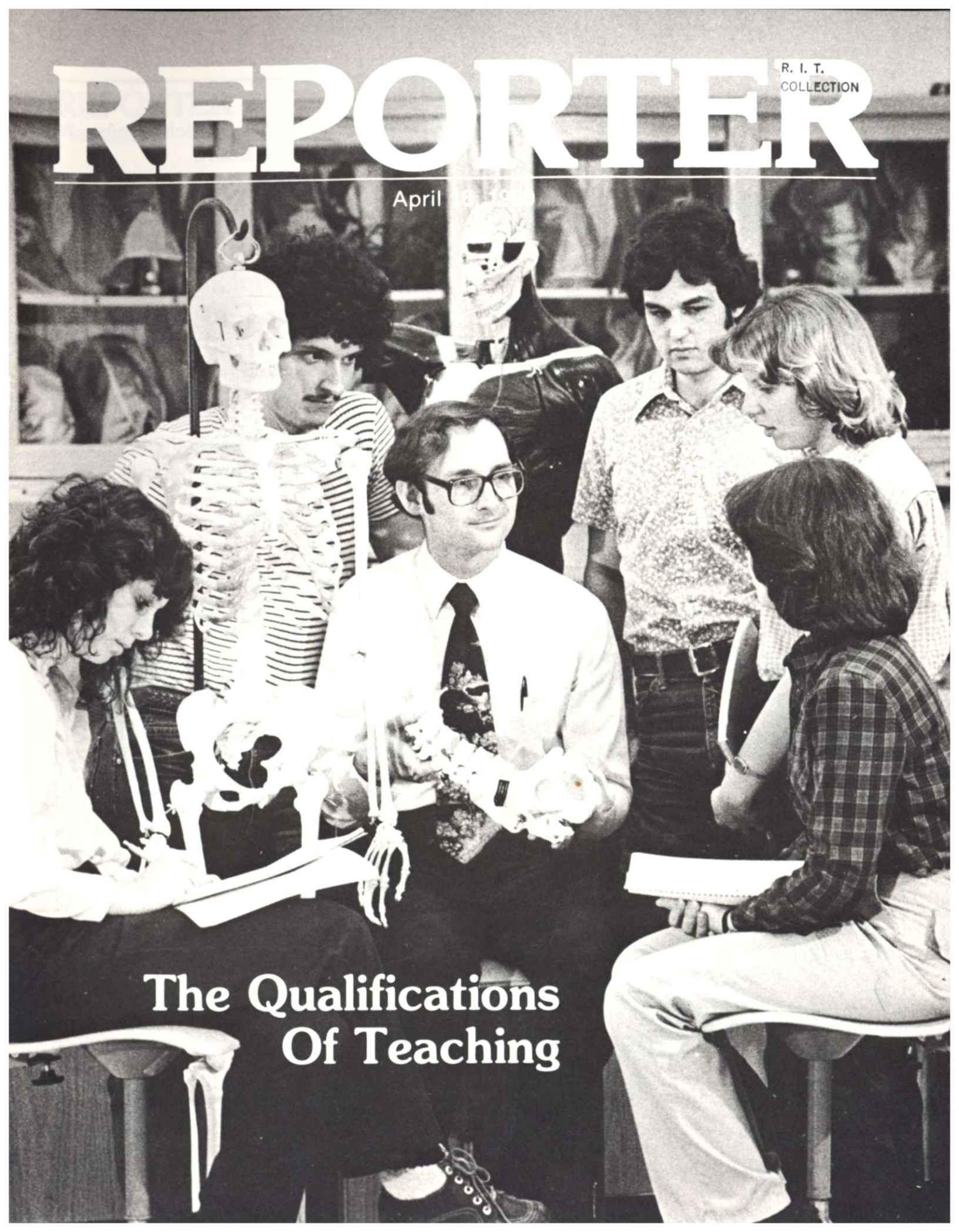


REPORTER

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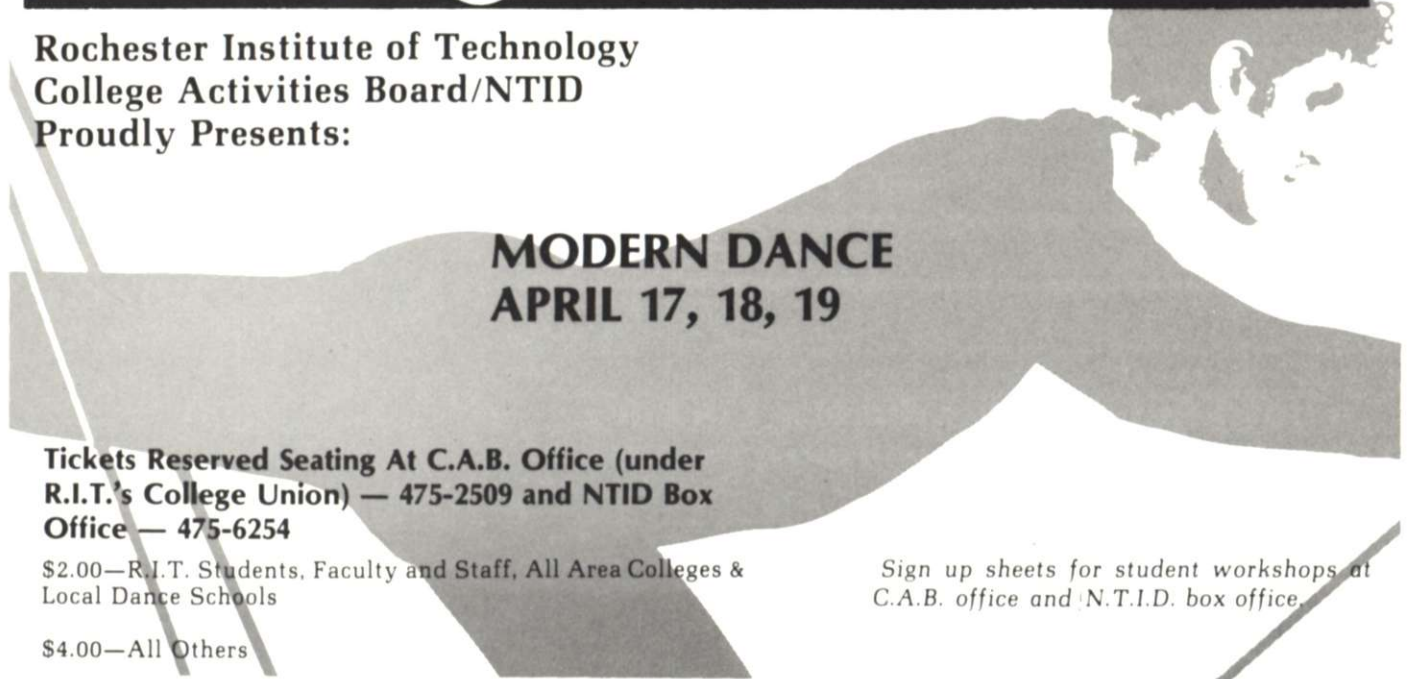
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April 18, 1980

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Feature: This week's issue features an evaluation of the quality of teaching at RIT. Contributing to the feature are interviews with several faculty members and the deans of the academic colleges. An interview with Dr. M. Richard Rose, president, is included.



