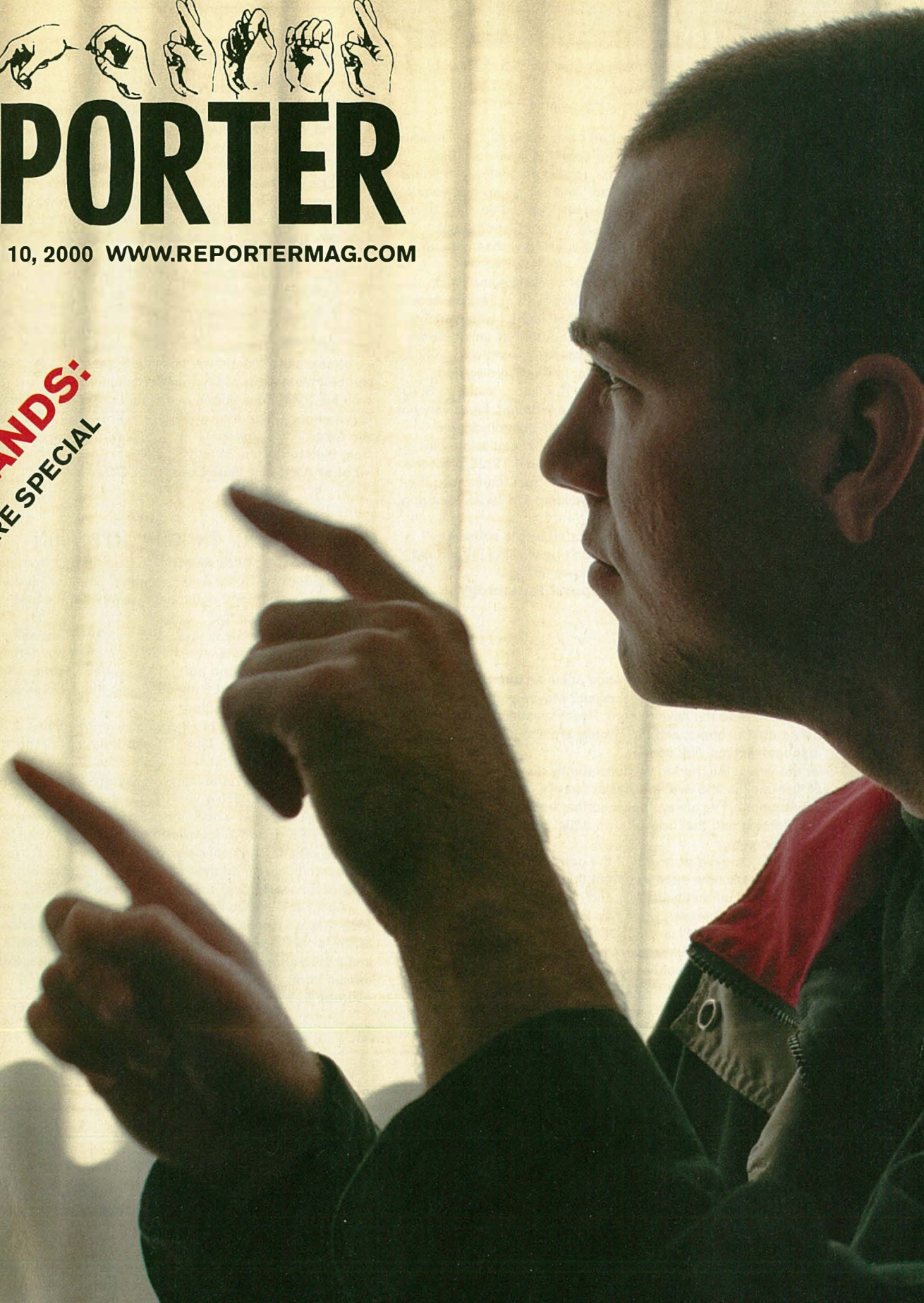


REPORTER

NOVEMBER 10, 2000 WWW.REPORTERMAG.COM

FLYING HANDS:
DEAF CULTURE SPECIAL



NOTE: ALL LETTERS HAVE BEEN EDITED FOR CLARITY AND CONTENT

BUS STOP BLUES

Right now I am suffering from a very bad case of the flu. The worst is over, but I still am coughing. The doctor said that it will take me a while to recover and ordered me to rest up and drink plenty of fluids. It has been difficult to take care of myself and still do my homework. I have no computer at my apartment. I usually depend on my jeep or RIT buses to commute from my apartment to the computer labs, however I have been sharing my jeep with a friend whose car had broken down for good.

The buses didn't show up twice several weeks. I wasn't sick before. I could afford to walk across the campus from Perkins Apartments all the way to buildings 10 and 14. One night, I was working in a Mac lab doing some homework. I checked the bus schedule for what time the bus would come by—7:58 p.m. I got ready and went to the South Loop at approximately 7:48 p.m. I waited and waited. There were other students waiting as well. The time crawled to 8:10 p.m. I gave up and walked all the way to my apartment. I was very hot and chilly at the same time. I was feverish, and also got dehydrated.

Now it happened again today at 12:19 p.m.! I went to the bus stop at Perkins apartment at 12:15 and waited until 12:25 p.m.—the bus didn't show up! I was already feeling weak from the flu, and it was painful for me to walk all the way to building 10. I was wheezing and became badly dehydrated.

Why don't the buses show up as indicated by the schedules? There are some sick students who shouldn't be walking around out in the cold when the buses could have shown up!

—**Kimberly D. Richards, Applied Computer Technology**

ISRAEL IN TROUBLE

The Israelis and Arabs are clashing once again as turmoil has erupted in the Middle East. Sound familiar? Maybe you watch the news on TV and read the newspapers. Poor Palestinians. All they want is their rightful home, and the Israelis are shooting at them and killing innocent victims. Not so fast.

Over the years, the media has consistently distorted the clashing between the Israelis and Arabs to batter Israel's image. Although I'm an Israeli-American, I've always believed that both sides played a role in the fighting and that both shared equal responsibility. This time, I'm not so sure.

The media's crooked portrayal of the conflict between the Israelis and Arabs is now more apparent than ever. CNN recently showed footage of a Palestinian boy and his father getting shot and killed in a crossfire. However, when two Israeli soldiers were brutally beaten by a mob of Palestinians, CNN simply mentioned that two Israeli soldiers died. Eventually, footage was shown, and the scene was horrifying. One Israeli soldier was thrown from a window and then beaten to death, while a Palestinian youth proudly displayed his blood-stained hands to a cheering crowd of Palestinians. An acci-

dent, I'm sure that CNN aired footage of one event almost immediately but was so reluctant to show the other.

And what about the Palestinians' claim for Israel as their homeland? There was never a Palestinian state, never a Palestinian language, never a Palestinian culture, and never were there Palestinian peoples. They suddenly appeared following the 1967 Israeli-Arab Six Day War, when Israel seized land from Jordan (as in King Hussein, not Yasser Arafat). Compare that with over 5,000 years of history that supports the Jewish claim to Israel.

Never mind the fact that Israel represents less than one percent of the Middle East territory, while more than 99 percent belongs to the Arabs. Any Arab country could have easily taken in the "Palestinians" and offered them a place to live, but Syria persecuted them and Jordan denied them a home. The Israelis, with a land as tiny as it is, offered the Palestinians territory in exchange for peace. And how do the Palestinians repay them? By hurling stones at Israeli soldiers who are trying to maintain peace and order. Apparently, 99 percent is not enough, and the very existence of Israel is in danger because the Arabs can't share one percent with the Jews. Quite different from the stories you're told on CNN

—**Zohar Aviv, 4th Year Computer Science**

SUCCEEDING IN OUR MISSION

In a letter in the 10/20 *Reporter*, a Copy Editor from the magazine's staff in the early 1970s asked if "Elmer Streeter (editor at that time) was still out there and could he believe what the staff of the magazine is able to do today."

The answer to the first question is, "Yes, I am still out here and my niece who currently attends RIT e-mailed that letter to me." The response to the second part of the question is, "Yes, I am impressed at how well the current staff is fulfilling their role as today's caretakers of this great tradition."

I have seen copies of *Reporter* at various times over the past twenty-five years since I left RIT and the product the staff is producing today clearly ranks among the best. There was a period for a few years when the magazine seemed only to focus on activities and concerns within the RIT community. That certainly is, or should be, *Reporter's* main mission. It's great, however, to see it return to a blend of editorial content that recognizes there are serious off-campus political and social issues and events that have a profound influence on the lives of the RIT community. That "wider view of the world" was a strong *Reporter* tradition!

As for the electronic version, I can only say I feel jealous. In the early 70s we did pre-press production of the Magazine on an IBM MTST, a "strike-on" typesetting system that, by today's standards, is just a step above the stone tablet. It is great to see *Reporter* today remain strong, growing, and "state-of-the-art."

—**Elmer E. Streeter, Alumni**

IT TAKES ONE TO KNOW ONE

"Tell Us a Story."

That was my assignment one day last year in class, to relate some anecdote or experience from my life. As simple as that sounds, communicating my thoughts through solely my hands was a formidable challenge.

I use the written word to express myself. In conversation, I of course use my voice to relate my intent. In my American Sign Language (ASL) class, however, my tried-and-true methods of communication were checked at the door. It was time for my fingers to literally do the talkin'.

As I used what I had learned from the past 10 weeks, the simple motions of everything from my hand gestures to my facial expressions conveyed a wide range of emotions and ideas. Try as I may have, I was far from fluent in the language. Anyone who has ever studied another language where word order can vary wildly from English will notice that the same principle applies to ASL as well--only worse. Yet, there was something wonderful about being able to speak without words--talk, without having to utter a single syllable.

Before I stepped foot onto RIT, the only experience I had with Deaf people was for three years during my childhood when I lived in an apartment next door to two Deaf adults. Their relative isolation precluded any real chances at communication, so Sign Language, Deaf History, and other aspects of their culture were still relatively foreign ideas to me.

A quick glimpse through history books will show the ongoing persecution and often unjust hatred towards Deaf people. Progress had been made regarding Deaf education and the evolution of Sign Language, A major turning point occurred in 1817 when Laurent Clerc and Thomas Gallaudet established the first U.S. School for the Deaf.

Even after that, legions of educators still denounced the idea of ASL, instead they attempted to impose speech and lip-reading development to force assimilation into hearing society. Every so often there was a success story--but more often than not, the final result was failure.

What those people failed to understand, what for a long time I failed to understand, and still today many people fail to understand, is that Deaf people have a culture entirely of their own--one that has built a legacy throughout countless generations. As such it is something that many Deaf people are intensely proud of. It is no mystery to me that some of the hardest-working people I've met are Deaf students; those who have been able to lead successful lives and careers without the aid of a sense most of us take for granted.

The lack of information about other Cultures and the over-assertiveness towards our own only contributes to one thing: bigotry. No amount of studying or research can make a person truly understand another culture--only interaction is capable of that. While learning ASL perhaps isn't necessary for everyone the world is exploding with diverse cultures ready to be explored.

