bachelor of Science  
Business Administration

David L. Niggli  
Bachelor of Science  
Marketing

Judson J. Paige  
Bachelor of Science  
Accounting

Lawrence Palombos  
Bachelor of Science  
Business Administration

Joann C. Pane  
Bachelor of Science  
Marketing

Donna L. Paoni  
Bachelor of Science  
Accounting

Alynn Parker  
Bachelor of Science  
Marketing

Jane A. Parsons  
Bachelor of Science  
Retailing

Judith M. Pata  
Bachelor of Science  
Dietetics

Mary Lynn Patella  
Bachelor of Science  
Accounting

A. Sharon Pelletier  
Bachelor of Science  
Business Administration

Michael S. Pelton  
Bachelor of Science  
Business Administration

Carlton E. Pelzer  
Bachelor of Science  
Accounting

John J. Perrotti  
Bachelor of Science  
Accounting

Randall S. Peters  
Bachelor of Science  
Accounting

Timothy Poldore  
Bachelor of Science  
Business Administration

Jean A. Prechtli  
Bachelor of Science  
Food Service

Payne
Laureen L. Quigley  
Bachelor of Science  
Hotel Ind. Management

Kenneth J. Redding  
Bachelor of Science  
Hotel Ind. Management

Kenneth J. Redding  
Bachelor of Science  
Hotel Ind. Management

Todd W. Redding  
Bachelor of Science  
Business Administration

Michael G. Riley  
Bachelor of Science  
Business Administration

Barbara A. Ritchie  
Bachelor of Science  
Marketing

Colleen A. Rogers  
Bachelor of Science  
Marketing

Jacqueline Rossi  
Bachelor of Science  
Marketing

Michael W. Rowe  
Bachelor of Arts  
Business Management

Monica M. Ruffing  
Bachelor of Science  
Accounting

Tina Marie Sanguedolce  
Bachelor of Science  
Business Administration

Stephen J. Saumier  
Bachelor of Science  
Business Administration

Nick V. Scarrafe  
Bachelor of Science  
Business Administration

Rosanna Schervone  
Bachelor of Science  
Hotel Ind. Management

Elizabeth Schofield  
Bachelor of Science  
Business Administration

Avila Sembach  
Bachelor of Science  
Business Administration

Sven P. Wasnuth-Sievers  
Bachelor of Science  
Business Administration

Lawrence K. Simpson  
Bachelor of Science  
Business Administration

Andrea L. Sinicropi  
Bachelor of Science  
Accounting
Mara L. Slack  
Bachelor of Science  
Dietetics

