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 Techmila, 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.

[Signature]
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
Techmila Staff

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John Williams
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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
Ripps

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

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 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
Halloween

[Image of four people dressed as police officers, blindfolded, and wearing hats labeled "POLICE"]

[Image of three people dressed as Q-tips, with white wigs and Q-tip costumes]
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 Weather
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
MDA Dance Marathon

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 Simmon's personality kept them entertained. Children, mothers, grandmothers, teenagers, men, and women swayed to the music, following Simmon's 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 incredible 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.

ses
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. Perron
Hockey
Basketball
Swimming
Soccer

Chidester

Puglia

66
Rugby
Women's Rugby
Water Polo

Kraska

Chidester

Kraska

Chidester
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 F. Flaherty
Greek Sports

Chidester

Chidester

Woods
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.
Dee Griffin of Stockdale Communications talks with Julia Wyant
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.
NTID Dance

Kraska

Parkett

Kraska

Kraska
NTID Theatre

The Odd Couple

Three Penny Opera

Kraska

Kraska

Kraska
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.
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.
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 ebbed 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

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 afforded 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
Anne Marie Punzi

Ruth Vaughan
Rosemary Mall
UNION CARBIDE CORPORATION
1982 Annual Report
PEREGRINE

WORLD WILDLIFE FEDERATION

Harry Hansen

for babies.

and bigger people.

John Chadwick
Grant Rector

Scott Feldmann
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Black and White Portraits —
Color Processing
R.I.T. Processing Center
ACADEMIC
DIMENSION
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. Pietras
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.
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 DeHoff
I 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. McConner
Jeffrey Amado  
Bachelor of Science  
Business Administration

Lisa L. Amryhn  
Bachelor of Science  
Marketing

Neil E. Anderson  
Bachelor of Science  
Business Administration

Paul R. Bortels  
Bachelor of Science  
Business Administration

Bradley T. Bellow  
Bachelor of Science  
Business Administration

Jean A. Black  
Bachelor of Science  
Accounting

Judith L. Blake  
Bachelor of Science  
Retailing

Eric J. Boerger  
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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. Paine  
Bachelor of Science  
Marketing

Dorina L. Pacini  
Bachelor of Science  
Accounting

Allyn 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. Peeler  
Bachelor of Science  
Accounting

John J. Perretti  
Bachelor of Science  
Accounting

Randall S. Peters  
Bachelor of Science  
Accounting

Timothy Polidore  
Bachelor of Science  
Business Administration

Jean A. Prechtl  
Bachelor of Science  
Food Service
Woods

Laureen L. Quigley
Bachelor of Science
Hotel Ind. Management

Kenneth J. Redding
Bachelor of Science
Hotel Ind. Management

Todd W. Reed
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. Saunier
Bachelor of Science
Business Administration

Nick V. Scarafile
Bachelor of Science
Business Administration

Rosanna Schavone
Bachelor of Science
Hotel Ind. Management

Elizabeth Sedorfeld
Bachelor of Science
Business Administration

Anita Siebach
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
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.
Chidester

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
Joseph Jaroff
Bachelor of Fine Arts
Metacraft

Cheryl E. Keenig
Bachelor of Fine Arts
Communication Design

Judith C. Kienzki
Bachelor of Fine Arts
Communication Design

Karen L. Lauben
Bachelor of Fine Arts
Art

Rebecca J. Leer
Bachelor of Fine Arts
Medical Illustration

Jean C. Lindquist
Bachelor of Fine Arts
Ceramics

Thomas D. Lindsay
Bachelor of Fine Arts
Art

Kathleen N. Marnix
Bachelor of Fine Arts
Communication Design

Susan A. McCafferty
Bachelor of Fine Arts
Communication Design

Rita J. McCafferty
Bachelor of Fine Arts
Interior Design

Lori S. Meyers
Bachelor of Fine Arts
Communication Design

Gail A. Mitchell
Bachelor of Fine Arts
Communication Design

Hillary D. Moldow
Bachelor of Fine Arts
Communication Design

Paul Moss
Bachelor of Fine Arts
Art

Jerome J. Notoli
Bachelor of Fine Arts
Communication Design

Aliza Orent
Bachelor of Fine Arts
Art

Nancy J. Oyos
Bachelor of Fine Arts
Communication Design

Marianne Parker
Bachelor of Fine Arts
Communication Design
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.
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