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Repreview: Wilma Scott Heide will deliver several talks in the area of educational justice for women in higher education.

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Cover: Photograph by Robert T. Willett

REPROFILE

The quality of teaching is an extremely elusive subject. Its definition means many things to different people. The measurement of the quality of teaching is dependent upon a number of factors—the teachers's effectiveness being only one of those. It is, however, the single most important one. An effective teacher should facilitate quality instruction which should in turn promote quality learning. That is not always the case. Sometimes students are lazy and feel a teacher is working them too hard or expecting too much. All too often it's easier to place the blame on the instructor and insist he doesn't explain concepts fully, or make other excuses. A tough teacher is usually a blessing in disguise. If he makes a student work harder than he did before, the student has not only learned the content of the class, but in addition the student has also learned he has a new point of achievement. All too often this is hardly the case. In some colleges here it is hard to fail a

course, in others a student's abilities demand he complete the work and only graduate if he has the expertise to excel in his field.

An ineffective teacher presents a all to different problem. An ineffective teacher will never be able to motivate students to learn or take an interest in the subject he is attempting to convey. The student will only become frustrated with the teacher and perhaps the subject unless he realizes the distinction. He will become frustrated when the teacher does not seem to be able to convey any more than the student already knows. An ineffective teacher may even cause a student to withdraw from school entirely.

An effective teacher, on the other hand, will motivate a student to learn and will instill that will to learn not only about the subject he teaches for four hours a week, but about other matters as well. He can offer the student all he knows in an organized manner and

come up with alternative methods and explanations until the student grasps the concept. He will never say, "This is the way it is and if you don't understand you are stupid." With the discussion of world events, perhaps crisis would be a better description today, he can point the student towards a life of awareness and understanding. A teacher is also a friend.

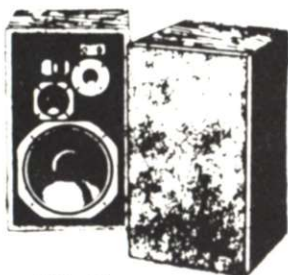
It is paradoxical with all these responsibilities the teacher has been given that educators are traditionally the lower paid members of our society. That may be the only major disadvantage to free market society.

Lois Burbrink

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The Cause And Effect Of Quality Teaching

BY LOIS BURBRINK

WITH GORDON BENNETT, TOM CIESIELKA, GEORGE HUSSON,
MICHAEL SCHWARZ and KEN YAZGE

The quality of a teacher's instruction is difficult to define. Judgment of a good teacher is not solely dependent upon his classroom performance. Sometimes, unfortunately for the students, it is not considered to be the most important emphasis of a teacher's work. A teacher's payment, even a quality teacher, is probably considerably less than what could be earned in industry or business, particularly in the context of our inflation plagued economy. Growing class size may also tax a teacher's talents.

Evaluations are perhaps the most important portion of a teacher's career. From the time he receives his own degree and is considered for a teaching position in an Institution until the time he leaves the teaching profession he is evaluated.



"To be an excellent teacher is a very difficult thing that takes a lifetime of effort."

If he is hired by the Institute he is then evaluated by his students; RIT's policy dictates that the students, in at least one section of each course an instructor teachers, must evaluate the quality of instruction they are receiving every year. A teacher is also evaluated by his peers, his department chairman, and the dean of the college. In addition, he continuously evaluates himself.

A teacher is first hired for his teaching ability," says Dr. Roy Satre, dean of the Institute College. Some industrial experience is also required by the Institute College, as do nearly all of RIT's nine colleges. "It brings an industrial atmosphere to the classroom that a person coming directly from graduate school does not bring to teaching," contends Dr. Satre.

The College of Engineering, says Dean Richard Kenyon, "Looks for some industrial experience because of the co-op program." The college wants people who are particularly interested in teaching, but who have also developed a relationship with industry, says Dr. Kenyon.

The College of Continuing Education (CCE) hires 300 to 350 of its 450 adjunct faculty directly from industry. "Most, if virtually not all, of our adjunct faculty have had some teaching experience, in the broadest sense—either they have conducted inhouse seminars or some other sort of training program," says CCE dean Robert Clark. The other 100 to 150 adjunct faculty are employed by other RIT colleges or local universities such as the University of Rochester or Monroe Community College.

Industry experience is also particularly important in the College of Graphic Arts and Photography (GAP). "We want somebody who has developed an expertise in one or more areas of printing or photography who has worked successfully for several years in the field. We also hope that he would have some educational background, although often it hasn't been a master's degree in printing," says Dr. Lothar Engelmann, dean of GAP. Dr. Mark Guldin, director of the School of Printing, says a bachelor of science or arts degree is not needed with experience; four of the school's faculty members do not have that degree, according to RIT's official bulletin. He says the school is looking for "younger blood and hiring people with degrees in

printing." Printing teachers are expected to complete their master's degree before they receive tenure. Of the School of Photography's 61 faculty members, four do not have a bachelor's degree.