Mark E. Smith  
Bachelor of Science  
Business Administration

Janet S. Spafford  
Bachelor of Science  
Marketing

Jacqueline Sparks  
Bachelor of Science  
Business Administration

Debra M. Spaulding  
Bachelor of Science  
Accounting

Jane A. Spencer  
Bachelor of Science  
Marketing

Mark D. Stahelski  
Bachelor of Science  
Accounting

Deborah L. Stancliffe  
Bachelor of Science  
Business Administration

Sally A. Stemper  
Bachelor of Science  
Marketing

Mark D. Strasburg  
Bachelor of Science  
Business Administration

Thomas H. Streif  
Bachelor of Science  
Business Administration

Catherine M. Stutzman  
Bachelor of Science  
Marketing

Andrea Swanton  
Bachelor of Science  
Business Administration

Jayne M. Thomas  
Bachelor of Arts  
Business Administration

James P. Tramontana  
Bachelor of Science  
Business Administration

Garrett E. Traver  
Bachelor of Arts  
Business Administration

John A. Tresoline  
Business Administration

Susan J. Tummelini  
Bachelor of Science  
Marketing

Beth R. Turner  
Bachelor of Science  
Marketing

Elizabeth Vasilevski  
Bachelor of Science  
Marketing

Margaretrose Vece  
Bachelor of Science  
Business Administration

Melissa A. Volk  
Bachelor of Science  
Food Service
What initially brought me to RIT was the Co-op program. I figured that I could more or less work my way through college while at the same time gaining technical experience and readying myself for future employment. One factor that I had not considered was that by being exposed to different aspects of engineering at different Co-ops, I was able to decide what type of engineering to enter. Originally, I had been interested in mechanics, dynamics, moving parts, etc. Since working at Energy House, however, and being exposed to solar energy, solar heat transfer, and the design of solar energy systems, I have become more interested in the thermal fluid sciences. My Co-ops at RIT Research Corporation have proven to be very useful to me in setting my overall future goals. I feel that attending RIT and progressing through the Co-op program has helped me mature as an adult, more so than if I had attended a traditional school. Work blocks give you a chance to work and communicate with professionals, something a normal 4-year school wouldn't offer.

The one gripe I have concerning the Co-op program is that the 10 week period of employment is not long enough to get substantially involved with some engineering work. I think that two work blocks back to back would work better than alternating 10 weeks of work with 10 weeks of school. Although I will graduate a year later than I had initially planned, I will have approximately one year of engineering experience under my belt when I start my search for permanent employment. This experience, combined with an engineering degree from RIT, helps me feel that my future is in good hands.

Richard Shelton
I came to RIT because it combined exciting academic programs with a refreshing understanding and relationship with the world of business and industry beyond the campus. I’m still here, and just as excited as I was twelve years ago, because RIT remains one of the most innovative and alive campuses in the nation. If you have good ideas and the willingness to work hard for them, they can most often be implemented in the progressive environment of RIT and Rochester. Our curricula in Engineering, it seems to me, reflect the reality of the rapidly advancing world of technology while preserving the integrity and the timelessness of the best in the academic community. One of the main characteristics of RIT that makes it attractive to me and others on the faculty is that as we grow academically through our scholarship, and grow we do, it is without the concomitant growth in academic stuffiness that so often gets in the way at other institutions.
The RIT School for American Craftsmen proved for me to be a useful stepping stone in pursuit of my career. The discipline, skill and knowledge of the crafts acquired while at SAC have really helped me make a decision about my future.

The limited facilities in my direct area (blacksmithing) encouraged me to acquire knowledge from another source. This led me to Albert Paley's studio, where knowledge and growth is unlimited in my field. The experience has been so rewarding that I have decided not to complete my degree, but to continue with my direction. Even though I have not graduated, the Institute played a large part in helping me find a career.

M. Frank
Chioester

Michael Ficalora at Albert Paley Studio.
It is a "family" kind of institution. People matter. It is career oriented and down to earth. It provides opportunities for each of us to contribute and grow. It serves our society and can serve emerging third world countries with much needed technology. It is a strong institution. It mixes technology and design, art and craft. It encourages intellectual permit as well as the mastery of skill. It's great!

