

reporter

2.19.99



RIT Mourns...

Students at RIT will be mourning the loss of one of their own this week. Dawan Albritton, much loved NTID student and Kappa Phi Theta member, was killed February 12 in hit-and-run accident on Brighton-Henrietta Townline Road, near the U-Haul rental. He and a friend were walking back from an event that was taking place on Route 15 when the accident occurred. Albritton was a very familiar face on campus, and is sure to be missed. Students are encouraged to contact the Counseling Center at x2261 if they feel they need any help through this most difficult time.

Letters to the Editor

Dear Rev. Jackson,

Is your house really like the White House? My house certainly is not. I take exception to your equating the house of a cheater and liar with my own house. My home is based upon love and honesty. I wouldn't be here at RIT if it were based on anything less. My wife and I are separated during the week while I attend classes. Only seeing each other on the weekends for six months out of the year is not something a relationship without love and honesty could handle. If I can "behave myself" on a co-ed college campus at age 29, should I expect any less from my fifty-year-old President?

Jeff Meloling

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Good-bye

"Yet today, I consider myself the luckiest man on the face of this earth."

Lou Gehrig

I never understood the meaning behind those words until I started contemplating my own departure from Reporter and RIT. I have been with Reporter since my first week at school, moving up from a Freelance Photographer, to Staff Photographer, to Photo Editor to Editor in Chief. Over time and along the way, my work here has become a labor of love.

I would like to thank a terrific staff that continually goes above and beyond what is expected of them. Their dedication to the magazine made my job much easier. All of you have contributed to making Reporter what it is today. I will always remember the smiles, laughs, disagreements, pizza, and late nights. You have all made my time at Reporter special.

I would also like to thank the student body, faculty and staff who constantly inform me about how we are doing. To the people who have let me know they enjoyed an editorial, thanks again for the compliment. To the people who criticized, thank you for caring. We did try to address all of your concerns.

A big thanks to the Advisory Board, who has guided us, provided encouragement and even worn Reporter T-shirts. I would like to thank Dr. Kuk for humoring me and providing support, Rudy Pugliese for attending 5 p.m. E-board meetings, Bill McKee for giving feedback and William Brandt for listening and offering advice.

It is a bittersweet ending. I will not miss the stress and problem solving, or the late Saturday nights that come with the position of Editor. I have enjoyed working with a great team, learning about journalism through a hands-on approach, writing the editorials and seeing the magazine arrive every week.

I will take away many things from my time here at RIT and Reporter. The ability to meet deadlines for two and a half years and the enjoyment of working in a newsroom have helped me determine my career path. I have grown as a photographer, a manager and as a person through my tenure at Reporter.

I wish my successor, Nick Spittal, all the best. He is a talented person who will continue to improve the magazine as well as provide his own vision for the publication. I hope I have left him a strong staff, a solid magazine and many possibilities.

Part of me wishes I had more time, yet I realize that my career is ahead of me. It has been an honor and privilege to be Editor in Chief. Today in particular, I realize how lucky I have been and how many people have made this an incredible experience.

Thank you all. Good-bye.

Michael Fagans
Editor in Chief



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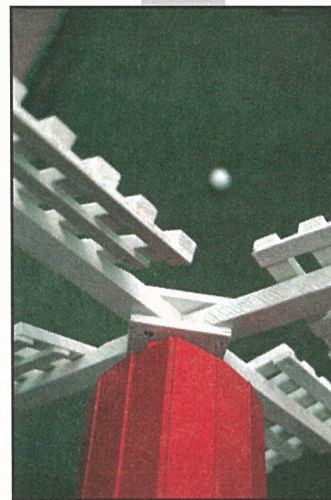
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news

Portion of Racquet Club to Be Demolished

The inevitable has finally happened at RIT. With the rapid construction of the new University Commons apartments, it comes as little surprise that the aging and ailing Racquet Club townhouses are to be shut down. Racquet Club is surely reaching the end of its life span, and the entire complex will most likely be leveled within the next five years. RIT's almost infamous 'Racquet Hole' will be no more. For now, the demolition of 46 town-

RIT's almost infamous 'Racquet Hole' will be no more. For now, the demolition of 46 townhouses is scheduled for completion by fall.

houses is scheduled for completion by fall. After a substantial engineering study, started over five years ago, it was determined that many of the Racquet Club townhouses are in such disrepair that they cannot be fixed and must be torn down. Few people dispute the fact that many of the townhouses are sub-standard, but they are also a bargain when compared to other housing at RIT.

As of the end of spring quarter, and into the summer months, apartments 410-455, (46 individual townhouses) will be completely demolished, and nothing will be built in their place. These are the townhouses that comprise the notorious 'back row', which runs along the Genessee river. These apartments have been severely damaged by flooding and consequently, dry-rot over the span of many years. The dry-rot is far too severe to be repaired in a cost effective manner.

During "Phase Two" of the project, beginning in the fall of 1999, 28 more apartments will be closed, but not torn down. Some of these units are scattered throughout the complex, and there are no existing plans to demolish them.

The immediate question is, what to do with all of the students who reside in the affected apartments? And how will remaining residents of Racquet Club be impacted by the radical changes in the near future?

In anticipation of the announcement, and consequent questions, RIT held the first in a series of meetings and information sessions for all affected students on Sunday evening at The Athenaeum, near the mid-rises.

Over fifty concerned and confused students showed up to hear

what RIT had to offer them in the way of housing for the coming years, and how the students would be compensated for their troubles. This first question and answer session was called to try and dispel rumors and put students at ease.

RIT announced that the residents of the 46 "Phase One" townhouses would be put on a priority list for summer and fall housing, and that they would receive help in moving, and even subsidies in some cases. Speakers stressed that RIT is willing and prepared to handle each case individually, and that every effort will be made to make this as easy as possible for everyone involved.

There are still many questions remaining on these issues and they will be addressed within the coming weeks. Students will be kept abreast of any other changes and decisions via a web site which has been set up at www.isc.rit.edu/~229www/.

story and photo by Alexandra C. Daley



Over fifty Racquet Club Residents turned out for the informational meeting at the Racquet Club Athenaeum on Sunday night, 2/7.

News: Teleconferencing Class "No professor? No class? NO WAY!"