Go out, and share your own stories.

Jeff Prystajko
Editor-in-Chief

Jeffrey W. Prystajko

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LET'S GET NAKED...

In the beginning, there were no clothes. Nowadays, everybody is covering up. You know what? We used to be so happy here on Earth, and all we do now is complain.

People are so rude to each other these days, and its because they have to wear clothes. Could you imagine yelling at a co-worker with your bits and pieces revealed? It wouldn't be easy. I've realized that through the course of time, people that are naked are happier, nicer, and healthier than those that are wearing clothes. Adam and Eve, for example. They were happy in the Garden of Eden, letting the sun shine on their nakedness. Everything was cool until they ate the forbidden fruit, and decided to put some fig leaves on. Then everything started to suck. You know why? They couldn't be naked anymore. Because of them, we are all worse off.

Even today, the cultures that are nude more tend to be nicer. I watch National Geographic, and anytime I see some naked people, they are always smiling. Kids are also very happy people. The happiest kids are naked kids. Little ones are very in

touch with what makes them happy, and that's why they are always trying to pull their clothes off. Sometimes I wish I could do the same. If you've ever been skinny dipping, try to remember something. Of all the people you went skinny dipping with, was anyone in a bad mood? I don't think so. That's because it's harder to be in a bad mood when you're doing it freestyle.

I want to live in a world where there are no clothes. No designer names, kids won't get teased for not wearing the "cool" clothes. No more making fun of people with obvious body issues, because everyone's flaws and quirks will be on display. No more being treated a certain way because you dress a certain way. I want to get really rich and buy an island. I will call it Nudia. Nudia, the land of no clothes.

But until then, I encourage all of you to start taking off your clothes. Anytime you don't feel good, or you got a bad grade on a test, just yank off your clothes, and you'll feel better. Trust me; I'm not only President of Nudia, I'm also a citizen.

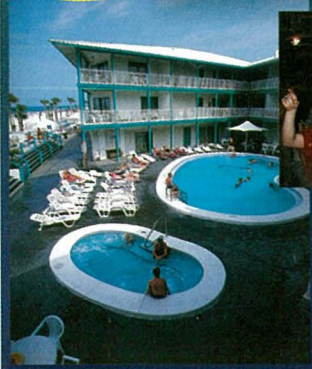
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PHOTO (THIS PAGE): DAVID LA SPINA

COVER PHOTO: DAVID LA SPINA

REPORTER Magazine is published weekly during the academic year by a staff comprised of students at the Rochester Institute of Technology. Business, Editorial, and Design facilities are located in Room A-426, in the lower level of the Student Alumni Union. Our voice/TTY line is (716) 475-2212. The Advertising Department can be reached at (716) 475-2213. Subscription rate is \$8.00 per quarter or \$20/yr. The opinions expressed in REPORTER do not necessarily reflect those of the Institute. The views and opinions of this publication do not imply endorsement by International Paper Company. International Paper Company will not be liable for damages of any kind arising from its content. RIT does not review or approve the contents of REPORTER and does not accept responsibility for matters arising from anything published in the magazine. Letters to the Editor may be submitted to the REPORTER in person at our office. Letters may also be sent through to the address reporter@rit.edu. Please limit letters to 200 words. REPORTER reserves the right to edit for libel and/or clarity. No letters will be printed unless signed and accompanied by a phone number. All letters received will become the property of REPORTER. REPORTER takes pride in its membership in the Associated Collegiate Press and American Civil Liberties Union. Copyright 2000 REPORTER Magazine. All rights reserved. No portion of this magazine may be reproduced without prior written permission from REPORTER.

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world asked

BY JASON PACCHIAROTTI

Pick out your guess for the fake news item and visit www.reportermag.com to test your cognitive and deductive skills.

LAS CRUCES, New Mexico—Gregory Roberts, 43, was arrested for breaking and entering into a library. He then called 911 on himself. After Roberts had kicked through a pane glass window and gained entry to the Las Cruces library he wandered around until he became trapped between the inner and outer doors of the library's foyer. Luckily there was a pay phone there that Roberts used to call the police.

AKRON, Ohio—When Jamie L. Vannostran, 22, was arrested for hiding her husband who was wanted by police, she expected a punishment of jail time, a fine, or community service. That's not what she got. Instead, on Tuesday, October 24, she was sentenced to write the sentence "I will not lie to the police" 100 times.

HOUSTON, Texas—Busty bombshell Anna Nicole Smith could lose all feeling and movement in her left arm. On Wednesday, October 25, she dropped a dumbbell on her hand while she was working out. The blow to the hand caused serious damage to a major nerve, which will require four to six weeks to heal properly. Smith is currently battling her step-son for \$800 million—half of her deceased husband of 14 months' estate.

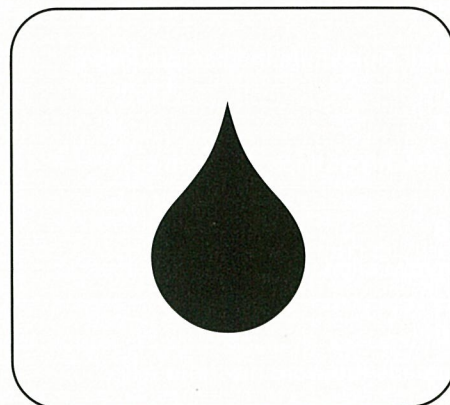
PHILADELPHIA, Pennsylvania—Pigs actually flew on Tuesday, October 17. Actually, it was only one pig. US Airways allowed a pig to fly in first class on a flight from Philadelphia to Seattle. The pig was considered a "therapeutic companion pet." Everything was fine until the pig began to squeal and run up and down the plane as it approached Seattle. The incident alarmed many passengers and will not be allowed again. Hell should begin freezing over any day now.

TORONTO, Canada—On Friday, October 27, Mark Thomas received official recognition that he would be entered into the Guinness World Book of Records 2002 Edition. What started as an obsessive-compulsive disorder when he was nine years old became a world record feat when he made his 500,000th bed. "I've gotten very good at it," Thomas said. "It only takes me about 45 seconds to make it right, but every time I see a wrinkle in the sheets I have to remake it. Thomas estimates he makes his bed at least 20 times a day.

TACOMA, Washington—After imitating wrestling moves he saw on TV, Casey Sabalsa, 7, fell through a two-story window on Friday, October 27. The boy was attempting to do a backflip off his dresser, and instead missed the bed and fell out of the window. He received minor cuts and bruises from the glass and the two-story fall. He was hospitalized in satisfactory condition. "Sometimes it hurts to wrestle," he said. "I'm not doing any more wrestling moves."

INDORE, India—One naked Kenyan student is dead and an elderly couple injured after violence erupted in a small Indian village on Sunday, October 29. A group of unprovoked naked Kenyan students allegedly entered a small Indian village and assaulted an elderly couple. After pelting rocks at police the naked mob dispersed. Unfortunately another mob of locals caught up with one of the naked Kenyans (he wasn't hard to spot) and beat him to death.

All authentic stories taken from AP; CNN; Reuters. Jason's brain was on vacation this week, so the fake story was written by a freelance chimpanzee who did a much better job.



WATER EMERGENCY FORCES CAMPUS CLOSINGS

BY LAURA CHWIRUT

"Due to water problems on campus, classes scheduled from 4 o'clock PM and after on Wednesday, Nov. 1, 2000 are canceled." To the chagrin of many students, yellow signs reading this message were posted all over the campus. The sign continued, "Food Service will be serving dinner tonight as scheduled. Check the local news after 6 o'clock tonight and tomorrow morning for Institute closing."

"Checking my email on Thursday, I saw three or four messages the next day concerning the water situation," remarked first-year student Matthew Henderson. Yet none of these news warnings yielded an explanation. One e-mail read as follows: "Due to a yet to be determined cause, RIT has no water at this time. Of course this will affect restrooms and food centers."

Jan Rich, director of Maintenance for RIT Physical Plant provided an explanation for the inconvenience.

The town of Henrietta was doing construction and implementing a new line of piping that would work in conjunction to an existing line. RIT officials were already warned that the valve would be shut-off for this construction, and everything should have run smoothly, because the supply from the South Side of campus would be able to compensate.

Unfortunately, unknown to the Jefferson Rd Maintenance crew, this south side feed was also shut off. Most of the water on campus was being forced through one set of 12 inch piping. This continued for a few hours before the Monroe county water supply officials could react. At approximately 4 p.m., the institution made the decision to close campus until the problem was resolved. By that time, the media was notified, posters were put up, and emails were sent out. In addition, many mechanical systems within buildings rely on water supply. Fortunately, places such as the dining halls and a select few other places had circulation pumps to accommodate their systems in the emergency.



PHOTO: CHRIS EHRMANN

RACHEL LEE HITTING THE HIGH NOTES

BY JEFF PRYSTAJKO

She's a world-famous violinist. She's won numerous awards and competitions, and has been requested to perform at concert venues across the globe. Rachel Lee is a true musical prodigy in every sense of the word, yet she is only twelve years old.

On Friday, November 3, RIT showcased this year's second installment of the Performing Artists Concert Series. Once again, the Rochester Philharmonic Orchestra took control of the stage, led by conductor David Amado, Associate Conductor of the St. Louis Symphony Orchestra. Unquestionably the real star of the show was the young violinist.

Having studied the instrument since age four under such masters as Isaac Stern and Robert McDuffie, Lee delivered a passionate performance with a tremendous amount of energy.

David Perlman, professor of Electrical Engineering who heads the Concert Series said, "I think this is probably among the best [performances] we've ever done."

Perlman was instrumental in booking Lee for the concert, and his dedication towards presenting the music to students was quite evident. "There are some kids who are against classical music. I think what they don't realize is that beauty can come in through your ears and not just through your eyes," he said.

Lee, who performed Paganini's Concerto No. 1 in D major, appeared equally optimistic, although her youthful characteristics and mannerisms also spoke loudly. "Backstage gets a little frightening, but once I get on the stage I'm having fun," she said.

Audience members, consisting of several dozen students and many adults, openly praised Lee and her musical talents.

Third-year student Phil Jones said, "I loved [the show], especially Rachel Lee, who I thought was outstanding."

Second-year student Betsy Bernadt agreed, "She was very elegant, gracious, and composed."

Lee attends school full-time, taking Saturday classes at the renowned Julliard School of Music, and practices for four hours a day.

Yet she does not regret having a typical childhood, "I don't get that much time after school, I practice and then I do my homework, and basically I go to sleep after that.... But I gotta be doing this."•



PHOTO: DAVID LA SPINA

HILLARY CLINTON STOPS AND STUMPS

BY JON-CLAUDE CATON

As the New York Senate race wound down candidate, and First Lady, Hillary Clinton visited RIT on Thursday, November 2.

During her visit, the First Lady toured the RIT Telecommunications Lab. Following her brief tour, Clinton was moved to the Clark Gymnasium where she addressed the student body.

The instant that the First Lady took the podium, almost in unison, signs reading "Hillary for Senator" sprung up from all over the crowd.