Robert H. Johnston
Eadwine Abrams
Bachelor of Fine Arts Communication Design

Cynthia L. Altiero
Bachelor of Fine Arts Communication Design

Kathryn W. Anderson
Bachelor of Fine Arts Medical Illustration

Barbara A. Aplthorp
Bachelor of Fine Arts Weaving

Julie E. Bayer
Bachelor of Fine Arts Art

Lisa M. Bialetti
Bachelor of Fine Arts Communication Design

Susan E. Bodde
Bachelor of Fine Arts Communication Design

Stephen F. Boehme
Bachelor of Fine Arts Environmental Studies

Holly A. Burritt
Bachelor of Fine Arts Metalcraft

John Chadwick
Bachelor of Fine Arts Communication Design

Stephanie M. Caine
Bachelor of Fine Arts Art

Faith M. Cohen
Bachelor of Fine Arts Metalcraft

Jill Cooperstein
Bachelor of Fine Arts Metalcraft

Drue E. Coops
Bachelor of Fine Arts Communication Design

David C. Cucinotta
Bachelor of Fine Arts Communication Design

Jane Davidson
Bachelor of Fine Arts Communication Design

Diane Desposato
Bachelor of Fine Arts Environmental Studies

Polly Dilmen
Bachelor of Fine Arts Environmental Studies

Elizabeth Dolan
Bachelor of Fine Arts Communication Design

Deborah M. Dunn
Bachelor of Fine Arts Communication Design

Scott Feldman
Bachelor of Fine Arts Communication Design

Salvatore M. Ferro
Bachelor of Fine Arts Communication Design

Andreanna Gent
Bachelor of Fine Arts Medical Illustration

Thomas L. Gilhopey
Bachelor of Fine Arts Communication Design

Nancy A. Gorevan
Bachelor of Fine Arts Environmental Studies

Laura A. Gunn
Bachelor of Fine Arts Communication Design

Matthew B. Handy
Bachelor of Fine Arts Art

Harry R. Hansen, III
Bachelor of Fine Arts Communication Design

Nancy M. Holstenbeck
Bachelor of Fine Arts Communication Design

Muriel Iaco
Bachelor of Fine Arts Communication Design
Dominick A. Penrose
Bachelor of Fine Arts
Communication Design

Karen Pere
Bachelor of Fine Arts
Communication Design

Karen Pere
Bachelor of Fine Arts
Communication Design

Jay G. Petrino
Bachelor of Fine Arts
Environmental Studies

Stephen G. Partner
Bachelor of Fine Arts
Environmental Studies

Melanie R. Printup
Bachelor of Fine Arts
Communication Design

Andrew J. Ragone
Bachelor of Fine Arts
Communication Design

Grant W. Rector
Bachelor of Fine Arts
Communication Design

John Rooney
Bachelor of Fine Arts
Communication Design

Nancy Rubelmann
Bachelor of Fine Arts
Communication Design

Rocco J. Santoro
Bachelor of Fine Arts
Communication Design

Cheryl Lynne Sawdey
AAS
Communication Design

Thomas M. Schiltmacher
Bachelor of Fine Arts
Communication Design

Joanne W. Sharp
Bachelor of Fine Arts
Textiles

Cinda M. Sibio
Bachelor of Fine Arts
Communication Design

Stefan Siegel
Bachelor of Fine Arts
Metalcraft

Levi M. Siegel
Bachelor of Fine Arts
Communication Design

Glenn M. Smith
Bachelor of Fine Arts
Environmental Studies
Renee White
Bachelor of Fine Arts
Art

Mike Whiteman
Bachelor of Fine Arts
Woodworking

Shawn R. Williams
Bachelor of Fine Arts
Environmental Studies

Keith A. Wright
Bachelor of Arts
Communication Design

Julia A. Wyant
Bachelor of Fine Arts
Communication Design

Craig Zuckerman
Bachelor of Arts
Medical Illustration
I came to RIT because of its curriculum and location. In comparing RIT with other colleges within a 100 mile radius, I feel that RIT offers the best BSW program. I think my particular program measures up very well to my expectations. It will give me the best background possible to go into my chosen profession of Social Work.

One of the challenges RIT presents to me is the chance to stimulate my mind and broaden my perspectives about people. Another is going to the library here to explore the pros and cons of current controversial issues. RIT has contributed to my personal growth by giving me the opportunity to be in the environment of diverse minority groups who have different ideas and concerns.

A few things I dislike about RIT are the high cost of tuition, the fact that required courses for my program are not offered all quarters, and the requirement that I pay a student health fee even though I am an off campus student and have my own health insurance, etc.

As a Social Work student completing my field placement as an Ombudsman, an advocate for the elderly, I have developed an awareness of the many problems that patients encounter while living in long term care facilities. It has been a rewarding experience for me to be a part of a problem solving team trying to enhance the quality of life for patients in nursing homes. The successful use of the skills I learned at RIT and through the Ombudsman program have adequately prepared me to assist my clients.