How do you teach a class from a thousand miles away? The "15 minute rule" does not apply to the Plant Biotechnology class if the professor is late - because he will never show up for class; that is, in the physical sense. With assistance from Sunny Stowe and ETC, teleconferencing has allowed Dr. Martin Vaughn to teach his course all the way from Indiana.

The Plant Biotechnology course was developed because it combined two courses Dr. Vaughn was already teaching that are required in the major. Dr. Vaughn persuaded RIT to allow him to teach the first three weeks of Plant Biotechnology in the classroom and to finish the last seven weeks of the course through teleconferencing.

The teleconferencing equipment the class uses is similar to videophones used in some private homes. A videocamera (located on top of Dr. Vaughn's computer monitor) transfers his image to the giant screen in the classes' lecture hall. He speaks to the class through a microphone attached to headphones while an image of him is projected on the screen. With assistance from his computer and the Internet, the course is taught through common programs and materials such as PowerPoint and slide projection. The laboratory that accompanies the course is also equipped for teleconferencing. The camera in the lab allows greater interaction between Dr. Vaughn and his students. These interactions are appropriately called "net meetings." For example, students in the course are preparing for web site presentations and during the lab sessions, Dr. Vaughn can make comments and suggestions to the students and vice-versa. Besides interaction in class, students are always welcome to keep in contact with him through modern technology - e-mail. Kim Corbett, Plant Biotechnology lab instructor, says, "Besides a few problems in the beginning of the quarter, I think it's [teleconferencing] worked pretty well for something that is still in its beginning stages."

Dr. Vaughn notes disadvantages of the program including students being limited when asking questions and students not feeling

completely fulfilled without a professor physically being present. Jared Bryant, professor assistant for Plant Biotechnology lab, notes another disadvantage: "Professor Vaughn is a very energetic person and we don't get the full effect of his personality through the camera." But in this case, the advantages outweigh the disadvantages. According to Dr. Vaughn, "Teleconferencing allows professors to continue instructing a class from a distant location if a computer is accessible, and it permits lecturers from all over the world to speak in class."

Although teleconferencing may be new to some on this campus, ETC has been experimenting with the program for the past few years. So what is the future of teleconferencing in the classroom? The jury is still out on how this new capability will be used in academia. Jared Bryant says, "It's a great technology. Most colleges are boasting about distance learning and we are one step ahead with teleconferencing." Dr. Vaughn does not believe teleconferencing will substitute for an absent professor. "Teleconferencing will not be used steadily, but will be used in cases such as mine when the professor cannot be in two places at once."

by Brian Moon

World News

Earlier this month, Hillary Rodham Clinton voiced her concern over forced family planning schemes. The speech was given at the Hague in the Netherlands at a U.N. population conference, attended by 1,500 delegates from 180 countries. In the 30 minute speech, Mrs. Clinton also supported China's initiative to begin replacing its coercive family planning with voluntary programs. (AP)

Iran recently hosted a rock festival - the First Festival of Pop Music - featuring "Islamic pop," a homegrown, western-influenced brand of rock. The headliner, Khashayar Etemadi, sang the praises of Shi'ite religious figures and thanked his audience for participating in the "first step in pop music." The current president, Ayatollah Ali Khamenei, has relaxed the strict Islamic guidelines regarding illicit music. Many of the 500 in attendance at the concert voiced hopes that the First Festival of Pop Music will not be the last. (Reuters)

A judge has ruled that two clerks from Tulsa, Oklahoma will stand trial for selling Penthouse magazine. William Gregory, 29, and Whittier News Stand clerk Darrell Penn, 32 will be charged with selling obscene materials. By Oklahoma state law, it is illegal to sell any media depicting acts "of sexual intercourse or unnatural copulation." Defense attorney John Coyle III claimed that "the Constitution is in great danger in Tulsa." (CNN)

A two-year-old Swiss boy, thought missing, was found asleep in his house. Seventeen police, three dogs, ninety-five fire fighters searched just about everywhere, except for the boy's house. (Reuters)

Rev. Jerry Falwell's newspaper, the National Liberty Journal (NLJ), has suggested that "Tinky Winky," the large purple Teletubby, is gay. Falwell cites that Tinky Winky has a male voice, but carries a

purse. Tinky Winky "is purple - the gay- pride color; and his antenna is shaped like a triangle - the gay- pride symbol." Steve Rice, a spokesperson for Itsy Bitsy Entertainment, Inc., which licenses the Teletubbies in the U.S., claims that Tinky Winky's purse is a "magic bag." Rice accused Falwell of "attacking something sweet and innocent" to further his own agenda. (CNN)

On February 11, Pluto regained its title as the planet furthest from the sun. Due to the eccentricities of the orbits of both Neptune and Pluto, Neptune was the furthest from the sun since February 7th, 1979. Pluto takes 248 years to complete one revolution of the sun. (BBC)

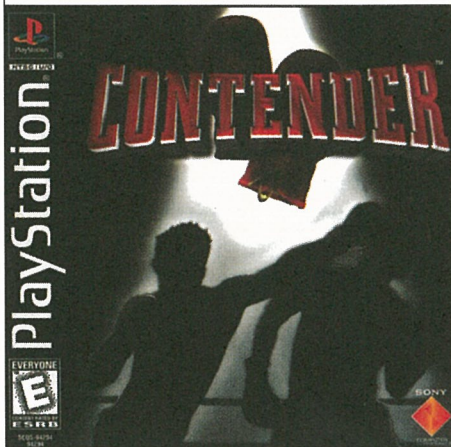
Fighting between the nations of Ethiopia and Eritrea has escalated. The two are clashing over 600 miles of unmarked border. President Clinton has urged both parties to cease fighting. The conflict began in May, when 1000 people were killed within two weeks. The U.S. brokered a tense peace after the massacre, but the agreement was abandoned last week with the Ethiopian bombing of several civilian Eritrean targets, killing 5. (AFP, Washington Post)

According to dentist Ben Swanson, George Washington never had wooden teeth. "There is no evidence we have uncovered that anybody in America had wooden teeth," states Swanson, the Executive Director of the Samuel D. Harris National Museum of Dentistry in Baltimore. Washington did have false teeth, but they were crafted out of ivory, or human enamel, and were hinged together with gold springs. Using them caused a great deal of pain, according to the curators of the museum.

by Pete Lukow

Playstation Review Corner

Contender



This highly advertised release brought to you by Sony is a boxing game with a real arcade feel. Not a true simulator, Contender combines the "art" of boxing with the features we've come to expect from a fighter.