Maria E. Tompkins  
Bachelor of Science  
Criminal Justice

Ruth A. Warren  
Bachelor of Science  
Social Work

Susan A. Weiler  
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. Gudin
Lisa A. Burns
Bachelor of Science
Photo Journalism

William P. Caler, Jr.
Bachelor of Science
Professional Photography

Virginia A. Canani
Bachelor of Science
Printing Management

Larry M. Capitano
Bachelor of Science
Printing Management

Raymond C. Carballada
Bachelor of Science
Biomedical Photo

Thomas J. Cardinal
Bachelor of Science
Photo Journalism

Glenn S. Caron
Bachelor of Science
Printing Management

Victoria L. Capri
Bachelor of Science
Photo Journalism

Anthony R. Capri
Bachelor of Science
Photographic Illustration

Daniel M. Chadwick
Bachelor of Science
Photographic Illustration

Barry J. Chris
Bachelor of Fine Arts
Photo Journalism

Barbara L. Christensen
Bachelor of Fine Arts
Photographic Illustration

Mark P. Christoff
Bachelor of Science
Photo Journalism

James S. Cockey
Bachelor of Science
Printing Management

Scott C. Cenich
Bachelor of Science
Printing Management

James R. Costello
Astrophysics

Christopher R. Crichdon
Bachelor of Fine Arts
Photographic Illustration

Thomas B. Croy
Bachelor of Fine Arts
Photographic Illustration

Larry Crowe
Bachelor of Fine Arts
Photo Journalism

Tanya Cuda
Bachelor of Fine Arts
Movies/Film Production

John L. Craven
Bachelor of Science
Printing Management

Kraske
John A. D'Alessandro  
Bachelor of Science  
Printing Management  

Sandra K. Dali  
Bachelor of Science  
Printing Management  

Donald E. Dannecker, Jr.  
Bachelor of Science  
Photo Journalism  

Patrick Davis  
Bachelor of Science  
Photo Journalism  

Kraska Stephen F.  
Bachelor of Science  
Printing Management  

Frann R. Diamond  
Bachelor of Science  
Printing Management  

Tiffany DiBlasi  
Bachelor of Science  
Biomedical Photography  

Robert J. Dissinger  
Bachelor of Science  
Printing Management  

William Race Dowling  
Bachelor of Science  
Photo Journalism  

Karen A. Drum  
Bachelor of Science  
Printing Management  

Keith D. Duncan  
Bachelor of Science  
Photo Journalism  

Brian T. Dunn  
Bachelor of Science  
Printing Management  

Nancy A. Englehardt  
Bachelor of Science  
Printing Management  

Philip H. Ennis  
Bachelor of Science  
Photo Journalism  

John W. Eskew  
Bachelor of Science  
Photo Journalism  

Dale E. Ewhunk  
Bachelor of Science  
Photo Journalism  

Richard P. Finn  
Bachelor of Science  
Printing Management  

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Timothy J. Finnean
Bachelor of Fine Arts
Photographic Illustration

Thomas Finneran
Bachelor of Science
Printing Management

Jill S. Fletcher
Bachelor of Science
Printing Management

Stephen J. 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. Gambrill
Bachelor of Science
Photo Journalism