Clinton talked about the importance of the issues that concern the RIT community. Jokingly she commented, "I know there are a lot of critical issues on this campus, I don't know where I stand on semesters versus quarters." She continued, "I will review the facts, and issue a stance."

Among the several points that Clinton spoke on were the economic state of upstate New York, and the shift in the nature of industry here, from smoke stacks to cyber technology.

"This is the future of the economy, and there is no place better to see this than right here at RIT," Clinton said.

She expanded on this point saying, "You are on the cutting edge of seeing and creating this future."

Clinton went so far as to call Rochester the "capital of the new economy." To achieve the goal of economic prosperity she stressed the need for investing in technology, and preserving the importance of education in pursuit of this goal.

Other than economic issues, Clinton spoke about an array of popular topics that have been central to her campaign.

She made mention of her concern for environmental preservation. "I want to be a leader in the environment," Clinton said.

Near the conclusion of her speech, Clinton made a final pitch to the perspective voters in the audience,

"I want to make college tuition tax deductible, no student who can do the work should be turned away."•



PHOTO: CHRIS EHLMANN

JIMMY FALLON

A MAN OF MANY VOICES

BY GEORGE VALENTI

Bringing his large reservoir of celebrity impersonations to RIT, *Saturday Night Live's* Jimmy Fallon excited an enthused audience in the SAU Cafeteria Friday October 27.

Sheepishly stepping up to the stage, Jimmy placed a stool next to his mike stand and gently placed a troll doll upon it. This was where his 45-minute barrage of impressions began.

He started right off with a skit of impressions of celebrities endorsing the troll. Beginning with an excellent impersonation of John Travolta, and moved on to famous voices like *Seinfeld's* Kramer, Robin Williams, Nicolas Cage and even SNL alumni, Adam Sandler. The moment one impression was done, he would take on an announcer voice and announce the next impression. The transition was seamless as he intrigued the audience and make them want more.

After the applause for his first skit died down Jimmy looked around and said "Thanks for having me in the cafeteria, I appreciate it." He continued "This is the big time man."

Throughout the night he commented on such things as the current state of water guns, the "big razor blades" behind him on the wall in the SAU Cafe, and even sang a song about a traveling cowboy. One portion of his act revolved around different aspects of

college life, that made fun of Rochester throughout.

In-between portions of his act Jimmy was shy and reclusive as if trying to decide which joke to go with next. His set had a very spur of the moment feel, and seemed as though even he didn't know what came next.

He ended with a skit similar to the one he started with, only instead of doing impressions of actors this time he used musicians singin troll doll jingles. He parodied U2's "Desire," while doing an excellent impression of Bono. He also covered such bands as 4nonblondes, Counting Crows, and REM. He ended the troll jingles with his impression of George Michael singing "You gotta have troll," in the tune of Michael's hit, "Faith." In the middle of that impression he turned the troll around so its hind-side was facing the audience then proceeded to turn around himself and continued to do his impression while shaking his own behind at the audience.

Jimmy left the stage but the crowd cheered him on until he came back for an encore. He took popular songs and turned them into Halloween songs, just as he had done on Weekend Update on *Saturday Night Live*. Jimmy Fallon put on a hilarious standup act that thoroughly entertained the crowd. •



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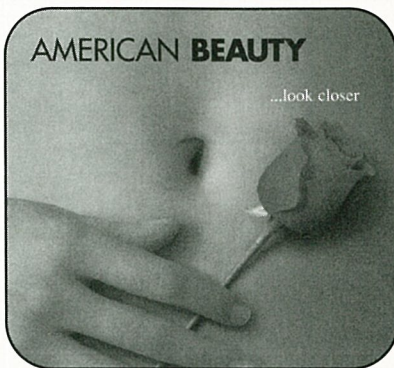
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AMERICAN BEAUTY HITS DVD

BY CHRIS MABRY



There's not much more that can be said about one of the most highly acclaimed films of all time. American Beauty, winner of five Academy Awards, has been reviewed, praised, dissected, and worshiped by every two-bit critic across the country. Now, with the release of the special, "Awards Edition" on DVD, every one of the

critics will take the opportunity to yet again praise this incredible film. And, in the spirit of conformity, so will I.

Before I give my brief synopsis of American Beauty, I'd like to give a little message to those of you who, for some inconceivable reason, haven't yet seen it: shame on you. Twenty years from now, American Beauty will be remembered not for the awards it won or the money it made, but for the unbiased and revealing glimpse it provided into the soul of America. It is a time capsule of sorts, which will preserve the spirit of late 20th century America. Shame on anybody who opts not to participate in this historic landmark

So what is American Beauty all about? Many people have examined the film's themes and offered different possibilities. In my opinion, it's about identity. A middle-aged man realizes one day he has lost his identity, and so attempts to regain it. His family and neighbors, meanwhile, struggle to find their own purposes in life. The film also seeks to show that each American family is not at all that it appears to be. Every family has secrets not revealed to the outside world.

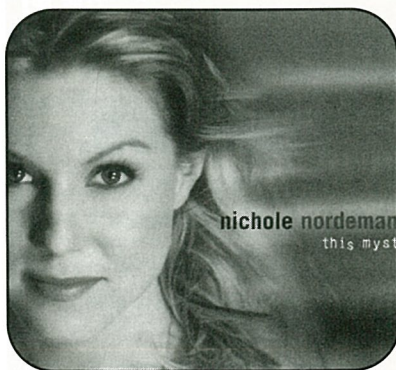
American Beauty was so truthful and revealing that it earned many, many prestigious awards. It won so many awards, in fact, that it qualified for an "Awards Edition" DVD. What's the difference between an Awards Edition DVD and a regular DVD? As far as I can tell, the Awards Edition features the cast and crew discussing the film's success. While this grows somewhat tiring, there are other features that, though not exactly unique to DVDs, help redeem its value.

The screen-specific commentary with director Sam Mendes and screenwriter Alan Ball is very informative, as is the storyboard to screen presentation. For the useless fact freaks, there are production notes written by the director himself, where you can find many interesting tidbits of information. You can even find out about the original twist ending that was cut from the script.

Add to all these special features the fact that American Beauty will soon become one of the all time classics of filmmaking, and the Awards Edition DVD becomes a fine addition to any collection. •

Mysterious Nichole Nordeman spreads the word

BY JENN TIPTON



Lately there seems to be a new trend in songs played on the radio, in movies, and over PA systems. Surely you've heard of bands like Creed, P.O.D., and Jars of Clay but do you know what they and many other popular bands have in common? Christianity. Musicians centered on their faith and spirituality are bringing messages of hope and love to today's music, a much-needed

change from our crime and hate filled world. Of these Christian artists, Nicole Nordeman is a striking example.

Her sophomore release, This Mystery shows how much Nordeman has grown in talent and faith since her successful debut

album, Wide Eyed released in 1998. Nordeman has been on tour for the past two years, which has helped her to write about the mysteries of the Christian faith.

Her first album was centered on personal struggles with her own faith. Her poetic style and honest yearning for the answers to life's toughest questions strengthen this singer-songwriter's music, which is powerful to say the least.

In the song "Fool for You" she questions the possibility of humans fabricating God in their own self-interest and comes to the conclusion that this is not the case because "after life is through, there will be no you."

This album also includes a wonderfully harmonic duet with Fernando Ortega, "Small Enough." This album is not without fault and some may find Nordeman's piano driven songs to be too tame while others may take offense to the use of words like "prayer" and "God." Whatever the case may be, this album is good for the soul and those times when you want to reflect upon the greater mysteries in life beyond what you are going to do next Friday night. •

THE LEGEND OF BAGGER VANCE

BY EDGAR BLACKMON



Here is a formula for a successful movie: Take a successful actor (Matt Damon), add another successful actor (Will Smith), throw in a hot young actress (Charlize Theron), and have it directed by a well known actor/director (Robert Redford). Shake that bad boy up, and watch movie magic happen. Well, much to my surprise, that is a formula for a good movie. The Legend of Bagger Vance is a very good movie. In post depression Savannah, Georgia, Adele Invergordon (Theron), is trying to save her late father's vision: the most beautiful golf course the south has ever seen. The problem is, that to save it, she must organize a golf tournament in the wake of the Great Depression. After locating real-life legends, Bobby Jones and Bruce and Walter Hagan, played by Joel Gretsch and Bruce McGill, she thinks her mission is accomplished. The townspeople demand that someone participate in the tournament be from Savannah. That golfer ends up being hometown hero, Rannulph Junuh (Damon), who has lost his swing due to the horrors he saw in the war. Junuh is approached by traveling man, Bagger Vance (Smith), and Vance

changes Junuh's whole world. I had every belief that this movie was going to be a trumped up "chick flick," much like Kevin Costner's *For the Love of the Game*. But it was nothing like that. The Legend of Bagger Vance is a beautiful movie about love, determination, heroes, and friends. Not only was it well acted by Damon, Smith, and Theron, but it was also well directed by Redford. Another notable name is J. Michael Moncrief. You don't know him, but his portrayal of Hardy Greaves, Junuh's biggest fan, is incredible. This 12 year old boy holds his own with everyone he shares the screen with. This movie was captivating, funny, and endearing. I could not have asked for a better viewing experience. So don't let your skepticism keep you away from a movie that is more than just big names, it's good too. •



RED PLANET

BY WILLIAM HUBER

It's 2050 and Earth is dying, so everyone thinks it's a good idea to colonize Mars. Mission Commander Kate Bowman (Carrie-Anne Moss from *The Matrix*) and her crew, including Val Kilmer (Tombstone), Tom Sizemore (*Saving Private Ryan*), and Benjamin Bratt (television's *Law and Order*), travel to the red planet to find out what malfunctioned a project that was sent ahead of the to make the planet habitable.

This is a typical big-budget space thriller, although it's also being marketed as an "epic romantic adventure." Have you seen *The Matrix*,

Aliens, *2001: A Space Odyssey*, and *The Empire Strikes Back*?

Well, you're in luck. This movie looks like it's going to have a little of all four. A robot going haywire and threatening lives? That's *2001*. Death in space? See *Aliens*.

A third to a half of the crew who worked on *Red Planet* worked on *The Matrix*. The director of photography from *The Empire Strikes Back*, Peter Suschitzky, worked on *Red Planet*, and the costume designer from *The Matrix*, Kym Barrett also contributes.

To top it all off, Moss decided that she didn't want to get typecast as a sci-fi actress, so she decided to sign up for a futuristic human-versus-killer-robot-in-space movie.

If big-budget space thrillers are your thing, this movie will probably be to your liking, just as long as you didn't like *Battlefield: Earth*. •

BILLY ELLIOT DANCES INTO HEARTS

BY JASON PACCHIAROTTI

What a wonderful movie *Billy Elliot* is. It is a heart-warming tale of a British boy who wants to learn the ballet in Durham, a British working class mining town. The movie is an emotional roller-coaster as Billy struggles against his family's reluctance to let him dance and as he battles his own doubts of his ability and determination. I know what you must be thinking – a total chick flick. You may be right.