When starting you may choose to fight in an Exhibition, the Main Event, or a Tournament. In exhibition, you are able to hone your skills so you may be a success in the real bouts. In the Main Event you select from one of several boxers with the goal of climbing the boxing hierarchy. Starting out as an unranked local, you must battle your way up through the national and world levels. In the tournament, thirty-two fighters duke it out for supremacy (though multi-player is unfortunately not available).

The game itself is pretty easy to learn, though it is not the same as other fighting titles. The biggest difference is that you must learn a defensive strategy. Without dodging, ducking, blocking and moving around in the ring, you stand no chance against the better fighters. From the offensive standpoint basic punches as well as combinations are also a quick study. In addition to the usual arsenal, each fighter is equipped with a few "special punches" that are quite powerful. My major drawback about this is that when a fighter gets up after being knocked down, they may immediately knock down their opponent with one of these "super punches."

All things considered, Contender is pretty decent. None of the fighters or venues are authentic, but it really doesn't matter. The boxers are well rendered, but the graphics overall do seem a bit outdated. The midi music is rather awful, and the constant "Don't back off now" called out during the fights gets annoying. Nonetheless, it's always fun to beat the pulp out of somebody (your best friend for instance) and this game is a great platform for doing so.

Contender rates an F for FUN

A Bug's Life



The movie was a huge hit (even for adults), but what about the game? A Bug's Life, released in November by Disney Interactive, stars our good friend Flik and follows the same storyline as the movie. In this 3D adventure, Flik roams in and around the anthill in search of grain for food and berries he throws as weapons. Along the way, Flik encounters many other bug's that aren't very friendly.

The first obvious thing about A Bug's Life is COLOR - bright and vivid. The graphics, however, are pretty average and downright horrible when objects (grain for instance) appear close up. The percussive background music isn't bad, but Flik's repetitive, "Oh Yeah" and the high pitched "Follow me" belonging to his small friend are quite unnecessary.

The gameplay is fairly straightforward, although somewhat difficult at times when Flik is behind a wall and the camera angle prevents you from seeing what is going on. It also seems that Flik is moving far faster than the background, which is an eerie feeling. Flik has one cool move, the butt bounce, where he jumps up and crushes other bugs or seeds when he lands, but other than that, the game is repetitive and over-simplified. Each of the 15 levels is very small and the entire game can probably be completed (I didn't try) in less than two hours.

Obviously targeted at a younger audience, the Playstation version of A Bug's Life is very disappointing. With a team of Disney and Pixar, so much more could have been achieved. Considering the movie scenes included on the game disc, it's as if this project was just thrown together to promote the movie.

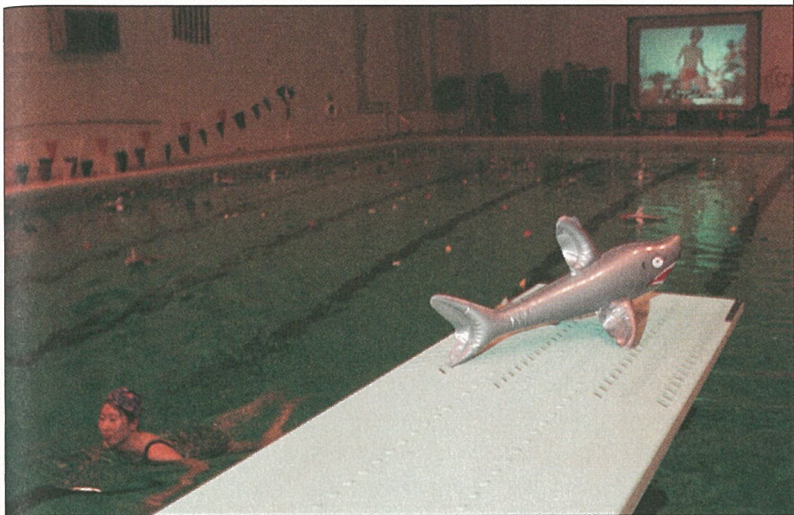
by Nick Spittal

A Bug's Life earns a C for CHILDISH

A Good Time, for the few of us

RIT isn't exactly the Universe's center of weekend socials. Complaining there's not much to do, students head out to whatever parties or off-campus events they can find. As true as this may be, there are still plenty of activities taking place here that offer a variety of ways to escape for a few hours.

On February 6, the College Activities Board (CAB) presented their winter carnival - a variety of events called "Frostbite Frenzy." Advertised for weeks in CalendaRIT and on numerous



posters everywhere, for five dollars one had access to a concert, comedy routine, miniature golf, free food, and a movie (the cost was originally ten dollars, but poor ticket sales led to the price cut). Intrigued by the assortment of things to do, I asked some friends if they wanted to join me for a few hours away from the dorms.

7:05 p.m. Dave, Eric, and myself arrive at the Student Alumni Union. We are greeted by several workers who promptly brand us with blue wristbands. As I look at my schedule for the evening, I notice that from 6:00 p.m. until midnight there are vendors in the lobby. I see...a popcorn booth...a Record Archive table...a cotton candy stand. There are about a dozen people meandering about.

7:08 p.m. Miniature Golf! One of my favorite pastimes. I've already missed eight minutes. The three of us head over to the Fireside Lounge, only to discover an empty room! Slightly confused, I ask one of the friendly volunteers at the ticket booth when the mini-golf was happening. "7:00," she said. When I told her there was nothing of the sort, she replied "They should be setting up very soon, then."

7:10 p.m. "7 & 10:30 p.m., Uninvited Guests comedy troupe, Ingle Auditorium." I may be ten minutes late, but since there was nothing else going on, my friends and I decide to check it out. That didn't start either-the showtime is now 7:30. Dave proposes to Eric, "Do you want to go play pool?" Off they go. I decide to stick it out for a while.

7:12 p.m. Before I even take a seat (and there are plenty) I am handed a pink slip of paper and told to write down something I would ask the opposite sex. Think, think, think...got it!

7:13 p.m...

7:14 p.m...