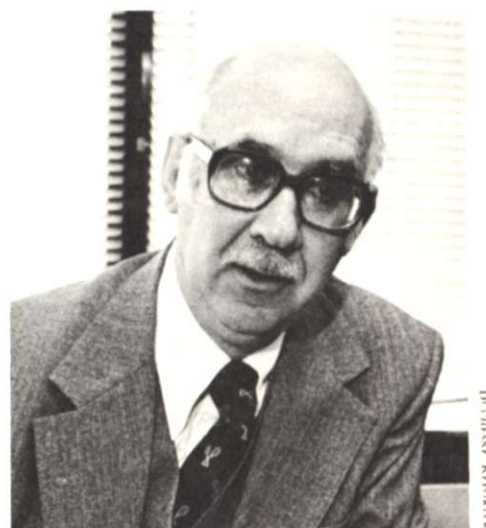
Some teachers here are reluctant to go directly from sitting in a class to standing in front of it, teaching. "I was asked to teach part time (at RIT) when I graduated and I refused to do it because I thought I needed some actual background. It was nine years later that I finally took up the challenge. I wouldn't feel comfortable, especially in relation to industry, if I went from the theory of college to teaching without knowing the actual realities of what it is. This is also why I like to do a little bit of freelancing just to keep that touch with industry," says Al Horton, an associate professor in the School of Printing.

Academic credentials and experience are weighted evenly when hiring a teacher for NTID says Dean Milo Bishop. "Both are pluses when working with deaf," he says, "80% of our instructors have never worked with the deaf before coming to NTID."

The Colleges of Business, General Studies, and Engineering all explicitly require the "appropriate terminal degrees." Mr. Dale Gibson, acting dean of the college of Business says it is rare that a teacher in that college has less than a master's degree. A Ph. D. is preferred says Mr. Gibson, but it varies with the field. In retailing and food administration, no school offers a Ph. D. degree, although a teacher may have that degree in another area he says.

In the College of General Studies, Dean Mary Sullivan says that the appropriate terminal degree is not necessarily a Ph. D.; it could be other similar terminal degrees such as a Master of Fine Arts. The college, however, will sometimes hire a junior faculty member who is in the process of completing his doctorate, or other similar degree because "there are enough good candidates" that have the degree. Although Dean Sullivan makes the statement she still has problems finding teachers, "to be an excellent teacher is a very difficult thing that takes a life-time effort. One can only be astute about picking candidates with great potential."

Entry level faculty members in the College of Engineering are "expected to have a terminal degree in a relevant field,"



Dr. Dale Gibson

It's rare when a teacher has less than a masters.



Dr. Richard Kenyon

1800 evaluations are read each quarter.



Dr. Mary Sullivan

Many share evaluations with administrators.

"Experience and education don't mean a darn thing if a person can't teach."

says Dean Kenyon. "Most have a Ph. D. in engineering." Almost all do. Engineering teachers, like most teachers hired by the Institute, are also expected to have "some teaching" experience, either as a graduate student or a year or two at another university says Dr. Kenyon.

Other qualifications considered include a commitment and a dedication to teaching and students, a competency and currentness in his field, an interaction with professionals within the field, community service, and service to RIT.

"You need to be involved in your field, doing research or project work," says Dean Kenyon. "It enhances your ability as a teacher and a scholar." Mr. Gibson expects his faculty to "actively participate in professional associations." He says this includes presenting papers and taking part in panel discussions. Dr. Robert Johnston, dean of the College of Fine and Applied Arts wants a teacher "to demonstrate expertise in the area he professes to be a professional in. It's very easy to get people who are dead professionally. You can't be a potter, if you don't make pots".

Publication and research are also encouraged by all the colleges, but it is not given major emphasis by the Institute, although the new research corporation will place more emphasis on research. Dr. John Paliouras, dean of the College of Science, says, "an academic department can progress only under cooperation, with camaraderie among colleagues, not with people who only care about publishing." He says, "I ask a candidate, point blank, if he or she is the type of person who locks himself in the laboratory or library or if he enjoys teaching." Dean Engelmann says, "Experience and education don't mean a darn thing if a person can't teach. The two things have to go together. They also have to be interested in maintaining their knowledge and updating their teaching methods." Dean Satre says he looks for a teacher who has a reasonable personality, is energetic, and is enthusiastic so he can pass his knowledge on to students. Mr. Gibson also considers fairness an important quality for a teacher to have. "A teacher has to be fair to all students, not only in grading, but also in his expectations. He should also provide help and counsel to help students grasp the more difficult points. He should have a

rapprochement with students—in and out of the classroom." "Students rapidly lose confidence in a professor if he is perceived as unfair," said Dr. Todd Bullard Provost and vice president of Academic Affairs.

Dr. Johnston feels very strongly that, "the future of the Institution is based upon the quality of teaching and instruction." He claims, "When you teach, you have to be willing to give. You get great pleasure in watching students succeed." He also expects his teachers to be what he describes "genuine human beings, professional gentlemen that have respect for their colleagues and students." He also places emphasis on mentorship. "A good teacher ought to be a mentor. That is vital to the teacher-student relationship."

Mr. Gibson also anticipates that his faculty members will contribute to Institute and community affairs through committee work or ad hoc projects. He cited several committees within the Institute that Business faculty members have worked on, such as the Academic Standards committee, Curriculum committee, Faculty Development committee, Policy Council, and the Long Range Planning committee. He also mentioned a member of the faculty who had worked with the local Community Chest campaign. "We like that, it's a valuable asset," the acting dean said.

The evaluation a student fills out at the end of a class is not the only evaluation an instructor goes through. Merit evaluations, encompassing the student evaluation, often a peer evaluation, and an evaluation, often college's dean, are used in decisions for raises. The same information is also used for promotion and tenure decisions.

Student evaluations are not uniform throughout RIT. In the College of Science the evaluations are available to any one wanting to read them in the college's office. "We are the most free on campus," says Dean Paliouras of their student evaluations. The evaluations are even available to a prospective teacher, student or his parents. "It's difficult to overcome the natural objection," he said, "but student evaluations contribute immensely to the quality of instruction when the teachers know others see it." The college's student evaluations have been public since 1973 when a committee was formed because students thought the process should be a



Dr. Robert Johnston

When you teach you have to be willing to give.



Dr. Robert Clark

300 to 350 of our faculty come from industry.



Dr. Roy Satre

A teacher is hired first for teaching ability.

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"A student shouldn't have to go into the hall to find out what a teacher is like."

more open one. The committee included faculty members and administrators from the college as well as students. "We went at it for quite a few months," said Dr. Paliouras. "The students were very active in this because it is they who will use the instrument." He says the forms have been revised since then and the evaluation has been concerned with "meaningful questions" instead of a one to 10 ranking. "Surprisingly, he says, "very few students view the evaluations now." He reasons people want something until they have it and then its importance is somewhat diminished. "At least they know their input is taken into consideration," he said.