Billy Elliot is the kind of movie that asks you to let go of your preconceived notions of what is masculine and allow your emotions to take you on the ups and downs of one boy's struggle to live out his dream. It's about letting a person live and determine his own life without allowing narrow-mindedness interfere.

Billy Elliot is a scrawny, awkward 11-year-old boy. His father wants him to be a boxer, but Billy is intrigued by ballet. Unbeknownst to the rest of the world, Billy begins taking ballet lessons. He shows remarkable raw skill and determination. He and his ballet teacher begin dreaming of Billy moving on to the school for ballet in London. When Billy's father finds out about the ballet lessons, he refuses to allow him to continue

Underlying all of this are the conditions that Billy and his family are under. There has been a prolonged and bitter strike at the mine and both his father and brother have been out of work and battling for their union. They are working-class, poor, with little hope of ever getting out of Durham.

Billy becomes a dancer in every sense of the word. He secretly practices pirouettes in the bathroom. He dances as he walks. He eats, sleeps and dreams ballet. One particularly powerful scene is one in which anger and rage turn to dance. As he flails his limbs in anger, his flailing becomes controlled and he begins to express the rage he is feeling through his dancing.

This movie makes you forget where you are. You become lost in the heart and tragedy of the life of this one boy. The end is quietly powerful. Because of all this *Billy Elliot* may be the best movie I've seen this year. •

GERARD BUCKLEY

BY JESS BODEN

Gerard Buckley is a "doer," and encourages others to do the same



PHOTO: JACQUELYN MARTIN

Ask students who have had the pleasure of interacting with NTID Associate Dean for Student Affairs Gerard Buckley to describe him with a single phrase, and most will likely respond with "heart." Certainly, his level of caring, involvement, and genuine interest in improving the quality of life for every student on campus makes him a shining example.

Buckley, a native of St. Louis, Missouri, began his career at RIT as a social work student over 30 years ago. Giving a sentimental laugh when asked about his years as a student, he said, "I hated it for six weeks...and then the place really grew on me."

"All of us have to be reaching out of our comfort zones to interact with people who are diverse."

Buckley, who describes himself as "not one of those people who sits back and believes you have to be a victim," recalled that he was not one the administrators liked to see coming. "I usually had several petitions with me," Buckley explained. "[I was a part of] a very vocal group of students who cared passionately about our education."

Among the first generation of deaf students to graduate from the social work program in 1974, Buckley recalls people wondering, "what are we going to do with deaf social workers?"

"That was before a lot of the [civil rights] laws and legislation," he explained.

After graduating from RIT, Buckley returned to his native Missouri to teach social work at a community college. And while he enjoyed the experience, he commented on the lack of student involvement that seems so meaningful to him: "It had a small deaf program, about 150 students.... There wasn't the opportunity to meet with student leaders like there is here."

And so, about ten years later, Buckley returned to RIT. In addition to his post as associate dean, Buckley is also a part-time social work professor. "Part of my reason for coming back was to give back some of what I received," he said.

He currently resides in Macedon on a horse farm with his wife, Judy, and three children, Jennifer, 17; Tim, 15; and Ryan, 12.

Buckley said that his children are part of his motivation. "I think of what I would want for my son or daughter," he said.

When speaking of the NTID, Buckley grows visibly proud. "Now we have over 200 deaf students who are social workers, and they are working all over the world, changing the landscape for deaf people. We have deaf students in San Diego helping AIDS victims. Almost all of our graduates have made history in their fields."

Buckley describes himself as "not one of those people who sits back and believes you have to be a victim."

When asked about relations between deaf and hearing students on campus, Buckley said, "All of us have to be reaching out of our comfort zones to interact with people who are diverse. I try to find myself on the other side [away from the Lyndon Johnson Building], setting an example."

In addition to his work with the NTID, students might also recognize Buckley through his work with the Resident Advisory Association (RHA), where he has been actively involved in improving the quality of campus life. From trying to stop the fire alarm shenanigans to instituting the policy for student leaders, Buckley is a visible force in student housing.

"This is a challenging issue," he said. "There are issues with the quality of life that we need to focus on."

He also stated how important he feels that it is for students to "be connected" to something or someone on campus.

"My fondest memories are of going to faculty member's home," said Buckley. "I make it a point to extend that position to everyone possible."

"I hear that this place is cold and uncaring...and it may feel that way at times. But there is also warmth...there are many instances where you see faculty members reaching out to students in need."

Clearly, Buckley is among the latter group.▪

Word on the Street

COMPILED BY **JASON PACCHIAROTTI**
PHOTOS BY **JACQUELYN MARTIN**
INTERPRETING BY **DAVID McCLOSKEY**

RIT Food Services has been conducting a survey on the performance of the various cafeterias on campus.

This week *Reporter* asks the question:

“What one improvement would you like the Food Services to make?”



“I would like Gracies to be more like the dining commons.”

CHRISTIANA DORIETY
1ST YR. SOCIAL WORK



“I’d like the dining commons to be more cheap. It’s just too gosh darn expensive.”

JUSTIN BAK
1ST YR. APPLIED COMPUTER TECH



“The food needs to be more tasty. Perhaps they could have more Italian or spicy food.”

JESSICA MCKINLEY
1ST YR. DIGITAL IMAGING PUBLISHING TECH



“More diversity of food and perhaps fast food on campus like Subway or Taco Bell.”

ALIM CHANDANI
3RD YR. NEW MEDIA

“I think they should have more variety and longer hours and quicker service. Sometimes its like you have to tell them to hurry up. The College Grind is so slow.”

MARK OLSSON
2ND YR. COMPUTER SCIENCE

“They need more things – be creative with what they cook. I prefer if they’d cook a different variety of food.”

LAUREN SMALDONE
2ND YR. UNDECIDED

“The food at the dining commons is pretty good. Everything seems all right with it. Grace Watson is not a place I like to go.”

CARLOS PANTA, JR.
1ST YR. UNDECIDED

“There’d nothing I’d like to improve. I am very satisfied. There’s nothing I see that needs improving.”

LUCAS SPEAKMAN
1ST YR. COMPUTER INTEGRATED MACHINING TECHNOLOGY

“All the food is good. More diversity of food. More cultural food like Spanish or Italian or French. There’s never anything new.”

DENISE ARIAS
3RD YR. ADMINISTRATION SUPPORT OF TECHNOLOGY

“More hot food. The stuff is so cold I get sick. I hate the food here.”

MARIE E. TICE
1ST YR. APPLIED COMPUTER TECH

“I think they should include more homemade meals – not so greasy food. Healthier food.”

JENNIFER OKA
2ND YR. BUSINESS MANAGEMENT

“Grace Watson needs to have a different selection of food. Over and over they have the same food.”

JOHN MELI
1ST YR. INTERNATIONAL BUSINESS

“Variety of food. We need one more cafeteria near building 14 – and it should be cheaper.”

MIKE PEARLMAN
1ST YR. APPLIED COMPUTER TECH

“Probably longer hours because people have different schedules. Maybe have a 24-hour service because we get hungry at 3 am.”

ALESIA HOWARD
2ND YR. PSYCHOLOGY

“One thing food service can improve is the food variety. A second thing is accessibility. Most of the food service workers don’t sign.”

FRANK FOLINO
4TH YR. ACCOUNTING

“A little bit of different variety of food. Don’t have the same kind of food all the time.”

AMANDA WHITE
1ST YR. UNDECIDED



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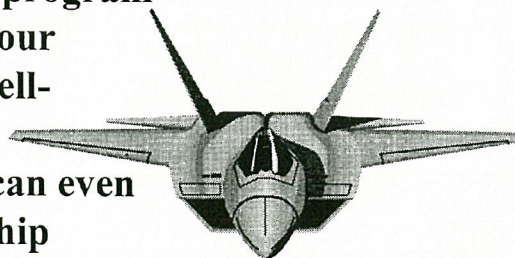
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RELATING



PHOTO: JACQUELYN MARTIN

DEAF STUDENTS EXPERIENCE CHANGES, FIND COMMUNITY

BY SHANNON PERRY

Hands flying and smiles generally abounding, deaf and hard-of-hearing students are often seen clustered in groups, talking animatedly about some topic that the majority of hearing students don't really understand.

The deaf culture, almost foreign to many people at RIT, comes complete with students from every culture, gender and major. Its dynamics are just one aspect that intimidates many RIT students, the most common being the simple communication barrier.

Almost any hearing student can remember sitting in class on the first day, staring in amazement at an interpreter's flying hands. To many, deaf and hearing alike, the two cultures are worlds apart.

Although some hearing students are comfortable enough to start friendships with their hard-of-hearing classmates, many are not.

Nathaniel Wharton, who is hard-of-hearing, is a first-year computer graphics major. He suggested ways for hearing students to approach deaf students.

Jeremy Chase (5th year Computer Science major)
and Kate Baker (5th year Industrial Design major)



PHOTO: JACQUELYN MARTIN

"I grew up in the hearing world," he said, "and there wasn't much conversation among me and my friends. Here, I'm meeting people who speak my language and it's exciting because I can finally understand."

MICHAEL DRAPER
1ST YEAR CIMT STUDENT

"They should approach in a sensitive way and be aware of the lack of communication between [the hearing person] "The easiest way would be to write down what you are trying to say. If there is no paper available, then use your lips, but talk slow."

Aaron Mowell, a first-year manufacturing student, agrees that successful communication is possible.

"They should use any method that they are comfortable with and that works," he said.

Some deaf students have noticed differences in the treatment, especially by professors.

Joe Neely, a second-year undeclared business major, has experienced some of the more negative aspects.

"There's not a lot of communication because most hearing professors look down on NTID students," he said.

Mowell disagrees. "Most of the professors have gradually become used to deaf people, so they have knowledge of how to work things," he said.

"The [hearing] teachers are sensitive to the disabilities involved in their classrooms," Wharton agreed, nothing that even dating relationships are possible between hearing and deaf students. "Me and my girlfriend have a great relationship," he said. "She is hearing and I am deaf."

"That is very rare," Neely noted. "It's mostly just separate cultures, hearing and deaf."

Ryan Larkin, a first-year CADT student, agreed. "I can see that a lot of hearing students don't like to be involved with deaf students. In RIT, we have like two different worlds."

Like all first-year students, deaf students have experienced big transformations and encountered many new situations upon coming to RIT.

"I'm noticing that I'm experiencing a better social life," said Michael Draper, a first-year CIMT student. "I have several hearing friends but my feeling is [that I'm] enjoying being with the deaf because I can understand the conversation."

Fitting into the deaf culture is a plus for many deaf students who have, for their entire lives, been immersed in the hearing world.

Mike Pearlman, a first-year ACT student, said, "I've been mainstreamed all my life [so it's not a problem to communicate with hearing students]... In my high school, all my friends were hearing, so it was a big transition for me but now I feel comfortable with deaf people."

For Draper, the transition was much the same. "I grew up in the hearing world," he said, "and there wasn't much conversation among me and my friends. Here, I'm meeting people who speak my language and it's exciting because I can finally understand."