[Signature]
Chidester

Pearlie Trotter at the Mariner House.
At heart I am a teacher of literature and writing. I came to RIT in 1969 because I particularly wanted to teach RIT students who are not majoring in the liberal arts, the enduring value of literature and of social and humanistic thought. I hunger to see RIT men and women develop the whole potential of their minds and hearts. This is of course an educational struggle for General Studies teachers and for their RIT students who tend, at first, to be too narrowly focused on a too narrow conception of their future lives and careers, and to undervalue the full capacities of their minds.

But it is an extremely rewarding moment when, for example, an engineering student realizes what poetry or painting means to him, when a woman majoring in accounting gets awakened to the reality of international politics or the impact of American history, and when an art student starts to care more deeply and knowledgeably about the dynamics of the U.S. economy or the social consequences of technology.

I am particularly proud of the students who pursue Social Work and Criminal Justice degrees in our College. These men and women are powerfully motivated by social and human concerns. They are headed toward careers primarily in the "not for profit" sector of our society. That intention runs counter to the profit orientation of much of our society, yet these students enter the ancient professions dedicated to social order, the common good, and human betterment. Their future work will directly benefit many individuals and the society as a whole.

For me the true test of our students' General Studies education will come many years after their graduation. Will they then appreciate the beauty of music or architecture? Will they take an intelligent, responsible part in the political process? Will they respect the natural environment of this planet? Will they know how to reason critically when faced with difficult choices? Will their happiness and personal peace be founded on a sound understanding of human and social realities? Will they be mature, wise professionals in their chosen careers? Will they know how to use their leisure time in the fullest human way?

RIT has contributed immensely to my own personal growth because I believe profoundly in life-long learning, and I have learned so much here — from students and colleagues. What I admire most about RIT is the strenuous daily effort RIT faculty make to be good teachers and scholars, and the great desire they have that students learn as much as possible of what is so worth learning.

Mary C. Sullivan
Shirley S. Ryan  
Bachelor of Science  
Social Work

Jacqueline Schartz  
Bachelor of Science  
Social Work

Elliot J. Siegel  
Bachelor of Science  
Social Work

Barbara E. Siegfried  
Bachelor of Science  
Criminal Justice

Veronica Sportes  
Bachelor of Science  
Social Work

Gary P. St. John  
Bachelor of Science  
Social Work

David M. Steinbrecher  
Bachelor of Science  
Criminal Justice

Marcia E. Tompkins  
Bachelor of Science  
Criminal Justice

Ruth A. Warren  
Bachelor of Science  
Social Work

Susan A. Weiner  
Bachelor of Science  
Social Work

Diane Whitney  
Bachelor of Science  
Criminal Justice

Jonathan L. Wood  
Bachelor of Science  
Criminal Justice
During my years at RIT I have found very few reasons to be disappointed in their academic offerings, but in many other aspects, RIT leaves a lot to be desired. The most disappointing and aggravating part of this school is its attitude toward the students. While in high school we were disillusioned by RIT's recruitment staff (whose tactics, I feel, resemble those of a used car salesman), but upon arrival find we are nothing but a number to the administration. We are treated as such until we become alumni, at which point we are asked to contribute generously to help support the same stifled, apathetic atmosphere we experienced while attending.

On a more positive note, I think RIT's Co-op plan should be highly commended. For me, the Co-op experience has been the most instructive part of my education so far. It has enabled me to utilize and organize that which I have already learned and has given me a better grasp on my future educational and career goals. Although I do not regret my years here at RIT, I somehow think the school administrators should be more considerate of the needs of the students, especially when considering the investment we have put into our education here.
I came to RIT first as a student in 1946 in the Department of Publishing and Printing. As a student it was possible to innovate in many different ways through the various media, clubs, and organizations. I was Associate Editor for the Technila in 1948 and Editor-in-Chief in 1949. In 1946 there was an enormous influx of WWII veterans who were quite vigorous in their outlook on life, and I found RIT to be a lively place to be. After working in the printing industry for 10 years after my graduation, I returned to RIT to obtain a Bachelor of Science degree. After completing that Degree and a Masters degree, RIT hired me for the School of Printing faculty.