Perhaps the other extreme is GAP. There, teachers are not required to show the evaluations by students to their department chairmen or the dean. "They should be a self evaluation, rather than a popularity contest," says Dean Engelman. "The best evaluation of teaching are the regular exams," he says. "The feedback you get from these tells you more about the course than anything else." He adds, however, the evaluations are completed according to RIT policy "by and large."

"We are asked to give them in each course at least once a year. I think I pretty generally do. What I find from them is not always unexpected. There are some things that will come up that are out of my control. I think they honestly try to make corrections (teachers that receive suggestions from critiques)," said Mr. Horton.

"I've always found them (teacher evaluations) to be written very constrictively. You're going to get a few that want to get that 'jab' in at you. You expect that. When you take the overall look, I have always found them quite constructive," he concluded.

The College of General Studies has a similar policy. The student evaluation system has been improved, however, says the dean. Now, the evaluations don't go back to the teachers until after the grades are in; process is also computerized. The faculty are not required to share the results with administrators, but the majority do so, says Dean Sullivan. She bases the decision not to publish the student evaluations on the fact that teachers are not required to share them with the dean or a department chairman.

An instructor in the college, Dr.

Michael Vernarelli, feels the evaluations should be made public, but says most professors don't want them to be. He would like to see the Student Directorate sponsor a student-run system of teacher evaluation. He thinks it would provide more accountability to the students. "A student shouldn't have to go into the hall to find out what a teacher is like," he contends. He realizes student input should not be the sole criteria in a teacher's evaluation, but he feels the emphasis should be placed on student and peer evaluations, with administrative evaluations following. The evaluation of a teacher is some how related to the grade the student receives, says Dr. Vernarelli, but when students are getting B's and C's and still rating the teacher highly—that is significant.

At NTID, student evaluations are used at the discretion of faculty members, in whatever way they feel will be useful in improving instruction, according to Dean Milo Bishop. "We encourage their use," he said. The teaching effectiveness clinic allows the faculty the opportunity to act upon problems raised either by the student, self, or supervisor evaluation, he says. NTID students cross-registered in RIT colleges are under the ground rules of that college, he says.

The College of Fine and Applied Arts uses the evaluations "to help faculty members appraise their own work," said the dean. "They have the opportunity to share their work evaluations." The reason he does not place so much emphasis on student evaluations is because of the size of many of the classes in the college, particularly in the School for American Craftsmen. In that school, says Dr. Johnston, some classes are from three to eight students because of the selectiveness of the program and the fact that all students are in limited facilities. "Student evaluations are not always good; they're better with a large group," he claims. "A certain number is needed for the evaluations to be valuable."

Student evaluations in the College of Business are required to be shared with the dean on an annual basis, says Mr. Gibson. "They provide valuable information to one dimension of the faculty," he claims. The College of Engineering is another college requiring the student evaluations be shared with the dean "Every course, every in-



Dr. John Paliouras

Very few use student's evaluations now.



Dr. Lothar Engelmann

An expertise is essential.



Dr. Milo Bishop

Most instructors haven't worked with the deaf.

structor, is evaluated every quarter, 1800 evaluations are read each quarter by the department heads. We discuss those areas where there are problems," said Dean Kenyon. The engineering evaluations are not made available to other students because the dean does not want to make them "part of a popularity contest. They are designed to improve the teacher. They are also part of the merit evaluation."

Student evaluations are included in the merit evaluation, along with peer and administrative evaluations in that college.

Merit evaluations and their biases have met with some opposition in recent years, and it is questionable if the merit raise is any longer given to reward good teachers. One photography teacher claims merit evaluations are full of shit. In the same school, seven faculty members signed a letter declaring the merit evaluations "devisive, ineffective, and arbitrary." The staff chairman for the Photographic Illustration program, James Gleason, calls the evaluations an arbitrary administrative decision made by someone not qualified to judge. He feels these evaluations should not be used to implement pay raises. "Evaluations are a negative approach looking for something

wrong rather than something right. Teachers are doing a dynamic job for what they're compensated. There should be a real concern of how students do, not how you do," said Professor Gleason in reference to emphasis placed on outside work by the merit evaluations. He feels there was a tendency to award teachers for outside exhibits this year. He attributes this fact to the reason why there were so many faculty exhibits this year. "The quality of the shows was generally not good, but this really doesn't affect your teaching," says Mr. Gleason.

Dr. Vernarelli doesn't "think the rewards (given to teachers) are enough." He feels while it is important to "engage in research and exhibits shows, teaching effectiveness should be number one. When I lecture, that's what's on my mind—to maintain an even keel, to be consistent. We're all human but we have to give a credible performance every time we get up there. That's very important to me."

Dr. Paliouras admits inflation has eaten away at the merit reward system. "The idea of merit has been destroyed by inflation, but we do the best we can with what we have."

The coordinator of the Applied Science Mr. Rodger Baker says evaluations, both merit and student are effective tools in evaluating a teacher's performance. A faculty member could get small merit increases and not get tenure if the evaluations are consistently bad, he says. "It's something to weed out faculty," he contends. He cited one case where an instructor had to leave. He says disapproval by a supervisor and a teacher's audience will force a teacher to either improve or leave. Dr. Johnston maintains a college needs "to take a hard look at the people who have been here and help them to be more viable. Sometimes it is necessary to weed people out who are no longer viable."

A teacher coming to RIT from another university or college does not automatically receive tenure here, even if he had tenure at his other college. He may, however, be given credit for up to three years of the seven year tenure evaluation period. During a teacher's sixth year he is evaluated for tenure and is either granted it or turned down in that seventh year. An additional year is usually allotted if a teacher does not receive tenure. After that year if the teacher does not receive

(continued on page 10)

Dr. M. Richard Rose, RIT's president, describes a quality teacher as a person who is "well rounded and competent in his discipline or profession, and a person who likes students." Dr. Rose's teacher and enjoys that interaction with students in a "host of situations." The teacher would also have a sense of humor and probably be a bit of a ham. He should also be capable of organizing knowledge in a logical fashion and explain it to the student. Another quality Dr. Rose values highly is the need for the satisfaction that comes from teaching. "To derive great satisfaction when a student understands a concept, to suddenly see it on his face when a light comes on and he sees the concept—that is a great sensory thing," said the president. A teacher must also enjoy seeing a student progress and grow, says Dr. Rose.