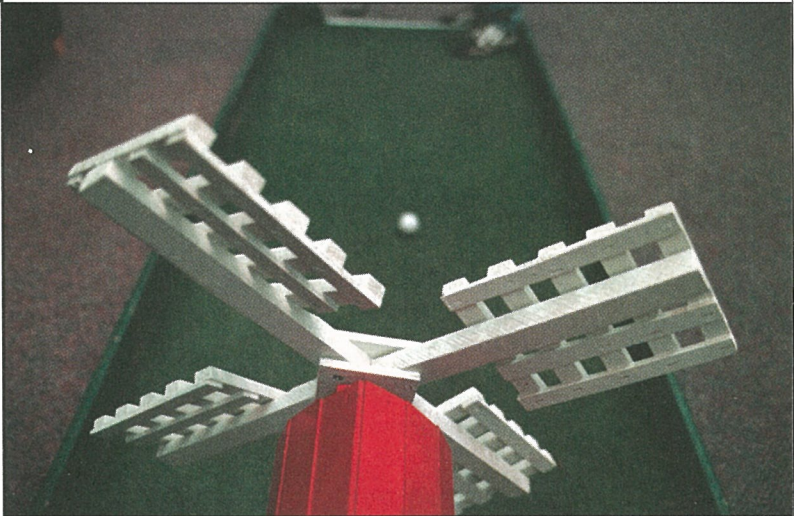
7:15 p.m...

7:16 p.m.. ... Let's see how Dave and Eric are doing.

7:18 p.m. After a few lucky shots and a couple close calls, only the 8-ball is left. Both make valiant attempts, but in the end Dave is victorious! I head back upstairs.

7:23 p.m. Before I head into Ingle, I notice workers beginning to set up portable courses in the Fireside Lounge. I return to my seat, and moments later the lights go dim. A few announcements are made, and soon a few people with paper bags on their head (their logo) enter the stage. "We are Uninvited Guests." They are going to be entertaining us with sketches and improv comedy.

7:25 p.m. After being presented with an unfunny skit on a boys' life, we're treated to their own version of the Dating Game. One lucky (?) lady from the audience, Beth, volunteered to play the role of bachelorette. The audience chooses the occupations and personalities of the three bachelors. The pink slips



from earlier? The questions were asked.

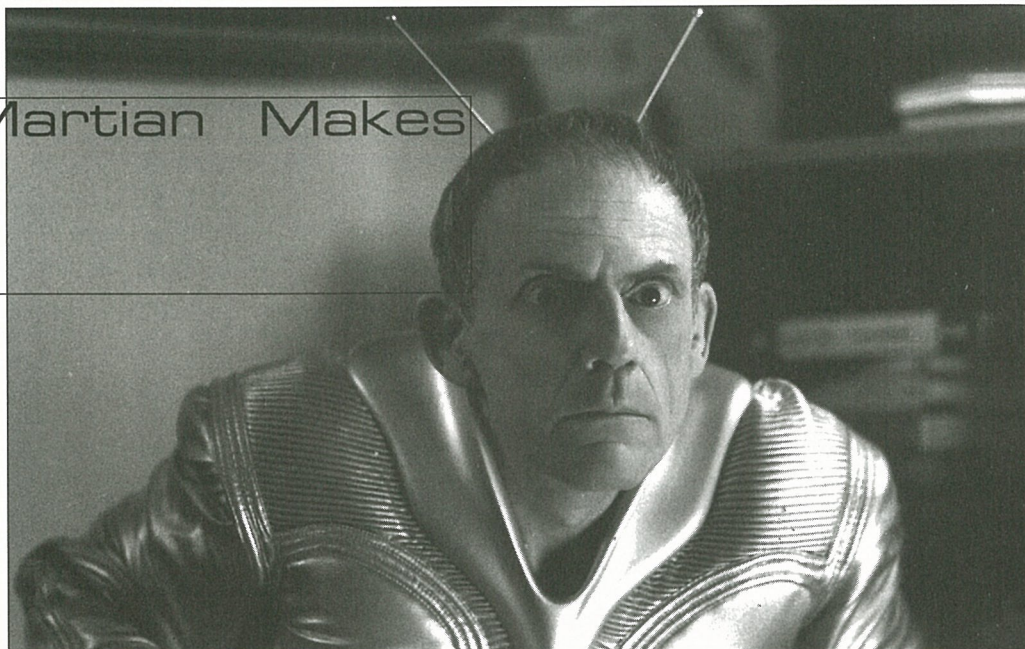
7:45 p.m. And the winner is? The vending machine-stocker who enjoys anal sex! Contestant #1, the crocodile-wrestler, gets upset, picks Beth up, but DROPS HER-he is sorry, though

THE NEXT HALF-HOUR. Making fun of Amish, devil-worshipping kindergarten teachers, and swing dancing. Need I say more?

8:30 p.m. I stroll over to Fireside, where I find Eric and Dave - the only ones playing golf. It is about their ninth or tenth time around the six-hole course. I join them for a round and a half.

continued on pg. 11 ➡

Martin the Martian Makes Movie Magic



Christopher Lloyd stars as an alien whose space ship crash lands on earth.

As I walked into the huge theater for a sneak preview of *My Favorite Martian*, the new live-action Disney film based on the 1960s TV show, I saw seats infested with dozens of children running around with parents close behind.

The plot of the movie was simple enough. A Martian (Christopher Lloyd) crash-landed on Earth and befriended a human passer-by, Tim O'Hara (Jeff Daniels). The Martian, nicknamed Uncle Martin by Tim, took human form and sank his ship. The craft needed to be fixed so Martin could get back to Mars, or the ship, along with a significant portion of the earth, would be vaporized: "It's a rental," said Martin. Meanwhile, Tim, who happened to be a producer for the local TV news, tried to collect evidence of this momentous event, while keeping his new roommate in line. To further complicate matters there were some "Men In Black" type guys searching for Martin. Tim had his own problems with love interest Brace Channing (Elizabeth Hurley) and his camera woman Lizzie (Daryl Hannah) who was secretly in love with him. (Talk about being stuck between two rocks and a hot place). The classic plot followed: Martin figured out how to fix his ship, but is chased and captured by the bad guys. He is rescued by the good guys, and safely flew home, leaving the world intact.