While on the faculty, I found that there were still many ways for one to innovate and RIT continued to offer the climate for this to happen. The Institute gave me assistance and a leave to obtain a Ph.D. degree. It allowed me to formulate a masters program for the School of Printing. As a faculty member I was able to start four or five new courses, and as Director of the School, the faculty and I instituted three new baccalaureate programs. We feel that these programs are the best offered in graphic arts today, and the printing industry's satisfaction can be measured by the extremely high employment rate of our students.

It is my firm belief that the RIT climate continues, in large measure, to allow for innovation and provides an exciting and friendly climate in which to be employed. The atmosphere which is generated is one which cannot always be found in other areas of employment!

Mark J. Gulden
Timothy J. Finnegan  
Bachelor of Fine Arts  
Photographic Illustration

Thomas Finneran  
Bachelor of Science  
Printing Management

Jill S. Fletcher  
Bachelor of Science  
Printing Management

Stephen I. Fletcher  
Bachelor of Fine Arts  
Photographic Illustration

Darrell S. Foster  
Bachelor of Science  
Printing Management

William C. Foster  
Bachelor of Science  
Printing Management

Christopher C. Gambrell  
Bachelor of Science  
Photo Journalism

David A. Gancarz  
Bachelor of Science  
Printing Management

Elizabeth A. Ganem  
Bachelor of Science  
Photo Journalism

Victor Gascon  
Bachelor of Science  
Printing Management

Carrell S. Foster  
Bachelor of Science  
Printing Management

Stephen Oakfeller  
Bachelor of Science  
Photo Illustration

Richard J. Glenn  
Bachelor of Science  
Photo Journalism

Timothy P. Goff  
Bachelor of Science  
Printing Management

Douglas S. Goodman  
Bachelor of Science  
Photo Journalism

Rochelle M. Gurak  
Bachelor of Science  
Photo Journalism

Jane L. Goodrich  
Bachelor of Fine Arts  
Photographic Illustration

Thomas A. Gaudet  
Bachelor of Science  
Photo Journalism

Michael Granoff  
Bachelor of Science  
Printing Management

Ralph J. Greene  
Bachelor of Science  
Photo Journalism

Joseph D. Greiner  
Bachelor of Science  
Computer and Communications

David R. Gross  
Bachelor of Science  
Photo Journalism

Robert J. Guricki  
Bachelor of Science  
Photo Journalism
Jonathan D. Hamblett
Bachelor of Science
Mechanical Engineering

Jan M. Hare
Bachelor of Science
Printing Management

Brian Healy
Bachelor of Fine Arts
Photographic Illustration

David K. Hecker
Bachelor of Science
Photo Journalism

Michael J. Hess
Bachelor of Science
Printing Management

Darla R. Hill
Bachelor of Science
Printing Management

Thomas Hoever
Bachelor of Science
Printing Management

Daniel L. Holmes
Bachelor of Science
Photo Journalism

Kathleen A. Hugheas
Bachelor of Science
Graphic Arts

James A. Hubregtse
Bachelor of Science
Photo Journalism

George H. Husson
Bachelor of Science
Printing Management

Steven L. Hutnick
Bachelor of Science
Photo Journalism

Brian M. Jaffe
Bachelor of Science
Printing Management

Michael J. Jarocki
Bachelor of Science
Photo Journalism

Barbara J. Johnson
Bachelor of Science
Printing Management

Jonathan L. Jones
Bachelor of Science
Photo Journalism

Howard Josephs
Bachelor of Science
Printing

Edward J. Krentner
Bachelor of Science
Printing Management

Owen S. Kussmir
Bachelor of Science
Photo Journalism

Jonathan Kaufman
Bachelor of Science
Printing

Richard Q. Kelly
Bachelor of Science
Printing Management
John A. Peters
Bachelor of Science
Photo Journalism