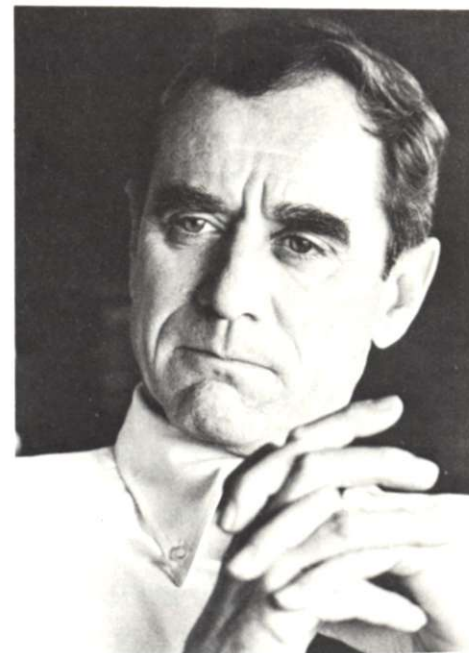
Those are essentially the reasons Dr. Rose feels an educator chooses his profession instead of going into industry or business where he would be likely to make more money. When a teacher chooses to spend his life in education he realizes at the onset he probably could have earned more elsewhere. He receives more than materialism in education. He is helping students to grow. The cumulative effect is a positive effect on society. I read about people with extravagant wealth and I don't envy them

at all. I wonder what's so captivating about it," whereas, educators, believes, Dr. Rose, are "doing something really worthwhile." He concedes that when a faculty member or an administrator feels they have no other economic alternative than to teach that is bad."

The newly formed research corporation will allow teachers "to broaden their economic base," he says. "A fair number of professors consult now," the research corporation will better facilitate that. The corporation will "provide faculty the opportunity to be involved in applied research," in addition to the Graphic Arts Research Center, the Energy Institute that was recently formed and the Center for Communications which will be centered in NTID. The corporation will allow younger professors to get the 'right' contacts in industry. It will also task organize research and involve more faculty in research says Dr. Rose. The corporation will at the same time, reduce the tedium things a faculty member trying to do research encounters. "That research will also bring more current experience of things going on now, that's what makes learning more exciting and that's what we're really after," he says.

Dr. Rose also contends the "reservoir of talent" here can also be used to "stimulate the economy, because the

business growth will come mostly from those smaller businesses which may only offer one product or service. That product may become obsolete very quickly. A small firm cannot afford to finance research and development, so RIT could provide that function on a cost basis. I don't see it as being a profit centered operation."



WILLET REPORTER

(continued from page 9)

tenure he generally leaves RIT.

Class size may, in part, determine a teacher's performance. Dr. Vernarelli says, "There is plenty of research to prove that teaching effectiveness is inversely related to class size. I can't handle more than about 40 students in a class. Students become inhibited and more afraid to speak out."

Class size varies within each college depending upon what type of class is being taught. Dr. Bullard says, "a great deal of class size depends on the subject." He offered English composition as an example where a teacher would be required to spend a great deal of time criticizing the papers students write. "It would limit the number of students a teacher could effectively accommodate." At the other extreme he offers a survey course that could effectively run in a large lecture format with perhaps 200 students registered. "In such circumstances class size is much less important in what can and can't be learned. It really doesn't matter greatly.

Salaries may also effect the quality of teaching, either indirectly or directly. According to Jon Prime, vice president of Finance and Administration, the average salary for a teacher here last fall was \$20,315. That figure is an average of all ranks of

(continued on page 11)

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REPROVIEW

Helde To Speak On Educational Justice For Women

Wilma Scott Heide is a past president of the National Organization for Women, a human rights activist, educator, and prolific writer and lecturer. As a visiting scholar she has established short-term residency in several U.S. colleges for the purpose of teaching, advising, and administrating in the area of educational justice for women in higher education. Through the combined efforts of RIT's Personnel office and WEDCO, the Rochester-based Women's Educational Development Committee, on Thursday, April 24, Wilma Scott Heide is coming to RIT.

The Personnel office donated the money necessary to have Ms. Heide spend part of her visit, sponsored by WEDCO, at RIT. As the seat of Affirmative Action on campus, Personnel is concerned with equity for women in higher education. Therefore, Ms. Heide is a natural.

Her schedule will consist of a series of informal talks with and about women students, specifically on the dramatic change in our educational system and in our culture, and how we are to accommodate these changes.

A planning committee consisting of Sue Fuller from Personnel, Joyce Herman from the Counseling Center, Elaine Spaul from Student Affairs, Joan Green from Instructional Media Services, Barbara Hodik from the College of Fine and Applied Arts and Rosemary Britt from NTID has arranged a schedule for Ms. Heide which they feel will allow her maximum contact with those in a position to effect change at RIT.

Ms. Heide will meet with various deans and directors in the Faculty Center at 2:30pm to discuss the social responsibility of higher education, and what the administration can do about it. Ms. Heide feels the changing demographics in student population (more women students of different ages, more minority students, etc.) necessitate meetings like these. "We recognize the higher education generates as well as transmits culture...and is accountable to society" she says, and feels that positive approaches that include the feminine perspective must be discussed.

At 4pm Ms. Heide will be available in an Open Forum in the 1829 Room of the College Union. Issues pertaining to higher education and our changing values will be discussed with interested students, faculty and staff.

During the dinner hour, Ms. Heide will be joined by women student leaders for a meeting that will discuss the specific



The innovative Nancy Hauser Dance Company performs tonight and Saturday at NTID Theatre. Nancy Hauser has been teaching and choreographing for her successful group even into her sixties.

Tickets for the performances are \$2.00 for RIT students, faculty and staff, and are available at the NTID Theatre Box Office.

insights that women bring to organizations within institutions. The meeting is coordinated by Elaine Spaul from Student Affairs, who wants to allow these women students contact with Ms. Heide on a personal level.

In the evening Ms. Heide will spend time at NTID and in the residence halls for group discussion on a smaller level than the day's Open Forum. Issues she may speak on include preparing women for leadership, the responsibilities of dual career marriages, and specifically the dual roles of women as career persons and parents.

Ms. Heide is said to be a unique blend of humanist and humorist, and while primarily concerned with the interests of women, she is foremost an activist for the indivisibility of human rights for all. She is an intellectual force, articulating on issues of world-wide importance to everyone, whether it is economic justice, education, population choices, international relations, the family or the state of our health. A former Human Rights Commissioner, Wilma Scott Heide is a woman responsible for some of the foresighted ideas that are changing our culture today. The opportunity to hear her is one not to be missed.