Though they are surrounded by other first-year signing students, there are still issues unique to the deaf culture. Jessica Tanner, a psychology major, noted the hardest part for her is simply "fitting in."

Pearlman's biggest problem is the culture barrier.

"A lot of deaf people cannot talk or don't want to hang out with hearing people," he said.

For Larkin, it's "being involved in the hearing world."

And for Michael Draper, who is lucky enough to live in Ellingham Hall? "Fire alarms."

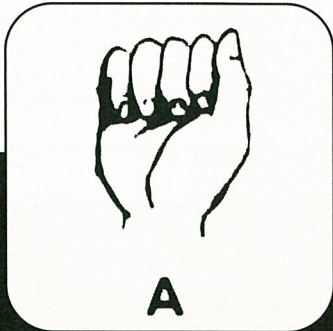


PHOTO: DAVID LA SPINA

WHAT DID YOU SAY?

STUDENT RUN SIGNING PROGRAM PACKS 'EM IN

BY RICH TRIFLETTI

As record numbers of students are filling American Sign Language classes, three students are striking out on their own to help bridge the communication gap between Deaf and hearing students.

American Sign Language (ASL) is one of the most popular classes at RIT, often filling to capacity well before the start of each quarter. ASL is offered for credit in three colleges: The National Technical Institute for the Deaf, The College of Applied Arts and Sciences, and The College of Liberal Arts. Upper-class students often fill these classes before the freshman class can register, leaving the first-year students to the inexpensive RIT-sign program. However, this fills up quickly as well.

Enter Cat Smith, Ben McCrory and Tyler Bazzi. This trio has been teaching ASL to students for free in a workshop style program held in the Residence Halls. The workshop is open to all students, and meets weekly - copying the format of the popular RIT-sign program.

The program first began as a floor activity for Photo House, whose "members had an extreme desire to learn sign," according to Smith, House Manager for Photo House.

The class has since snowballed in size to as many as 45 people per week, illustrating the desire of students campus-wide to learn or improve upon their ASL skills.

"It's really awesome! We had 45 people show up for our second session - the room was packed," said Smith.

Smith soon enlisted the help of Bazzi and McCrory, Resident Advisors from Ellingson Hall.

A typical session comprises 40 students and lasts approximately one hour. The workshop is mainly a constant review of basic sign -- finger-spelling (the English alphabet), numbers, colors, facial expression, emotions, and everyday signs specific to RIT.

The workshop begins with a structured separation of participants by skill level. Two separate groups learn sign at different levels, based on the participants' prior knowledge of ASL.

"[ASL] allows me to communicate with a whole other set of people that I normally wouldn't be able to," said Santo Romano

Smith often leads newcomers with an intro-

duction to the alphabet, while Bazzi and McCrory lead the more experienced participants in new lessons. Vocabulary is the main topic, with new and different groups of words each week.

Close to the end of the workshop, participants are encouraged to ask questions, enabling them to learn more vocabulary and grammar at their own rate.

Smith, Bazzi and McCrory move around the workshop answering individual questions, while the more experienced participants share their own knowledge with newcomers. The more advanced group moves on to topics such as sport terms and technical words, while the beginners practice greetings and simple phrases.

The workshop, like RIT-sign, takes on a very social atmosphere. The students are encouraged not to use their voice, but rather employ their newfound knowledge of ASL to communicate with each other.

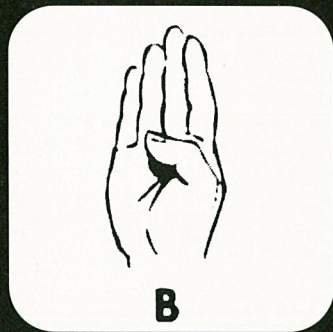
One session took a turn away from the academic, to feature a pizza party/mixer, where deaf, hard-of-hearing, and hearing students were able to meet, make new friends, and use their newly acquired signing skills.

Unlike other programs and classes offered at RIT, this sign workshop has the benefit of multiple teachers. With the ability to learn at several different speeds, the participants are able to control the learning process, spending more time on difficult areas, and less time on topics of ease.

Some participants choose to learn ASL for work purposes, others learn so they can communicate better with new friends. The one common thread among all participants is why they choose to stay—the fun.

As one participant explained, "Tyler, Ben and Cat are amazing. They take time out of their lives to help us learn ASL, and they make it fun. I've been here for a while, and I've never had a class where the professor gives you pizza and tells you to talk during class."

The ASL workshop has finished for Fall Quarter, and Winter Quarter dates/location have yet to be announced. Check www.reportermag.com for further information at the beginning of Winter Quarter.



RESISTANCE IS FUTILE.

BY BEN CLOTHIER



PHOTOS: DAVID LA SPINA

I steadfastly refuse to surrender to my deafness. Because of that, I have bone to pick with certain individuals, both deaf and hearing.

There are those who think deafness can be 'fixed.' The same people have tendencies to pity deaf and congratulate these who 'overcome the barriers' by conforming to the norms. Consider the statement below.

"We are the Borg. Your existence as you know it is over. We will add your biological and technological distinctiveness to our own. Your culture will adapt to service ours. Resistance is futile. We are the Borg."

You may not realize it, but you could be one of them. Ask yourself this, "Do I tolerate differences in other people?" If you answered yes, you should consider your position carefully. Note the word tolerate was used instead of appreciate.

Do you believe in the 'melting pot, assimilating all cultures into a unified culture?' If you do, you could be akin to the Borg. In our case, that would be American culture. Some Americans feel that they have a culture that is derived from several cultures immigrants brought. Little do they know that they are the Borg.

It is important to note that language and culture have a very strong relationship. You can't have Japanese culture without Japanese language. Conversely, you can't be culturally Hispanic without being able to speak Spanish. This is where the melting pot problem arises as children of immigrant parents integrate into America. If this principle was applied toward deaf people, the effect would be much more detrimental.

Remember that one person's deafness can be more or less profound than another person. So there are no groups with similar hearing losses. Because of this, one coherent method of communication will not work with deaf children. Thus, cochlear implants and lip-reading will only work with certain deaf people. That is the ultimate problem of 'melting pot.' It is a fantasy to believe that we can assimilate all deaf people.

There is also a subtle problem; most of the time, assimilating deaf people actually does more harm than good. There is no guarantee that even with any

kind of aids, deaf will be able to hear all speech modulation. Missing even a small portion of the modulation, can retard their language development and persist for life.

The only standardized method is sign language. Simply a mode of communication will not do because communication merely conveys information. Language can both convey and express the information.

This is why American Sign Language (ASL) is integrally linked to deaf culture. It is important to understand that ASL, as its name implies, is not a universal language. Deaf people from Europe have their own sign language.

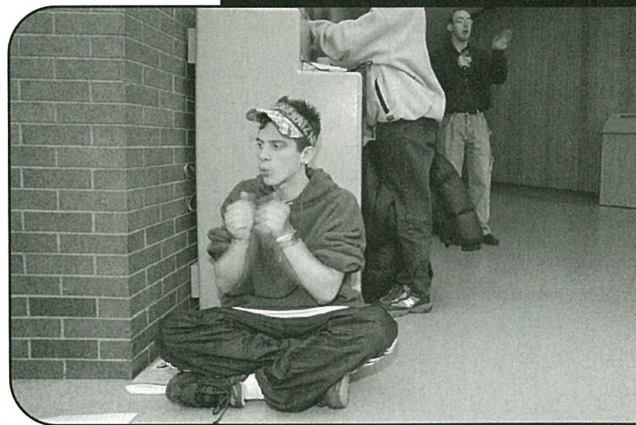
Here is the paradox; a deaf child born to deaf family is generally more fluent in both ASL and English language than a deaf child born to hearing family. It is simply because no information is lost in sign language as opposed to lip-reading or hearing aids.

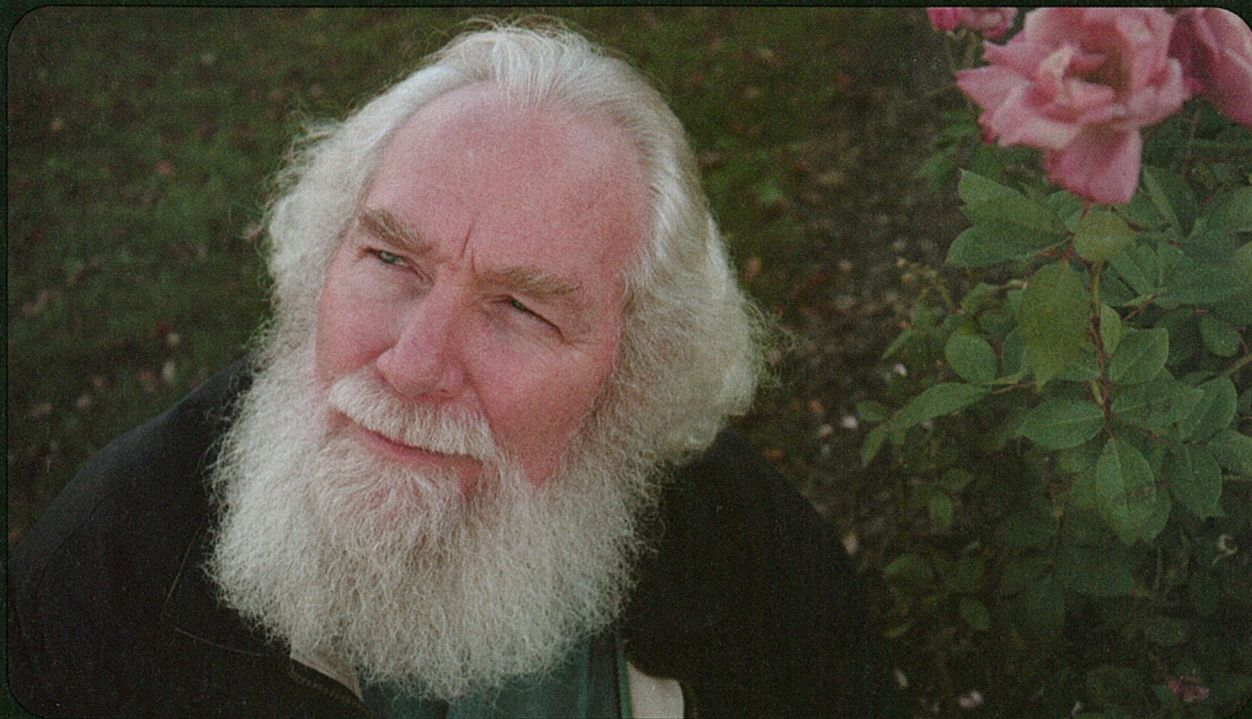
Now, if a deaf child doesn't have a language, the child's social maturity will be severely retarded. If a deaf child doesn't have a group to interact with easily, that too can create social problems.

The bottom line is that we need something to make us grow and become strong before walking out in the big world, or 'hearing world' as we call it. Otherwise, we would only be a permanent burden to the society.