Richard J. Quattromini
Bachelor of Science
Photo Journalism

Aixa Quinones
Bachelor of Science
Printing

David A. Recchia
Bachelor of Science
Printing Management

Richard J. Quaurini
Bachelor of Science
Photo Journalism

Aixa Quinones
Bachelor of Science
Printing

David A. Recchia
Bachelor of Science
Printing Management

Brenda M. Reilly
Bachelor of Science
Printing Management

Kevin D. Reilly
Bachelor of Science
Photo Journalism

Leslie D. Reim
Bachelor of Science
Printing Management

William G. Repetto
Bachelor of Science
Photo Journalism

Eric J. Richards
Bachelor of Science
Photo Journalism

Sandra Richly
Bachelor of Science
Printing Management

John Rivera
Bachelor of Science
Photo Journalism

Steven P. Rocha
Bachelor of Science
Communications

John Rodriguez, Jr.
Bachelor of Fine Arts
Photographic Illustration

Paul M. Rogers
Bachelor of Fine Arts
Photographic Illustration

Colin M. Rolph
Bachelor of Science
Graphic Arts

Dianan R. Romer
Bachelor of Fine Arts
Photographic Illustration

Kevin C. Rose
Bachelor of Fine Arts
Photo Journalism

Stanley H. Rosen
Master of Science
Printing Technology

Wayne C. Sager
Bachelor of Arts
Biomedical Photography

Joseph A. Salty
Bachelor of Fine Arts
Photographic Illustration
Robert J. Savage
Bachelor of Fine Arts
Photographic Illustration

Paul G. Schiller
Bachelor of Science
Printing Management

Henry M. Schleichkorn
Bachelor of Science
Graphic Arts

Marie Schreffler
Bachelor of Science
Photo Journalism

Patricia A. Schultz
Bachelor of Science
Photo Journalism

Donna K. Scott
Bachelor of Science
Printing Management

Philip M. Semrau
Bachelor of Science
Printing Management

Stephen N. Sesto
Bachelor of Science
Photo Journalism

Kathryn E. Seward
Bachelor of Science
Photo Journalism

Wendy A. Shank
Bachelor of Science
Photo Journalism

Eric K. Shepard
Bachelor of Science
Printing Management

Paul Showalter
Bachelor of Science
Printing Management
I was brought here by something very obvious — National Technical Institute for the Deaf. RIT is one of two colleges that can provide the support I can benefit from, but RIT is the only college that really allows for integration between the hearing and the deaf. I remain here because my Social Work program has a good reputation, and also because I love the people and the theatre here. From what I understand, statistics show that graduates in my field have readily found jobs in a variety of service areas in government, education, and law. Apparently, my curriculum measures up to professional standards very well and I am proud of it. I am also very proud of being able to help others help themselves.

For the past five years, RIT has given me a greater sense of confidence and a greater feeling of responsibility for myself and others. I have had the opportunity to become more self-sufficient. I have had the responsibility of leadership in government, student activities, and in my major. The greatest challenge RIT presents to me is perhaps one of deeper and fuller integration between the two populations, and one of reducing boundaries between people of different cultures, backgrounds, and communication facilities. I also find it very challenging when I try to communicate my feelings and thoughts to my hearing peers and staffs. However, it has been a very rewarding experience for me to meet different individuals here at RIT. I do think that perhaps the curriculum here can be too confining. In the past, there has been no opportunity for credit in Manual Communications courses, thus hearing friends have limited opportunity for aid that would help or encourage them into "reverse-mainstreaming activities." I do like the good relationships I have developed with other students very much. I love the freedom to "test" myself; I mean to grow or to fail. I love NTID Theatre very much, and also like several of the teachers who really care!

Matthew Scott Moore
Matthew Moore at the Office of Vocational Rehabilitation.
Helping in the establishment of the National Technical Institute for the Deaf was what brought me to RIT in April 1968; and the continuing growth and development of NTID remains my chief challenge fourteen years later. In addition, two years ago I assumed a vice presidential responsibility for RIT's program of Creative Arts in Complimentary Learning, and in January of this year I assumed a vice presidential responsibility for RIT's programs in cooperative work experience, senior placement, and career education research. Assumption of these three responsibilities has given me the opportunity to develop expertise in deafness, in technical education, and in given aspects of student life.