—J. SULLIVAN

(continued from page 10)

faculty but does not include other compensations or benefits a faculty member may receive in addition to his salary. In all categories of compensation, including salary, RIT ranks between the 83rd percentile and the 73rd percentile in colleges nationwide, he says. RIT's compensations have improved in comparison with other institutions, over the years. Prime attributes this to two-things—our movements and the lack of movement in other institutions." He also reports that up until last spring's report, RIT was keeping pace with inflation, and in most cases was above the inflation figure by 10 to 37 percent. The institute uses the consumer price index and the gross national product to determine the inflation rate. Mr. Prime feels those measurements may do more to help people feel bad about their personal circumstances than they really do to measure inflation.

Teachers, on the other hand often feel they are not being paid enough. "An institution with higher pay will attract the better quality teacher. State schools pay more than private ones and tuition is usually less, so state schools become a better value," says Mr. Gleason.

TAB ADS

Male and Female Models needed for advanced haircutting class. For interview call 244-9230. The Hair Company. Cutting will be done by highly skilled professionals. **Counselors:** Adirondack Boys' Camp 7 1/2 weeks \$500-600. Sailing, Trip Leaders, Rifle, Sports, Craft, Driver, 39 Mill Valley Road, Pittsford, New York 14534.

We have 12 openings for the season— May 1st through November 15th—installing energy saving applications. Requires extensive travel throughout the United States and Canada. Crewmen earn between \$350-500 per week. Crewchief earns between \$600-850 per week. For further information, call Young Energy Systems, Inc. 716-442-8390.

Needed: 1 Bedroom for June, July and August. Willing to share apartment with 2 or 3 males. Call 594-0040.

Look, Serious Illustration Photographer Seeks Nude female model. Call John at 244-3585 (best reached after 10pm).

Help Me I am Lost—If anyone has found my poor lost calculator TI-30. Please call 475-4097 after 5. There is a Reward of \$10.00 for the finder.

For Sale—24" by 36" wood and metal frame drafting table and black cushion swivel chair—best offer. Call 334-0791.

Two Females wanting to sublease a furnished apartment in Colony Manor. Call 334-0791 or 475-4329.

Room Needed—Male needs room to rent from late April to August 1980. Prefer close to RIT. Call 244-4868 evenings.

Lost—Prescription Sunglasses in a Brown Leather hard case. Possibly lost near Photo building. I desperately need them. Reward for their return! Return to 08-A124 Interpreting Office to Carmella.

To John EET, I'm ready, willing and hope to Prove my ability! Call Dan 334-6117.

35mm pocket size Rollei Camera for sale. Tessar 3.5 lens. Fully adjustable F stop shutter speed. \$99 including case. Call 244-0401 day or night.

Loft Party—Wanted Gorgeous males to attend on April 25th to help celebrate a birthday. Greeks preferred but not required. Please send qualifications and phone number to: "Frolicking Foursome" your RIT Playgirl Editors, C/O Box 850 or 986, 25 Andrews Mem Dr.

Playgirl wants you: Now accepting applications for RIT's college man of the month. Winnee will receive a free pass to the Loft Party held on April 25th. Please send applications and phone numbers to: "Frolicking Foursome" your RIT Playgirl Editors, C/O Box 1019 or 1189, 25 Andrews Mem Dr.

Don't Get Snagged, protect yourself with a Fuzzbuster & Rangebooster \$65. Call 359-1331.

Jensen Triaxials 4' x 10' Fits most recent GM cars. \$55. 359-1331.

For Sale Minolta 440E 110 pocket instamatic camera with electronic flash, close-up lens, variable focus, and carrying case for only \$50. Call x3704, ask for Ed.

Roommate Wanted for Summer, with option to stay til 5/81. Male or Female. \$90.00/ month. Call 424-1042, evenings. **Unused work Submitted to Folio** must be picked up By May 2nd. OR ELSE.

Attention Radio Experts: My car radio needs fixing—it picks up engine static and it's driving me crazy! If you fix it, I'll pay you. Call 266-2878 afternoons, evenings.

Honda 350-four, 40 MPG Excellent Condition \$700.00. Call 647-2514, ask for Keith.

For Sale: 1973 Dodge Coronet, Good Condition, Low Mileage, New Tires. \$800 or Best offer. Call Ken 244-9696 or 724-2077 (Days).

Attention: Photographer seeks witches, warlocks, gnomes, dwarfs, succubi, incubi, satan worshipers, and persons with unique fetishes, etc. Call Bob x3212.

Enter Into...The Twilight Zone Party— Saturday April 19th at 9:00 on Sol Heumann 8 & 9!

C.R.—Happy 20th & many more Love you LAF.



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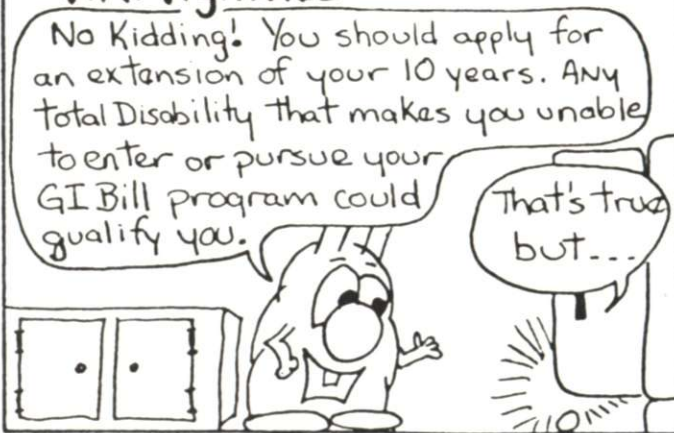


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WHAT'S HAPPENING

Friday, April 18

FILM—Talisman presents *Voyage to Grand Tartarie* at 7:30 & 10pm in Webb Auditorium. **Rock and Roll High School** will be presented at 12midnight in Webb Auditorium. \$1 pre-sale. \$1.50 at door

Captioned Film Series: *Westworld* at 7pm. Call 475-6425 for location

Popular Film feature: *The Deerhunter* at 7:15 & 10pm in Strong Auditorium, University of Rochester. Call 275-5911.