I would much rather view my deafness as a challenge than a barrier. Consider Michael Jackson. Because of a disorder, he has to wear make-up so he won't look blotchy. He looks white, but he's still black. If I assimilated I would look 'functional' in eyes of the society but would still be limited. Unlike the Borg, I would only be partially assimilated.

Why go through the emotion wrenching of trying to be someone I never can be? This is why we have developed deaf culture and I am proud of it. •





INTERPRETERS: WORKING EARS

BY BEN CLOTHIER

When you have a class with an interpreter, do you acknowledge the presence of interpreter? As frequent client, I don't. I'm much more interested in what is being said in the classroom, not what was interpreted. If I only received the interpretation, there is the possibility of mistranslation or missing some information. Ultimately, I think of interpreters as my working ears.

With an interpreter present, all sounds in the room become visual. In visual form, these sounds now have meaning and enable me to function on the same level as a hearing person. All signs, which are visual, are converted into sounds, giving meaning to the hearing people. The communication bridge is formed. During that time, I can choose to eavesdrop on a conversation. Conversely, hearing people can eavesdrop on my conversation. Only real privacy is whenever the conversation can't be heard or seen by others. Nonetheless, I now can communicate with you, however intelligible my signs may be to you and your sounds to me. We both can function on same level.

Notice the absence of word, 'interpreters' in previous paragraph. It is so for a good purpose. I have seen many situations where both deaf and hearing clients talk to interpreters but never with each other! It is also common for interpreters to not interpret everything because they feel it is private or because the clients aren't paying attention. Interpreters are there to make communication possible, not to add spice to your life. Whenever interpreters step out of their role, I acknowledge the interpreter's presence.

Acknowledging the interpreter's presence means that you are ignoring the clients, be they deaf or hearing. That would defeat the purpose of having interpreters there in first place. Only times I will do that is whenever I have a feedback to give or the interpreter is off duty. However, off duty does not include the break time

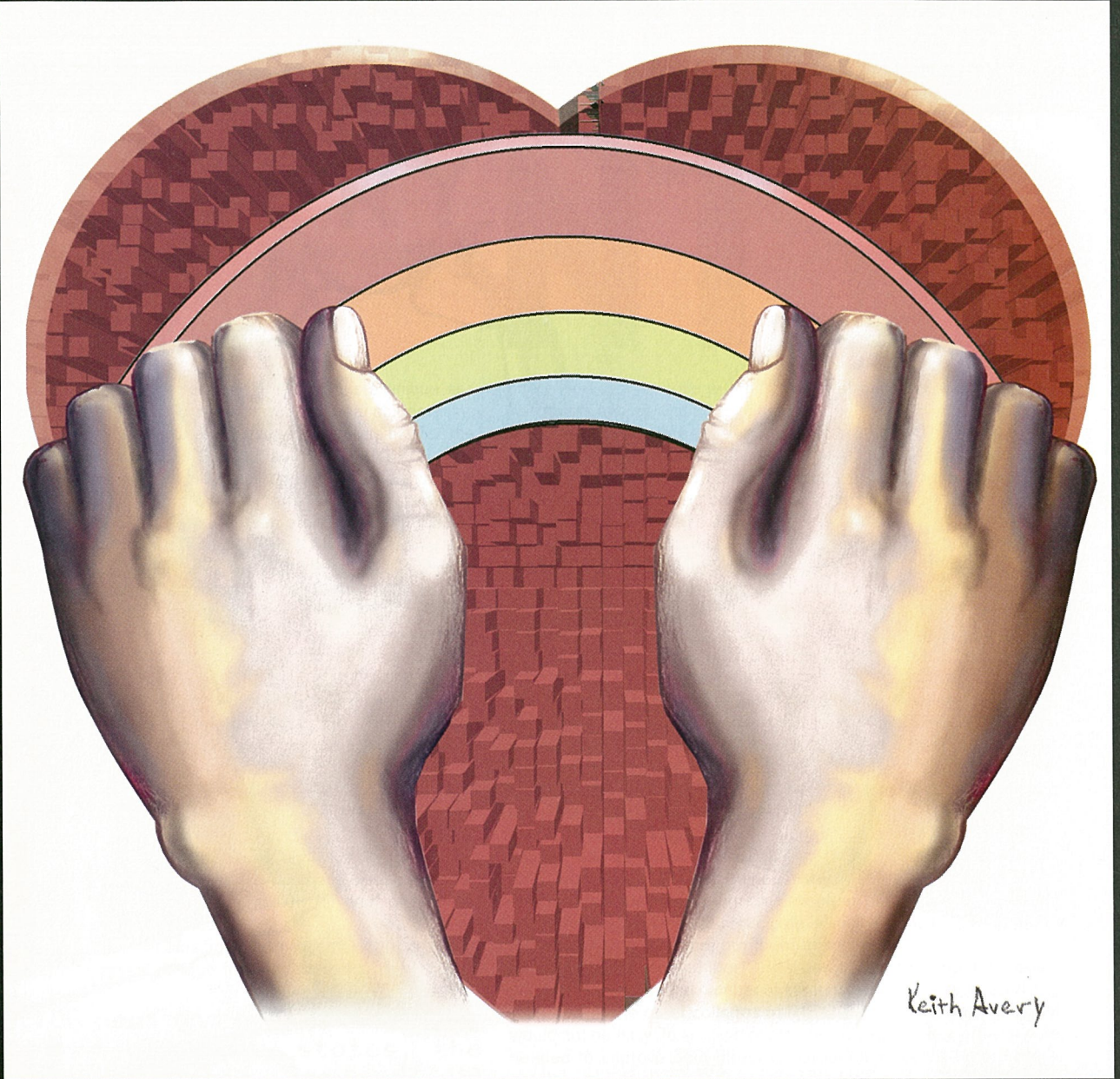
between classes or whatever. It is because there still are clients who may use the interpreters during that time.

However not everyone utilize the interpreters to their fullest potential. Because of that, some interpreters have got in the habits of not interpreting everything that is said or signed. They also fail to stay within their roles as a professional. So it has become increasingly difficult for me to view them as 'working ears.' The generalization only succeeds if everyone involved in the process believes in that generalization.

Department of Interpreting Service has a code of ethics that interpreters are to abide by. However, I have not seen it all time I was here. I have read it when I was a senior in high school. If you have not read the code of ethics, I strongly suggest you do that, regardless of who you are. You can get it at www.rid.org/code.html. You never know when you will have to use an interpreter and you want to use the interpreters most effectively.

Whenever an interpreter makes a mistake, the interpreter is to notify both parties of the mistake and try again. It is also important to remember that in ASL, there is no direct correlation between words and signs. That is why sometimes the interpretation sounds peculiar to both parties now and then. Many times, people wrongly assume that the speaker is spewing nonsense while it was the interpreter all along. Thus I have developed the system; when I ask question and I don't get an answer, I ask the question in different form. If the answer is still strange, I put hold on the question until end of meeting or class or whatever.

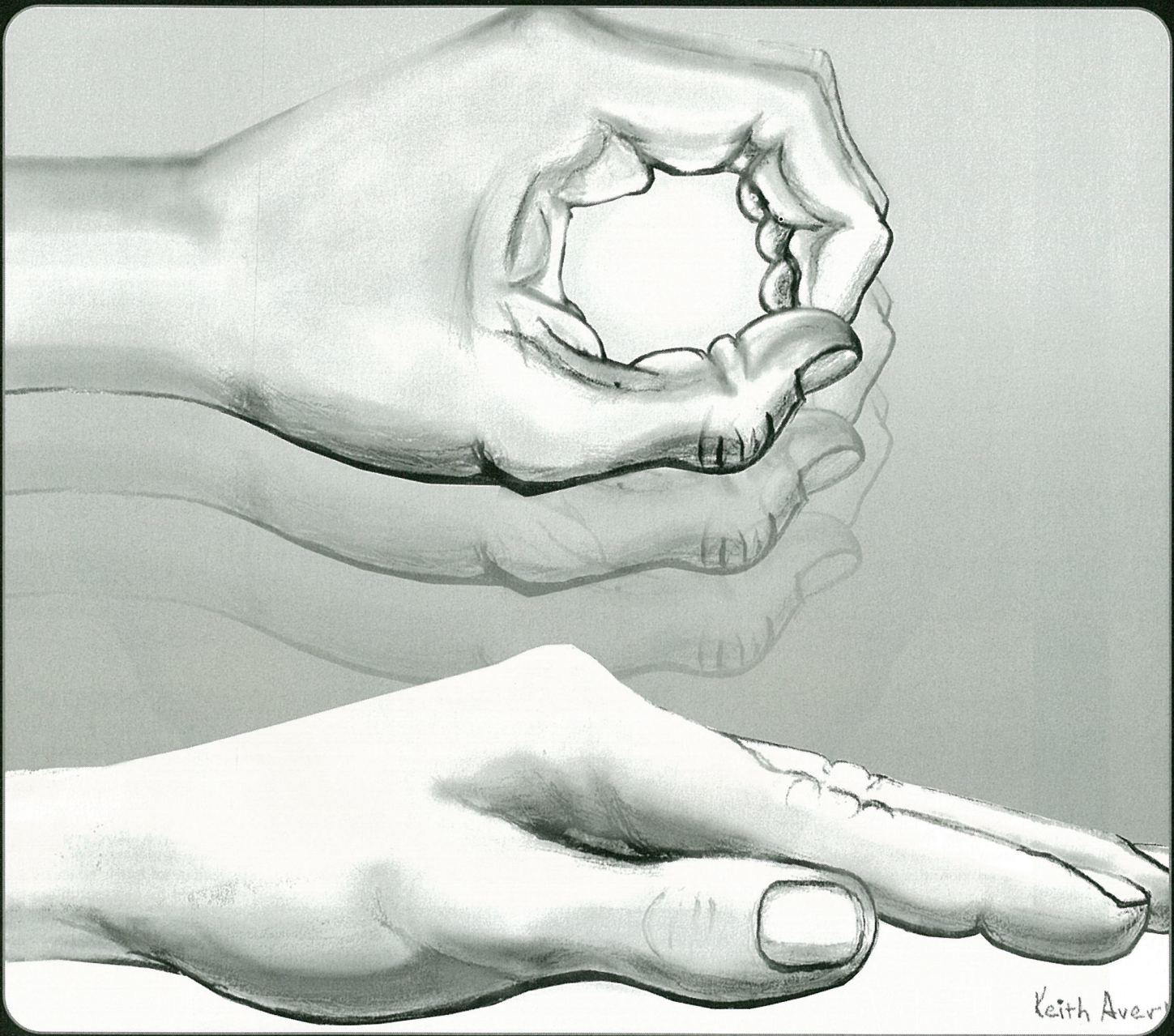
I hope that next day you enter the class with an interpreter, you will acknowledge the client instead of the interpreters and appreciate the interpreter's service. •



Keith Avery

EMBRACE

DEAF CULTURE SPECIAL



Keith Avery

The HISTORY of NTID

BY KATIE MASARYK

The National Technical Institute for the Deaf (NTID) is a unique and exciting college that has revolutionized education for deaf students.