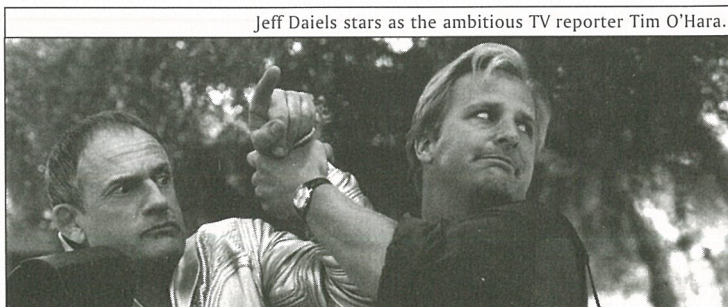
My favorite Martian was pretty basic, but rather enjoyable. The slapstick humor, appealing to the youngsters, was clean, genuine and sometimes gross, while subtler humor and sex appeal kept the parents interested. Elizabeth Hurley wore some outfits that could only be described as seductive. There were several references to the TV show, including mentions of a crash that took place in 1963 (the

first year of the TV show), and Ray Walston, the original Uncle Martin, as one of Martian hunters.

Although it did not truly appeal to me, I have to respect the movie. It had a simple plot that did not confuse the children. The movie was predictable, but it got where it was going quickly, and ended when it should have. Very well scripted. The zany and wacky Christopher Lloyd was both funny and charismatic - a sort of odd fellow that doesn't know much about fashion, and always seems able to draw a crowd. The special effects were relatively well done for a kiddy movie. Martin's suit, named Zoot, was actually a walking, talking, thinking, sarcastic Martian Polymorphic Zootinix 3000 spacesuit. It had attitude and was animated extremely well, interacting with the surroundings and the actors flawlessly. Even though none of the effects were groundbreaking, all worked well in the context. Martin made objects fly around using his magical index finger and Daryl Hannah transformed to and from an alien creature.

No movie can be classified as a bad movie if it accomplishes what it intends. This movie did just that. What truly kept it from stinking was that it never took itself seriously; it was kept sincere, light-hearted and comical. Truly a movie for those who don't mind indulging the inner-adolescence for an hour and half, this was not a college student movie. Don't pay seven bucks to get into this flick unless you bring a younger sibling, cousin, niece, or nephew; or if you are truly young at heart

by Jason Pacchiarotti



Jeff Daniels stars as the ambitious TV reporter Tim O'Hara.

Exit

files ?

"Who is the Cigarette Smoking Man? What really happened to Mulder's sister? Who are the Faceless Rebels and the men of The Syndicate? What is the Black Oil?"

All these questions and more have been answered in The X-Files: Full Disclosure, but what have we really learned? Are the X-Files...over? After Break, read our analysis of Chris Carter's "reveal-all" episodes.

continued from pg.9 (A Good Time, For the Few of Us)

8:35 p.m. I quit.

8:36 p.m. "8:00 P.M., Talisman: Jaws, Movie in the Pool-Pool toys provided." Not in the mood for swimming, I peer inside to catch the activity. About a hundred inflatable sharks, one girl (not inflatable).

8:45 p.m. A noticeable crowd begins to form in the SAU cafeteria. Concert time! For a few minutes I listen to the sounds of "Djoliba" - a touch of rock, a dash of ska, a hint of R&B. Not bad.

9:00 p.m. Before I leave, I take one last look around. Nobody in the pool, nobody playing golf.

9:05 p.m. Adios!

I can understand the frustration students have when they claim there's nothing to do, but I can also empathize with the groups who attempt to reverse the problem, only to discover nobody's interested. There is plenty going on around campus - all one has to do is read one of the message boards on campus or check CalendarIT in the Reporter to find out what is happening - and go! Maybe I'll see you around.

by Jeff Prystajko

photos by Ed Pfueller

website of the week

www.rit.edu/~jphl552/oneroad

Nine Miles, Three Names, One Road Through America...

In an impressive effort, a group of RIT photography students has collaborated to present the story of a popular Rochester street - Lake Avenue. This is not an ordinary story however; the project uses a combination of "photojournalism, writing, design and digital technology...to explore the change, growth and humanity of Rochester's most diverse street."