MUSIC—WTR 89.7 FM presents "Mid Morning Jazz"—A variety of Jazz to help get your mornings going from 10am-12noon. "The Request Show"—Two hours of listeners' requests with host Craig Daniels at 6pm. "Theme Songs"—Music and requests which fit weekly theme with Hank Schleichorn at 8pm. "Friday Night Filet"—featuring Janis Joplin at 11pm

Downtown Friday Performances by *Madrigalia* at 8pm at Christ Church, 141 East Avenue. Call 422-0570

Tremont String Quartet In Concert at 8pm at the Xerox Square Auditorium. Call 637-2115

Guest Recital: Gustav Leonhardt, Harpsicord at 8pm at the Eastman School of Music, Kilbourn Hall, 26 Gibbs Street. Call 275-3037

DRAMA/DANCE—Tower Fine Arts Theatre presents: *Pippin* at 8pm at the SUNY College at Brockport. Call 395-2478

Stage III productions: *Broadway Fever* at 8pm at the Playhouse Theatre, 3797 Rush-Mendon Road, Mendon. Call 889-2540

Rapa Players in *Some Things Afoot* at 6:30pm at the Rochester Academy of Performing Arts, 97 South Avenue. Webster. Call 671-4440

Syracuse Stage: *Who's Afraid of Virginia Woolf?* at 8pm at the Delevan Theatre, Eisenhower College

LECTURES, SEMINARS & WORKSHOPS—Lecture: *La Stabilita Democratica In Italia*, in English by Lorenzo Costa on Italian political trends of the '70s and their origins. Costa is a native of Genova and a researcher at the Eastman Kodak Research Laboratory

VSW Lecture & Visting Artist Series: *Alan Winer* at 10am at the Visual Studies Workshop, 31 Prince Street. FREE

RIT SPORTS—Lacrosse and Tennis vs. LSU at 3pm.

Saturday, April 19

FILM—Talisman presents *Watership Down* at 7:30 & 10pm in Webb Auditorium. **Rock and Roll High School** at 12 midnight in Webb Auditorium. \$1 pre-sale. \$1.50 at door

Captioned Film Series: *The Good, the Bad & the Ugly* at 7pm. Call 475-6425 for location

MUSIC—WTR 89.7 FM presents "Reggae Sound"—A unique blend of artists from Jamaica, and the Third World. From one of the finest reggae collections in Rochester, with host Denise Dorb from 12-3pm. "Something Old"—A classic album played in its entirety. *Edgar Winter/They Only Come Out At Night* at 3pm

The Chester Quartet at 8pm at the Eastman School of Music, Kilbourn Hall, 26 Gibbs Street. FREE

Promenade VII: Rochester Philharmonic Orchestra with Doc Severinsen, Trumpet at 8pm at the Dome Arena, Monroe Community Fairgrounds. Call 454-7091

DRAMA/DANCE—Lazdynas Lithuanian Dancers at 7pm at Eisenhart Auditorium of the Rochester Museum & Science Center, 657 Est Avenue. Call 271-1880

Tower Fine Arts Theatre presents *Pippin* at 8pm at the SUNY College at Brockport. Call 395-2478

Stage III Productions: *Broadway Fever* at 8pm at the Playhouse Theatre, 3797 Rush-Mendon Road, Mendon. Call 889-2540

Papa Players in *Some Things Afoot* at 6:30pm at the Rochester Academy of Performing Arts, 97 South Avenue. Webster. Call 671-4440

LECTURES, SEMINARS & WORKSHOPS—Tennis Workshop sponsored by the United States Professional Tennis Association, Inc. from 9:30am-6pm at the Mid-Town Tennis Club. Call 461-2300

RIT SPORTS—Baseball at Niagara, Tennis vs. Clarkson at 1pm, Track at SLU, Lacrosse vs. Clarkson at 2pm, Golf at Allegheny TBA

Sunday, April 20

FILM—Talisman presents *The 400 Blows* at 7:30pm in Webb Auditorium. \$1 pre-sale. \$1.50 at door

Sunday Cinematheque: *Woman in the Dunes* (1964) in the Wilson Commons Gowen Room at 8pm, University of Rochester. Call 275-5911

MUSIC—WTR 89.7 FM presents "The Classic Touch"—An array of classical music, not only for the classical music lover, but for anyone who appreciates music with host Randy Martens at 10am. "Room of Pickin'"—For the country in you, sit back and let your foot tap. Pickin' and fiddlin' bluegrass and old string music, and occasional guests stoppin' by, with host Kathy Plunket from 12-4pm. "Bluespectrum"—Relax Sunday afternoons with a whole spectrum of Blues. Everything from country to modern day is brought to you by your host Jim McGrath from 4-8pm, and "Late Night Jazz"—Incorporating the best of all recorded jazz, from avant-garde to jazz rock

Brockport Keyboard Institute Shop Concert at 3pm at the Center, Kenyon Street, SUNY College at Brockport. Call 381-6024

Gallery Concert: Eastman School Faculty at 3pm at the Memorial Art Gallery, 490 University Avenue. FREE

Jewish Music Forum at 7:30pm at the Jewish Community Center, 1200 Edgewood Avenue. FREE

MEETINGS—Wargaming Association of RIT meets every Sunday at 12 noon in the College Union Mezzanine Lounge

OTHER—The Biggest Spring Sale Ever! will be held at the War Memorial from 10am-6pm. Over thirty merchants will display items at super low prices including water beds, bikes, stereos, cars, tires, records, gift items and much, much more. This bargain extravaganza is sponsored by Aesthetic Creations

RIT SPORTS—Golf Invitational TBA

Monday, April 21

MUSIC—WTR 89.7 FM presents "Mid Morning Jazz" from 10am-12 noon. "Something New"—A brand new album featured in its entirety without interruption at 10pm. "Late Night Jazz"—A variety of jazz from the old to the latest releases at 11pm

Mark Higgins, violin & Robert Spillman, piano at 8pm at the Eastman School of Music, Kilbourn Hall, 26 Gibbs Street. FREE

RIT SPORTS—Golf vs. Fisher at 1pm

Tuesday, April 22

FILM—Talisman presents *Local Color* at 7:30pm in Ingle Auditorium. FREE Showing

MUSIC—WTR 89.7 FM presents "Mid Morning Jazz" from 10am-12noon. "Something New" at 10pm and "Late Night Jazz" at 11pm

Eastman Trombone Choir Concert at 8pm at the Eastman School of Music, Kilbourn Hall, 26 Gibbs Street. FREE

Early Music & Brass Ensemble In Concert at 8pm at the Tower Fine Arts Center Lobby, SUNY College at Brockport. FREE

LECTURES, SEMINARS & WORKSHOPS—Learning Development Center MiniWorkshop on Memory Improvement from 12-2pm in Building 1, Room 2338