NTID began with six divisions. Three were responsible for the instruction of degree, diploma, and vestibule students, while the other three divisions focused on student planning and services, hearing and speech, and research and training. One of the main concerns of original NTID staff had was whether or not they could take deaf and hard of hearing students and fit them in with the already established RIT students. They would often ask, "Can we do this? How do we fit these students into RIT?" All fears quickly passed as the integration seemed to be possible.

The fight to establish a technical college for deaf women and men began back in the middle of the 19th century. The establishment of the first residential school for deaf students was founded in Hartford, Connecticut, in 1817. Time passed and the industrial education movement shifted into full swing. Leaders from institutions for deaf students began to call out for more opportunities in higher education.

Much time passed with only a few outspoken cries to form an official technical college for the deaf. Through the 1950s and 1960s, some high schools offered a small amount of technical education to deaf students. But it was hard to purchase the equipment and facilities needed when there was such a small enrollment in each school.

Government support for a technical education for deaf or hard-of-hearing students was sorely needed.

In 1964, a group of advocates finally convinced Congress to look into the idea of a technical college for deaf students. The value of

Nearly 1,100 deaf and hard-of-hearing students from all fifty states, the District of Columbia, several US territories, and other countries study and reside on the RIT campus with 11,000 hearing students.

deaf industrial laborers was realized during World War One and World War Two. Before that only 53 percent of deaf people were found to be employed. In September 1964, a Conference on Technical and Vocational Education for the Deaf was organized to gather information to present to Congress. By April 1965, three identical bills had been introduced into the House and the Senate. The Senate and House bills were passed unanimously, and on June 8, 1965, President Lyndon Baines Johnson signed Public Law 89-36, establishing the National Technical Institute for the Deaf.

In January of 1967, Dr. D. Robert Frisina, came to RIT to become the organizing director for NTID. A challenge as massive as this one had never been undertaken before, and Frisina was the lucky man picked to lead graduating youngsters from secondary schools that were entering regular colleges and universities, with the exception

of the one special college for the deaf, at the time, which was the liberal arts school, Gallaudet University."

There was much work to be done to prepare NTID for incoming students. In 1968, NTID established itself at the newly built RIT Henrietta campus. While the buildings to house NTID were being built, students and staff used some of the already established buildings. The development of an educational program and training programs to prepare RIT staff and students while professional staff was being hired, all happened very rapidly.

The only concern left was to prove to businesses and even the world that deaf and hard-of-hearing students could do what NTID supporters claimed they could do. In Frisina's speech to address the first NTID class of 71 students, he said, "We will be living in a glass bowl, and the entire nation will be watching us very closely. For many years we have told the world that the deaf, if given the opportunity, could be educated on a college level, and as a result could make some outstanding contributions in the professions and business. Well, we now have the chance, and must take advantage of the opportunity."

During the beginning new programs, were opened every year and the enrollment into NTID gradually increased. By 1970, Twenty-four of NTID's original students were approaching graduation. The college quickly rose up to the challenge of placing these graduates in jobs. NTID worked with RIT and gained many benefits from the use of the cooperative educational program. Seventeen deaf students pioneered as the first in the nation to participate in such a plan. Jobs were found and there was even more out there to be filled.

As NTID moved into the 1980s, one of the most important goals became to increase the number of students who cross-registered into programs in the other colleges of RIT. But working toward this goal would not be easy. To accommodate the increases, major effects were needed to improve both direct classroom assistance (interpreters, notetakers, tutors) and indirect services (career development counseling, job placement assistance). The perfect solution was discovered when RIT students began to step into the roles of notetakers in their classes. Even more began to learn sign language and become private tutors.

In recent history, NTID has had a dramatic increase in the computer-based education aspects of its programs. The many technological advancements has led to an increased number of participants in NTID programs and an even larger pool of deaf and hard-of-hearing students in the work force.

Nearly 1,100 deaf and hard-of-hearing students from all fifty states, the District of Columbia, several US territories, and other countries study and reside on the RIT campus with 11,000 hearing students. NTID has become an overwhelming success for all those who helped to start the college, everyone that works there now and for every student that attends. Frisina stated it best when he said that NTID is "a beacon for deaf youngsters who before NTID had no where to look forward to. It created a brighter future. A hope that has turned into a reality."•



FILE PHOTO: DAVID LA SPINA

KICKING GRASS

MEN'S SOCCER TEAM WINS EMPIRE EIGHT CHAMPIONSHIP

BY: MARCI SAVAGE

A championship win is something a team works toward all year. Days of intense practices, followed by a rigorous game schedule. Many sacrifices are made as things are put on hold. This work obviously paid off for the RIT men's soccer team.

Aggressive attacking and possessive defense proved to be the key in the Tiger's 3-0 win against Alfred State. With this win, the squad sealed the Empire Eight Conference championship for the 2000 season. The game started when senior Ryan Riskosky beat Alfred's goalkeeper from 25 yards out with just 2:29 gone from the clock. Freshman phenom Trae Lower scored the Tiger's second goal when he buried a rebound off of a fierce drive from second year Rick Anthony.

"I think it shows how hard our team has worked, how much we have improved since last year, and how much we have come together as a team."

2ND YEAR PLAYER RICK ANTHONY

Anthony sealed the victory for the Tigers with 18 minutes remaining in the game when he scored the third and final goal of the game, assisted by junior Noah Decker. "It was a huge win for us," said Anthony. "We knew that we were the favorites going into the game, but Alfred has been having a great season and we knew we'd be in for a battle when we stepped on the field."

A key force for the team, as he has been all year, was senior goalie Aaron Landers. He recorded seven vital saves as he earned his fourth shutout of the year. Landers leads the conference in every statistical category for goalkeepers this year.

The RIT Tigers finished the regular season with a record of 11-4-2 and in conference play they were 4-0-2. This is the best record that head coach Bill Garno has ever had while coaching the men's soccer team.

Another key player all year for the Tigers has been freshman Lower, who is the conference leader in points. His goal in the last game and his two hat tricks against conference foes Elmira and Utica helped RIT to win the championship.

This is a very historical event for the team because it is their first ever conference championship. This is the first year that all of the conference teams have played a full conference schedule, so for this reason, RIT is actually the first "real" Empire Eight champions. This is the first championship of any kind that the team has won since 1995 when the team won the ECAC Northeast championship. This is also Garno's first championship since he took over the head-coaching job in 1996. "RIT soccer used to be a national powerhouse and I think that winning the conference championship is a big step in the right direction for the program," comments Anthony. "I think it shows how hard our team has worked, how much we have improved since last year, and how much we have come together as a team."

It is something that the team worked for all year. Hard work and dedication pay off; and the men's soccer team proves this well in the 2000 season. •

PRESS BOX BY MATT ALBRECHT

MEN'S SOCCER

The Men's Soccer team had a very successful week, winning two games to raise their record to 10-4-2 (4-0-2 Empire Eight). The Tigers traveled to Utica College on Saturday, October 28 and played on a frozen pitch to come away with the 7-0 victory. **Chris Mbaakanyi** opened up the scoring early on a cross by **Garrett Schmit**. **Trae Lower** then scored 3 consecutive goals to put the Tigers up big early. **Noah Decker** scored in the waning minutes of the first half to put RIT up 5-0 at halftime. In the second half, **Jeff Prescott** and **Blake Harrison** scored to complete the rout for the Tigers. The following Wednesday RIT hosted Alfred in their last Empire Eight game of the year to battle for the conference championship. **Ryan Riskosky**, Lower and **Rick Anthony** tallied goals for the Tigers in the 3-0 win. The victory won the inaugural Empire Eight Championship for RIT.

MEN'S HOCKEY

The Men's Hockey team traveled to SUNY Fredonia over the weekend of October 20 and 21 to compete in the Blue Devil Tournament and came away victorious. The Tigers played Oswego on Friday and came away with a 6-3 win as **Peter Bournazakis** had two goals and two assists to lead RIT. **Derek Hahn** also had a goal and three assists. Saturday, the Tigers played SUNY Fredonia and emerged victorious with a 7-2 result. **Jerry Galway** led the Tigers with two goals and two assists and **Mike Bournazakis** The weekend of October 27 and 28 saw the Tigers travel to Brockport and Geneseo for the Chase Tournament. Friday, RIT played Geneseo and won handily 8-4, supported by strong games from **Josh Faulkner** (2 goals, 2 assists), **Brian Armes** (2 goals, 1 assist) and **Mike Bournazakis** (2 goals, 1 assist). Saturday, the Tigers played Brockport and won in a total blowout by the score of 10-1. **Peter Bournazakis** (2 goals, 2 assists) and **Jerry Galway** (3 goals, 2 assists) both had outstanding performances to pace RIT. The two victories improve the Tigers to 4-0 on the season.

WOMEN'S VOLLEYBALL

Emily Verbridge has been named RIT athlete of the week for her outstanding performance in the Empire Eight Tournament. She had 50 kills, 15 service aces and 7 blocks in three games for the Tigers (23-10). In those games, the Tigers lost to both Nazareth (0-3) and St. John Fisher (2-3), while defeating Hartwick (3-0). For her efforts, Verbridge was named to the All-Tournament Team.

MEN'S AND WOMEN'S SWIMMING

The Women's Swim Team opened up their dual meet schedule with a victory over Buffalo State 137-92. **Tara Nesbit** won all three of her races, including the 200 individual medley and the 100 backstroke. Freshman **Brooke Chronyak** won both the 200 and 500 freestyles. The team is looking strong this year with a great mix of veteran leadership and freshman talent, and has high hopes for the season.

The Men's Swimming Team also came out strong in their first dual meet of the year, beating Buffalo State 130-82. Captain **Chris McKee** won the 100 butterfly and 200 individual medley for the Tigers. The Men's Team is also looking strong this year with a combination of youth and leadership.

ASHLEY JOHN GRILLO

LEAVING HIS MARK ON THE MATS

PLAYER PROFILE

NAME: Ashley John Grillo
SPORT: Wrestling
WEIGHT CLASS: 149 lb.
MAJOR: Biology
YEAR: Fourth



PHOTO: DAVID LA SPINA



BY MARCI SAVAGE

When he takes to the mats this weekend at the Ithaca Invitational, Ashley John Grillo will finally get to show off all of his off-season and pre-season preparation to the rest of the collegiate wrestling world.

He has big goals he wants to accomplish, namely becoming an All-American and placing in the NCAA tournament this year. Grillo has trained hard and is ready to take on any and all challengers.

Wrestling in the 149-pound weight class, Grillo got a taste of what it's like to be one of the top wrestlers in the country last year when he competed in the NCAA Tournament.

"It's another level of competition at that tournament, and to be an All-American, I'll have to raise my level of wrestling to match or better everyone else's," said Grillo.

Grillo also has some high, but attainable goals for the team this year.