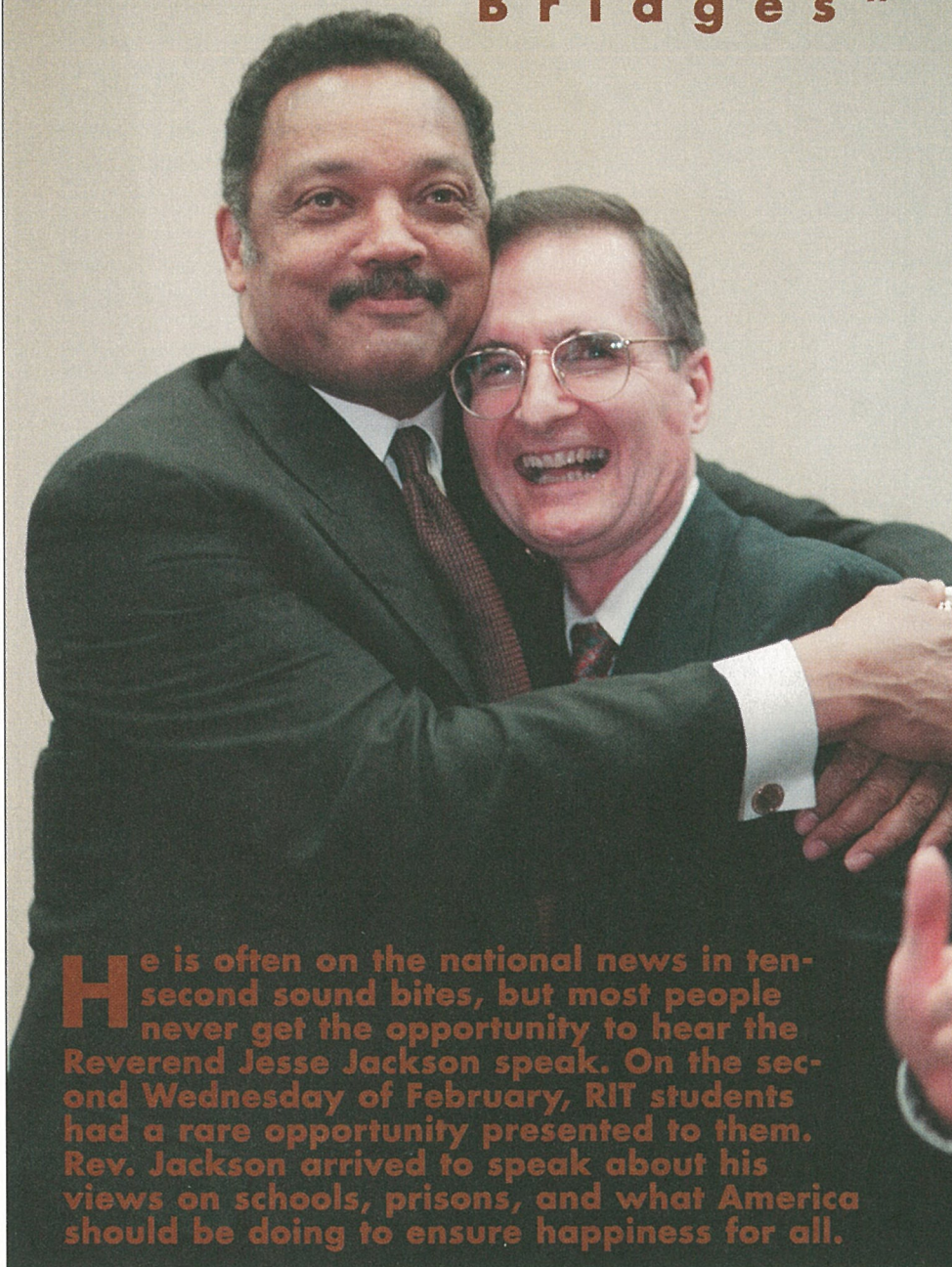
Still under construction, Nine Miles, Three Names, One Road Through America, examines the people, places, and rich history that have contributed to this Rochester avenue. The anecdotes (check out Evan Vucci's "THANKS") and short essays are very well written and informative. The crisp photographs

genuinely capture the Lake Avenue atmosphere. The most noteworthy part of this website, however, is the panoramic view of the popular downtown street. A series of shots has been uniquely assembled to complete a quarter-mile stretch of the road and on February 20, the entire nine-mile west side of Lake Avenue will be included.

This project is just one example of excellence produced by RIT students. The entire compilation is well thought out and constructed. Support your fellow students and check out Nine Miles, Three Names, One Road Through America.

by Nick Spittal

"Bridges" Building



He is often on the national news in ten-second sound bites, but most people never get the opportunity to hear the Reverend Jesse Jackson speak. On the second Wednesday of February, RIT students had a rare opportunity presented to them. Rev. Jackson arrived to speak about his views on schools, prisons, and what America should be doing to ensure happiness for all.

At a early evening press conference, Rev. Jackson arrived quietly, to an anxious press corps. He spoke slowly and surely about what he believed would help underprivileged Americans most. "We are living in the greatest time of economic prosperity this country has ever known," he said, "yet we are spending more to build new prisons instead of helping our schools." The media had reported earlier in the week that Jackson had labeled Governor Pataki as a racist, comparing the governor to segregationist former Alabama governor George Wallace. This was while Jackson was crit-

icizing Pataki's proposed budget, which would increase state aid to education by a mere \$154 million (with a projected \$2 billion budget surplus). At the press conference, he claimed that the writers had misconstrued what he had said; what he meant by his comparison was that "Wallace was using the schools for a political platform, as was [California] Governor [Pete] Wilson," in his presidential bid. Jackson claimed that he was not trying to classify Pataki as a racist.

Jackson was asked to comment on a range of issues, including the ever-present Senate debates on impeachment. He

declined to comment on a potential run for Senator for Mrs. Clinton. While on the subject of the Clintons, he reminded the press about Clinton's dream to build a bridge from "Wall Street to the Appalachians," in effect, bridging the economic gap between big money and the lower class in the south. Most people think about the Appalachians as the foothills of Kentucky. "What Clinton forgets, is that the Appalachians start in upstate New York."

Later that evening, a packed Clark Gymnasium greeted Rev. Jackson. When welcoming the reverend to the stage, RIT president Dr. Albert Simone pointed out that Jackson had been named to the Gallup list of the ten most respected Americans for the past decade. Jackson entered to a standing ovation with a confident thumbs-up to the diverse conglomerate of onlookers.

In celebration of African American History Month, Jackson recalled the legacy of Dr. Martin Luther King. Dr. King's famous dream led Jackson to discuss today's American Dream. "The American Dream is one big tent. Outside the tent there is a sign that reads: Give me your tired, your poor, your huddled masses." All sorts of people live under the tent; people who, "yearn to breathe free." Jackson then questioned, "How do you measure character?" He alluded to Jesus, who said that character was how you treat the least. The government's character is therefore how it treats its children, its poor and its seniors.

Reverend Jackson continued with much of what he had discussed earlier in the day. In a continuation of his dismay of Gov. Pataki's educational budgeting, the speaker pointed out that one school might spend \$35,000 per student in one year, while a second spends only \$5,000. When these students complete their schooling, they must take the same tests. "This is not equal protection under the law. All schools should be choice; all children should be chosen." Jackson quickly added, however,



that it "is not about black/white, it's about wrong/right!"

Someone recently told the reverend that America was in its lowest moral state. He reversed this statement with "America is in its highest moral state." He then added, "America's lowest moral state was during slavery." When further queried, in reference to the moral state of the White House, Jackson humorously offered, "That's just one house. There are one hundred million others." As a whole, he felt the country was doing morally well.

After a short history lesson, Jackson summed up race relations as though they were a symphony. The first movement would be the abolition of slavery. The second, the termination of legal segregation. Third would be equal rights for all to vote. The piece would conclude with equal access to capital, economic equality, and access to the education that will lead to better living. This last movement is what we are working on now.

To conclude his speech, Jackson asked audience members to stand in response to a few questions. The majority of the crowd rose when asked if they knew someone who was in jail, or had died due to drug use. To this Jackson

declared that we need to prevent people in jail from getting drugs, and better educate those not in jail so that drug use is decreased. "In New York State, it costs \$9,000 a year to educate someone, but \$99,000 to lock them up."