David A. Gancarz
Bachelor of Science
Printing Management

Elizabeth A. Garin
Bachelor of Science
Photo Journalism

Victor Gascon
Bachelor of Science
Printing Management

Thomas A. Gaudet
Bachelor of Science
Photo Journalism

Stephen Glaffitler
Bachelor of Science
Photo Illustration

Richard J. Giese
Bachelor of Science
Photo Illustration

Timothy P. Coff
Bachelor of Science
Printing Management

Douglas S. Goodman
Bachelor of Science
Photo Journalism

Jane L. Goodrich
Bachelor of Science
Photograph Illustration

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

Rochelle M. Gurak
Bachelor of Science
Printing Management

Robert J. Guracki
Bachelor of Science
Photo Journalism
Jane A. Levien  
Bachelor of Science  
Photo Journalism

David R. Lewis  
Bachelor of Science  
Printing Management

Joseph G. Lewis  
Bachelor of Science  
Photo Journalism

Steven A. Liebler  
Bachelor of Science  
Printing Management

Ronald D. Linden  
Bachelor of Science  
Mechanical Engineering

Allen V. Lott  
Bachelor of Fine Arts  
Photographic Illustration

Robert J. Lucas  
Bachelor of Science  
Printing Management

Joel Lukacher  
Bachelor of Science  
Printing Management

Keith R. Major  
Bachelor of Science  
Photo Journalism

John G. Mallibas  
Bachelor of Science  
Printing Management

Perry E. Mann  
Bachelor of Science  
Printing Management

Marlin Marsh, Jr.  
Bachelor of Science  
Printing Management

Mark Z. McArdle  
Bachelor of Fine Arts  
Photographic Illustration

David R. McCain  
Bachelor of Science  
Printing Management

Barbara L. McDaniel  
AAS  
Biomedical Photography
Frank Moll
Bachelor of Science
Photo Journalism

John C. Monilos
AAS
Printing Management

Tamara L. Moran
Bachelor of Science
Printing Management

Mike N. Moreau
Bachelor of Science
Photo Journalism

George Morone
Bachelor of Science
Photo Journalism

William D. Neel
Bachelor of Science
Photo Journalism

Douglas W. Newton
Bachelor of Science
Photo Journalism

John B. Norris
Bachelor of Science
Photo Journalism

John A. Morton
Bachelor of Science
Printing Management

Steven W. Olsen
Bachelor of Science
Printing Management

Leah J. Painter
Bachelor of Fine Arts
Photographic Illustration

Jill E. Palladino
Bachelor of Science
Photo Journalism

Patricia M. Pappas
Bachelor of Science
Printing Management

William J. Parker
Bachelor of Science
Printing Management

John M. Pask
Bachelor of Science
Printing Management

Norman D. Peress
Bachelor of Science
Printing Management

Rick L. Peterson
Bachelor of Science
Printing Management

Robert K. Petri
Bachelor of Science
Printing Management

Frank X. Plocher
Bachelor of Science
Photo Journalism

Arthur J. Pierson
Bachelor of Science
Printing Management

Matthew L. Poit
Bachelor of Science
Printing Management

William P. Post
Bachelor of Science
Graphic Arts
John A. Potesta  
Bachelor of Science  
Photo Journalism

Richard J. Quattrini  
Bachelor of Science  
Photo Journalism

Aixa Quinones  
Bachelor of Science  
Printing

David A. Recchia  
Bachelor of Science  
Printing Management

Jeffrey E. Reeves  
Bachelor of Science  
Printing Management

Brenda M. Reilly  
Bachelor of Science  
Photo Journalism

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 Rishy  
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

Dorian 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. Sally  
Bachelor of Fine Arts  
Photographic Illustration

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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. Serio
Bachelor of Science
Photo Journalism

Kathryn E. Seward
Bachelor of Fine Arts
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.
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.
Zokailes
Deborah Teller
Bachelor of Science
Math

Betty Tochelli
Bachelor of Science
Biology

Kevin Tracy
Bachelor of Science
Nuclear Medicine

Cheryl Welker
Bachelor of Science
Math

Constance White
Bachelor of Science
Nuclear Medicine

Donnalee Williams
Bachelor of Science
Biology

Stephen Wowkowycz
Bachelor of Science
Chemistry

Dorothy H. Wynne
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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