It is my opinion that the curricula of RIT, including those of NTID, continue to match up well with industrial standards and, for that reason, job placement for graduates remains at a very high percentage level. I like that about RIT. If there is something not to be liked about RIT it is probably the overall lack of community spirit, but that can be changed.

William E. Castle
Co-op is what brought me to RIT. No other college that I was interested in had a work-study program in Biology. It is a very diversified field of study and specialization is necessary. Co-op is giving me a chance to evaluate my options in research and industry first hand. In the College of Science, I am continually challenged academically; at the same time, the RIT community challenges me socially. Through these challenges, especially in my curriculum, I am provided with the background I will need to attend graduate school.

Douglas Bryce
In its dual role as a college granting undergraduate and graduate degrees in over ten different fields of study as well as providing support science and mathematics courses for nearly every RIT student, the College of Science is an integral part of both the foundations and the programatic structure of this institution.

The faculty of the College of Science are committed to not only quality classroom-laboratory instruction but, also, research and other professional activity beyond the classroom. These commitments form the basis of our educational philosophy in that we believe that the eventual beneficiary of these types of activities and commitments is the student.
Kevin Belfield
Bachelor of Science Chemistry

Albert Biega
AAS Russian

Denise Blaszcyk
Bachelor of Science Nuclear Medicine

Cynthia Briggs
Bachelor of Science Biology

Matthew Bryant
Bachelor of Science Chemistry

James Carey
Bachelor of Science Chemistry

Susan Chen
Bachelor of Science Biology

Thomas Edwards
Bachelor of Science Biology

Glen Fehr
Bachelor of Science Math

Ray Gibson
Bachelor of Science Physics

Terry Hahn
Bachelor of Science Physics

Brian Haynes
Bachelor of Science Medical Technology

Jeanne C. Hiesel
Bachelor Science Medical Technology

Michael Hyatt
Bachelor of Science Physics

Linda Lannone
Bachelor of Science Medical Records Technology

Chichester
Karen Jacaruso  
Bachelor of Science  
Biology

Debra Janowski  
Bachelor of Science  
Nuclear Medicine

Susan John  
Bachelor of Science  
Biology

Karl Kittleberger  
Bachelor of Science  
Biology

Cheryl Klavon  
Bachelor of Science  
Nuclear Medicine

Earnest Marvin  
Bachelor of Science  
Math

Karen  

Brian McKernan  
Bachelor of Science  
Biology

Jean Metzer  
Bachelor of Science  
Medical Records Technology

Timothy Orr  
Bachelor of Science  
Physics

Donna Parno  
Bachelor of Science  
Chemistry

Barbara Pettil  
Bachelor of Science  
Medical Records Technology

Auguste Richard  
Bachelor of Science  
Physics

Robert Reff  
Bachelor of Science  
Math

Grace Saeva  
Bachelor of Science  
Chemistry

Karen Schuplar  
Bachelor of Science  
Biology

Sam Slezak  
Bachelor of Science  
Biology

Jim Snyder  
Ph.D.  
Biology

Steven Talirico  
Bachelor of Science  
Biology
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The question most frequently asked of the Techmila (pronounced Tek-MILL-uh) staff this year was “What does Techmila mean?” The simplest answer we could give was that literally, Techmila means “technology speaks.” The name Techmila was originated with the 1945 issue. Prior to that time, Techmila was known as the Ramkin, and RIT was the Rochester Athenaeum and Mechanics Institute. Regardless of the name chosen, this institute has always been oriented toward the future, meeting and commanding any trends in the technical fields of tomorrow.

Technology does speak, and Techmila is but one of its many voices. Each of us fortunate enough to belong to RIT comprises a unique dimension to the voice of technology.

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