Jackson then inquired as to how many people knew someone who had cancer - any cancer. Within moments, nearly every member of the audience was on their feet. "Cancer is as common as the common cold." Clearly more medical funding needs to go into cancer research.

The final question from Rev. Jackson was the evening's most interesting event. Anyone who was over the age of eighteen and lived in the Rochester area, but was not a registered voter was asked to rise. Even students from out of town were requested. The response was slow, but defined. "Wherever you stayed for the last two or three nights is home," joked Jackson. Everyone who had volunteered their status was then shuffled to the front of the arena to fill out voter registration forms.

"If you complain about your government and aren't registered, you lose the moral authority to criticize," quoted Jackson. He emphasized that registering leads to better school equipment and better job opportunities. "[It] is the key to your options in America."

Regarding his future political goals, Jackson had not made up his mind. He said that he had been focused on what he felt was an illegitimate impeachment over minor crimes. He has also been concerned with "building a bridge between Wall Street and Appalachia." He felt the U.S. sends a lot of money elsewhere while too many poor remain at home. As far as another run at the presidency, Jackson did offer, "I know if I ran and won, I could adjust to living in the White House 'cause I grew up in public housing and the White House is public housing." To any young politicians in the making, he stressed the importance of interest in public service.

When all was done, Jackson exited much as he had entered - confidently. The large and enthusiastic crowd rose for one last thank you for the message that the passionate orator had brought.

*by Nick Spittal & Otto Vondrak
photos by Andrew Gombert*



Opinion

I hate you.

My friend always makes fun of me for the way I tend to phrase my feelings when I'm unhappy with someone or something. "You always 'have an issue' or 'take exception' to something," he says. I guess I prefer my way of expressing the feelings of anger. Hate is nothing to be taken lightly, mind you...

Think about the word, "hate," and how we learn to use it. Only four letters; one of the basic emotions that we learned at such an early age. How many times were we faced at the dinner table with an unwelcome vegetable? "I hate broccoli!" was our immediate reaction. When you were five, your best friend took your favorite Dukes of Hazard car. "I hate Logan!" A parent has to work late and can't take you to Little League on Saturday. "I hate Daddy!" Such a strong word to express a broad range of emotions. According to definition, the usage of the word is correct. You can "hate" anything that you feel hostility or animosity towards. But can you hate broccoli the same way you hate Nazis and long-division?

Hate is really a thoughtless emotion, really. Sometimes it comes as a knee-jerk reaction to a person or event. I think that the word "hate" is too limited in its meaning to be applied liberally to such a variety of emotions. In today's society, hate has come to describe a type of action – as in a "hate crime." Hate now describes any hostile act

towards another, rather than a personal emotion. To me, saying, "I hate you," is on the same expressive level as saying, "Go potty?"

Beyond the semantics lesson, my point is that I think people should really examine the reasons for their differences. Conflicts continually arise between folks, causing them to feel anger and hatred towards one another. Break it down. For example, do you really hate Pepsi, or do you just drink Coke all the time? Do you hate Bill Clinton, or merely disagree with his policies? Do you hate linear algebra, or are you having difficulty with a certain operation? The examples are endless, there are so many frustrations in life we must all deal with.

I guess this is my way of dealing with emotion. I really don't like the idea of "hate." We have seen too many monuments designated to hate built in the twentieth century. Think about what it is that you are really trying to say. Is it possible to change the thinking of the entire world through my own personal usage of words? No, I'm not trying to "change the world." What I am trying to say is give your emotions a thorough examination. Take the time to reason with your emotions, and you might actually find the answer you were looking for.

by Otto Vondrak

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Tugging

at RIT's Purse Strings



It costs a lot to go to college these days. Ask any student, and they will tell you their story of woe. Better yet, ask their parents. They are the ones who raise their voices every time a tuition increase occurs. Did you ever wonder why you pay so much to go to RIT? Most students are too wrapped up in graduating to even think about it. They are more concerned with making sure that RIT gets paid quickly so that they can register on time.

You hear the reports from the media talking about how the cost of higher education is skyrocketing out of control. By the time you send your own children off to college, you could use that same money to buy some significant stock in Microsoft (maybe). What do they mean by these reports? Your parents call and complain about the bill they just received from the Bursar. "What's this increase here? We didn't pay that much last year! What the hell is all this money going towards anyway?" Maybe you roll your eyes, and explain that it is not something that you can

control. Maybe you get angry along with your parents, and you'd like to know why you pay more every year for what appears to be the same education. Does the Institute give any thought to the increases? Do we get a good value for our tuition dollar? What about all these new students? Shouldn't they keep tuition costs down? Who develops the budget from year to year?

We spoke with Jim Watters, the Vice President for Finance and Administration for RIT. Watters works with President Simone and the Board of Trustees to help calculate RIT's costs and the best ways to deal with income and expenditures. First some bad news. "RIT is announcing a tuition increase of 3.7% for next year." While no one likes an increase, historically the rate of increase has

been declining for the past seven years. Much work has been done to keep this rate of increase down, keeping the cost manageable for most students.

Okay, so all these tuition dollars are coming in. Where do they go? "Tuition does make up a large part of the budget." According to the *1998 RIT Annual Appreciation Report*, tuition accounted for 48.1% of revenues for FY 1997-1998. It's safe to say that tuition roughly makes up about half of RIT's expected revenues each year. Interestingly enough, if NTID was removed from the equation, "tuition would cover [an estimated] 65% of revenues." The rest of the money comes from gifts, endowments, and revenues from the RIT's "auxiliary enterprises," things like housing, food service and Campus Connections. RIT depends on funds donated through private donors, corporations, and the federal government to fill the gaps. "While it is impossible to trace a particular tuition dollar through the budget process," explains Watters, "Gifts received as 'restricted' can be identified." This means that the gift is earmarked to go towards a specific program or center. Once tuition is received by the Institute, it goes under the heading of "REVENUES" and provides support to the general expenditures of the Institute. For FY 1999, RIT is expected to generate \$117 million from tuition and mandatory fees. This is after \$40 million is taken out and reinvested in student aid. Total revenues for the year are projected to be \$308 million, after the addition of federal money and other funding.