Architecture: *The Art We Live In-The Places In Between: Transforming Space Into Art*, a lecture by Archie Miller at 8pm at the Memorial Art Gallery, 490 University Avenue

Performance In Poetry presented by Francesca Guli, Nazareth's poet in residence, at 8:30pm in the Main Auditorium of the Nazareth Arts Center, Nazareth College. FREE

RIT SPORTS—Baseball vs. LSU at 2pm, Track at Ithaca at 3pm

Wednesday, April 23

FILM—Talisman presents *The Scenic Route* at 7:30pm in Ingle Auditorium. FREE showing

Wednesday Cinema Classics: *The Last Detail* (1970) at 7:15 & 9:30pm at Strong Auditorium, University of Rochester. Call 275-5911

MUSIC—WTR 89.7 FM presents "Mid Morning Jazz" from 10am-12noon. "Permanent Waves"—The newest in new wave with host Chelsea Reed at 8pm. "Something New"—A new wave LP at 10pm and "Late Night Jazz" at 11pm

Eastman Jazz Ensemble Concert at 8pm at Eastman School of Music, Eastman Theatre, Main & Gibbs Street. Call 454-7091

LECTURES, SEMINARS & WORKSHOPS—Lecture Series Japanese Prints-Bijinga The Portraits of Beautiful Women at 8pm at the Memorial Art Gallery, 490 University Avenue

MEETINGS—RIT Outing Club Meeting at 7pm in Kate Gleason North Lounge

Thursday, April 24

FILM—Talisman presents *Human Desire* at 7:30pm in Webb Auditorium. \$1 pre-sale. \$1.50 at door

MUSIC—WTR 89.7 FM presents "Mid Morning Jazz" from 10am-12noon. "Something New" at 10pm and "Late Night Jazz" at 11pm

Rochester Philharmonic Orchestra: Charles Dutoit, Guest Conductor at 8pm at Eastman Theatre, Main & Gibbs Street. FREE

Composers' Forum at 8pm at the Eastman School of Music, Kilbourn Hall, 26 Gibbs Street. FREE

DRAMA/DANCE—Tower Fine Arts Theatre presents *Pippin* at 8pm at SUNY College at Brockport. Call 395-2478

The Acting Company presents *Elizabeth I* by Paul Foster at 8:30pm at the Nazareth Arts Center, Nazareth college, 4245 East Avenue. Call 586-2420

LECTURES, SEMINARS & WORKSHOPS—Learning Development Center MiniWorkshop on **Lecture Note-taking** from 6-8pm in the Grace Watson Counseling Center Conference Room

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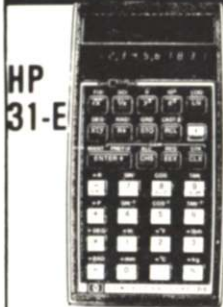
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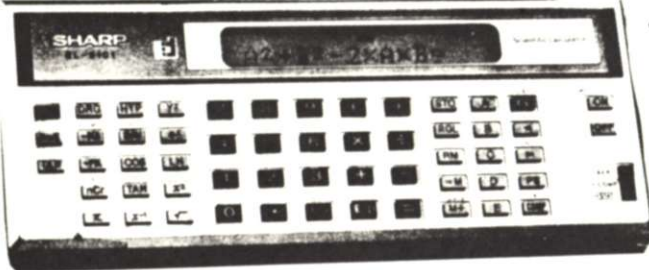
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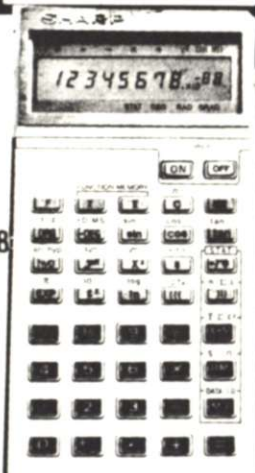
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Science Fiction Weekend

Part I:

A Trip to the Moon
Menagerie
Star Trek Bloopers
Alien
Dr. Strangelove
Colossus—The Forbin Project

April 25/7:00 pm

Part II:

Fahrenheit 451
The Making of Star Wars
Fantastic Planet
THX 1138
Metropolis

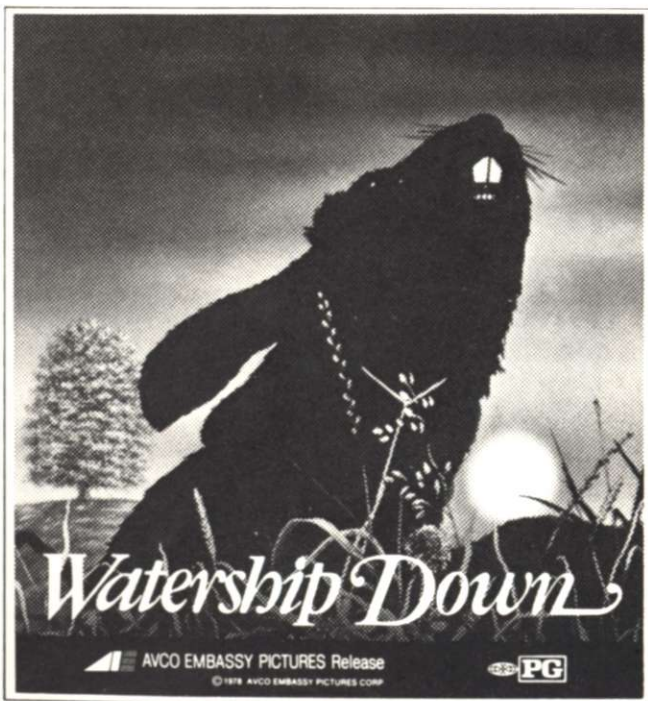
April 26/10:00 am

Part III:

Dark Star
2001: A Space Odyssey
Alien
Invasion of the Body Snatchers

April 26/7:00 pm

TALISMAN PRESENTS:



Saturday, April 19 7:30 & 10:00 pm
Webb Auditorium

Filmmaker Mark Rappaport at RIT

“Local Color” (1977)

Tuesday, April 22 at 7:30
Ingle Auditorium/Free

“The Scenic Route” (1978)

Wednesday, April 23 at 7:30
Ingle Auditorium/Free

Innovations in American Cinema

A program by Mark Rappaport
in person following the
showing of “The Scenic Route.”
Ingle Auditorium/Free
Reception to follow.