"I feel we have a shot at sending three, maybe four wrestlers to the national tournament," Grillo said. "If that happens, then we'll have a chance to be one of the top 15 teams in the country." He continued "We have a solid core of guys on the team that work really hard and a good group of freshman. There is a positive outlook on this upcoming season."

Behind most great athletes are great parents, giving their support and guidance whenever they can. "I would have to attribute my success to my family" notes Grillo. "They have been extremely supportive through the years."

His father was his coach all through high school and his mom traveled with him to tape all of his matches. Clearly, Grillo would not be where he is today if it was not for the love and support of his parents.

Since it is his senior year, Grillo does not want to have any regrets when his career comes to an end. Therefore, he is working as hard as he can to have a successful season.

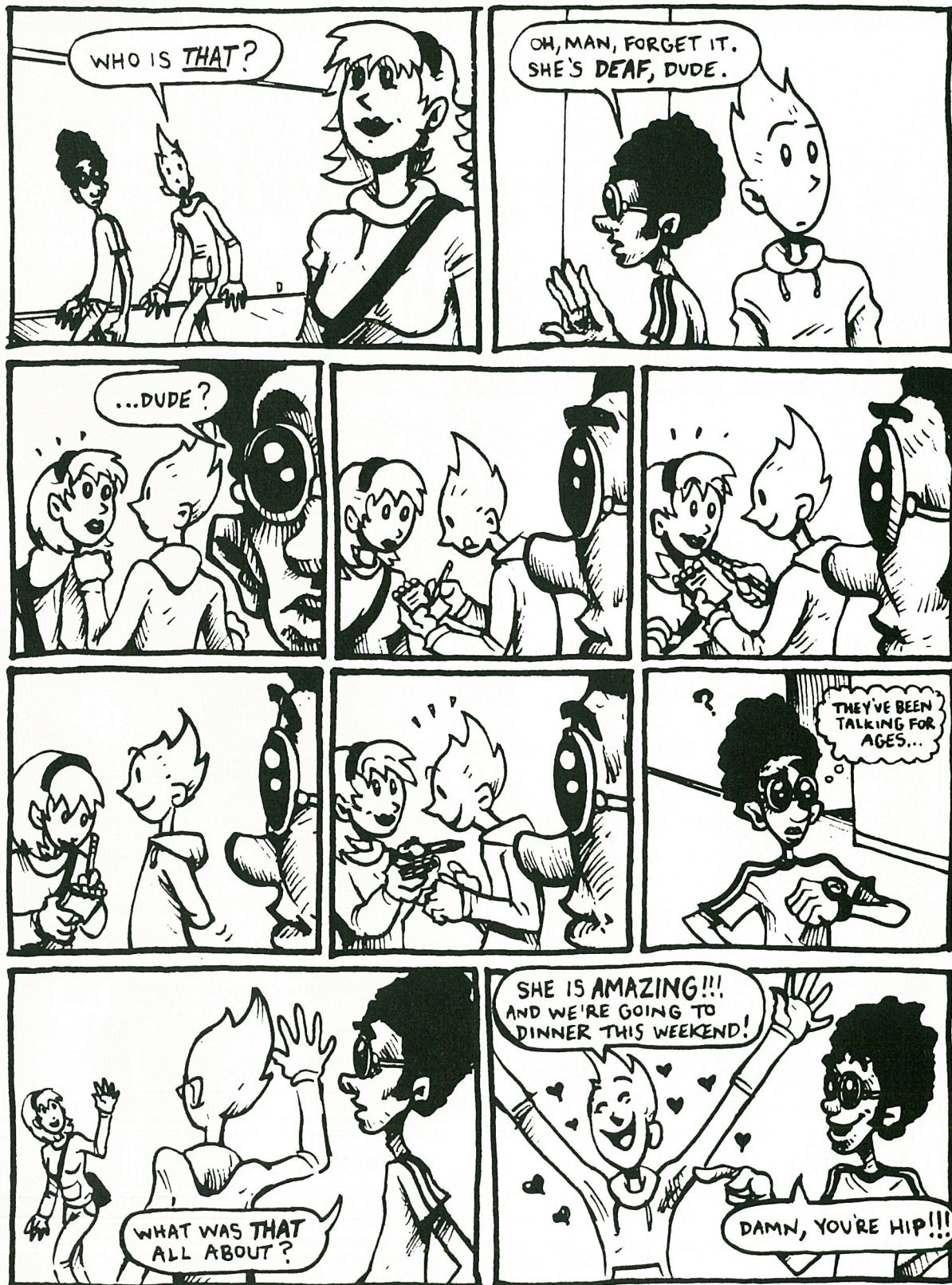
"So far, I've pretty much been putting in double session workouts in everyday," said Grillo. "I'll go to the normal practice, then go to the SLC to do another hour of cardiovascular exercises." Grillo continued by saying, "I want to do it right this year. I don't want to look back after the season is over with and say to myself 'If I only would have ran more or lifted more or practiced harder.' I want to go out on top with All-American status."•

Grillo's words of advice:

"I want to do it right this year. I don't want to look back after the season is over with and say to myself 'If I only would have ran more or lifted more or practiced harder.'"

GRILLO HAS HIS SIGHTS SET ON BECOMING AN ALL-AMERICAN

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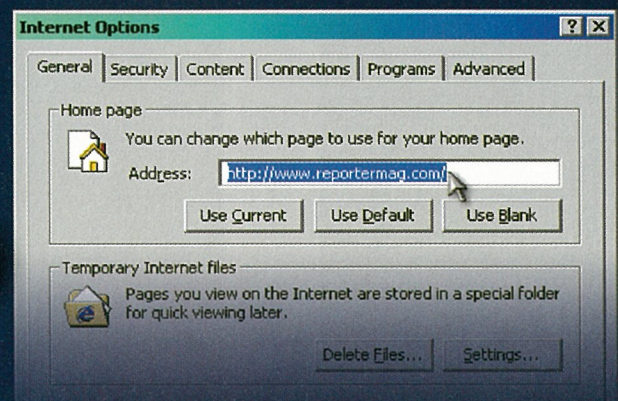
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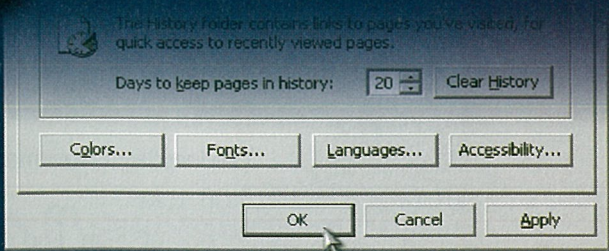
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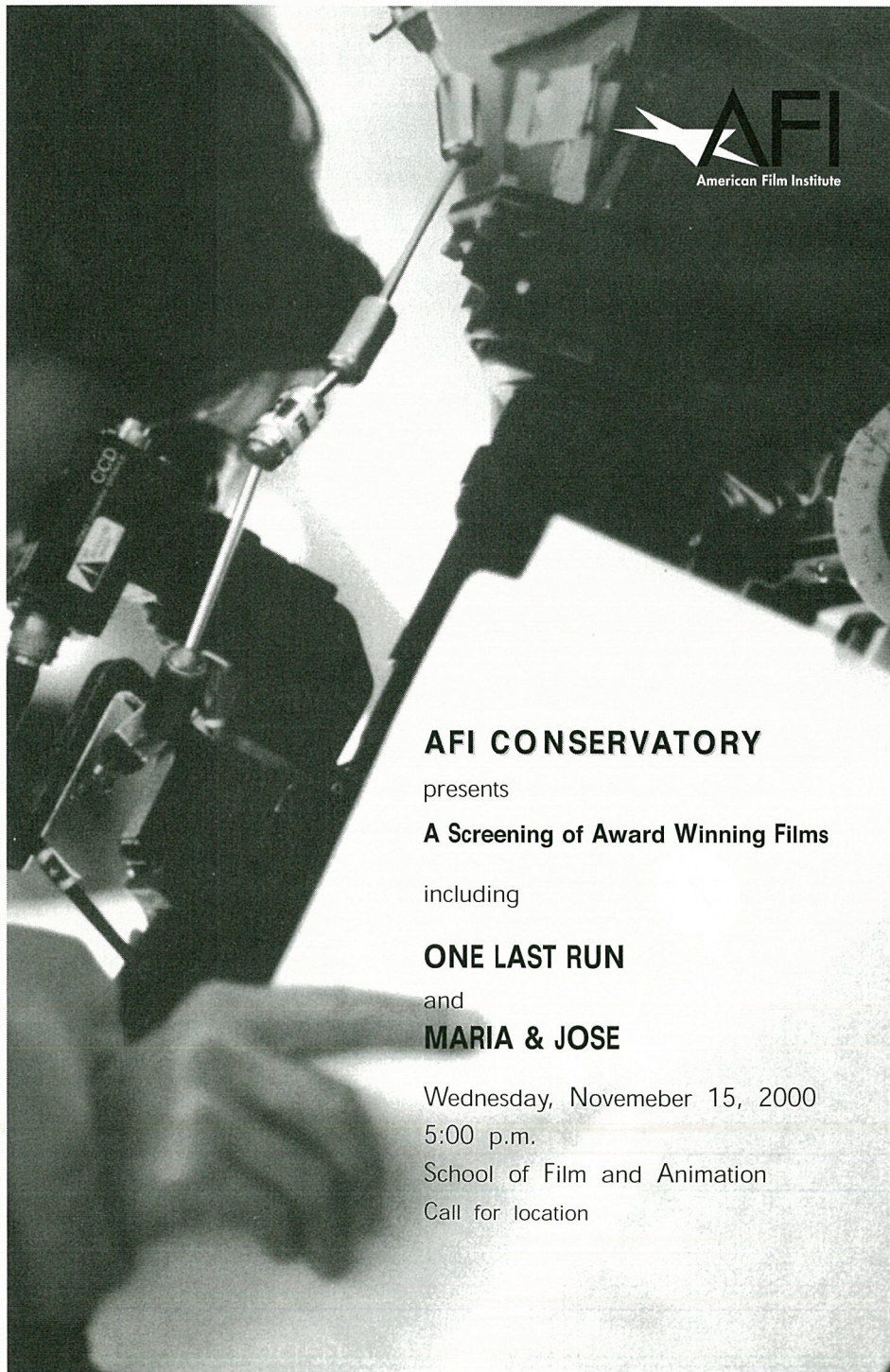
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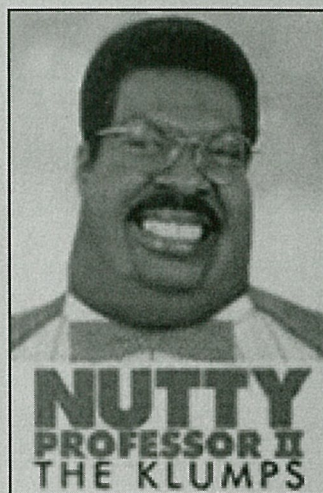
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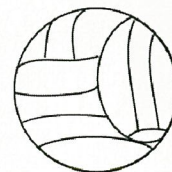
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