Here is what many students think hap-

pens to the money: First, we buy a fleet of gold-encrusted DeLoreans. Then, after vacationing for a few months down in Cancun, we'll airlift what's left back to Rochester and rain it down onto the colleges. Deans and department heads can then scramble to get the most for their individual programs. This scenario may be what many frustrated students think happens to their hard-earned cash. In reality, the nuts-and-bolts of RIT are tightened by your payments. Watters breaks it down for us:

"For this year's budget, we have \$113.5 million for salaries alone." He explained it this way: "We've broken it down to \$53.85 million for faculty, \$49.8 million for staff, and \$9.68 million for student salaries." So already we have nearly spent half the budget right there on salary. "On top of that, we have another \$29.9 million earmarked for fringe benefits." Fringe benefits include things like retirement benefits, medical and dental benefits, workman's compensation, disability insurance, life insurance, and tuition for dependents. No gold-encrusted DeLoreans here.

"We're also expecting \$14 million to be spent on maintaining the campus." This includes cleaning, maintenance, utilities, and other miscellaneous renovations for the academic side of campus. These expenses are essential to the day-to-day functions of RIT. No one has to explain to students what would happen to the school if any of these services broke down. Without these essential services, everything would grind to a sickening halt.

The balance of the expenditures is more or less the repayment of various debts. This includes borrowed money to renovate buildings, the purchasing of basic supplies, hundreds of new computers and new technology. "Because of the nature of our school," Watters explains, "we're always trying to keep our technology current." As we all know new technology is not cheap, especially the flavor of technology that RIT likes. In order to remain competitive with

continued on pg. 18



other technology programs around the country the Institute spends millions each year on new equipment and updates.

Believe it or not there is actually a process that goes along with developing the budget for the Institute from year to year. "With the deans and Provost, we discuss the use of resources over the past year," Watters explained, "and we examine the need for additional resources." During the discussions everyone makes a proposal in the name of their college to get the funds that they need. Watters says, "Strategically, we are trying to provide the highest quality of education possible, while being mindful of the economical impact on our student's families." Keeping costs under control is important to the school, since that limits how much they have to charge students.

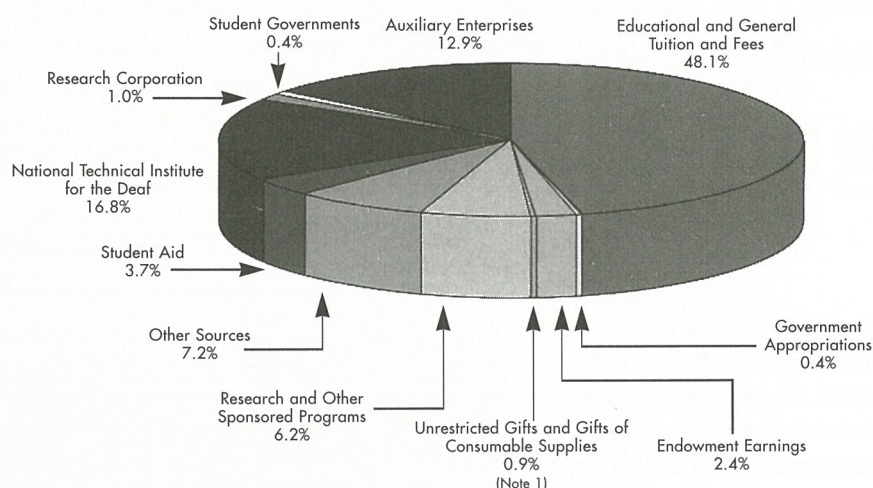
One way to make sure you have quality academic programs is to make sure you preserve a top-notch faculty. "One of the things that we have been working to accomplish is moving faculty salaries to external benchmarks." RIT looked at 29 compatible schools, and evaluated their departments and programs. Some of the schools we compete with have great similarities to ours. "We established benchmarks in certain groups so that we could retain quality faculty for our own schools, and to help recruit quality faculty when we're looking to expand." This is one of the many ways that RIT remains highly competitive in the academic world.

So are we getting a good value for our tuition dollar? "That's really a relative question, one that you might have to ask each student," Watters replied. Given the fact that we have a huge technology base, which translates into huge expenditures, "from a managerial point of view, we think it is a good value." Look around and ask yourself. "When it comes down to it, you really have to decide that for yourself," he says. "I would say though, that external sources such as *U.S. News and World Report* and others consider us a great value. Similarly our increasing enrollments reflect more and more students choosing RIT over the competition."

Students who have been here for more than three years
18. might have noticed the influx of students in recent times.

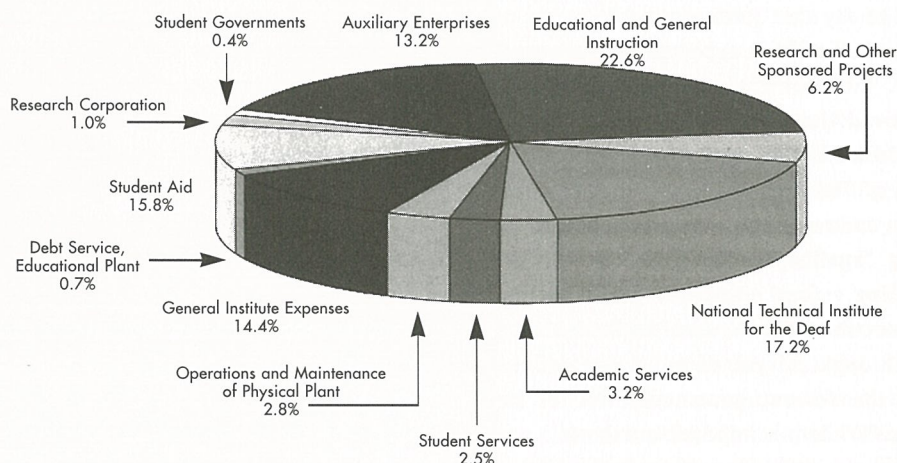
A Balanced Budget Fiscal Year 1997-1998

Total Revenues \$307,386,000



Note 1: In addition to these gifts for operations, another \$8,576,000 has been recorded as gifts in the Endowment Fund, Restricted Scholarships and Professorships and the Plant Fund.

Total Expenditures \$305,811,000

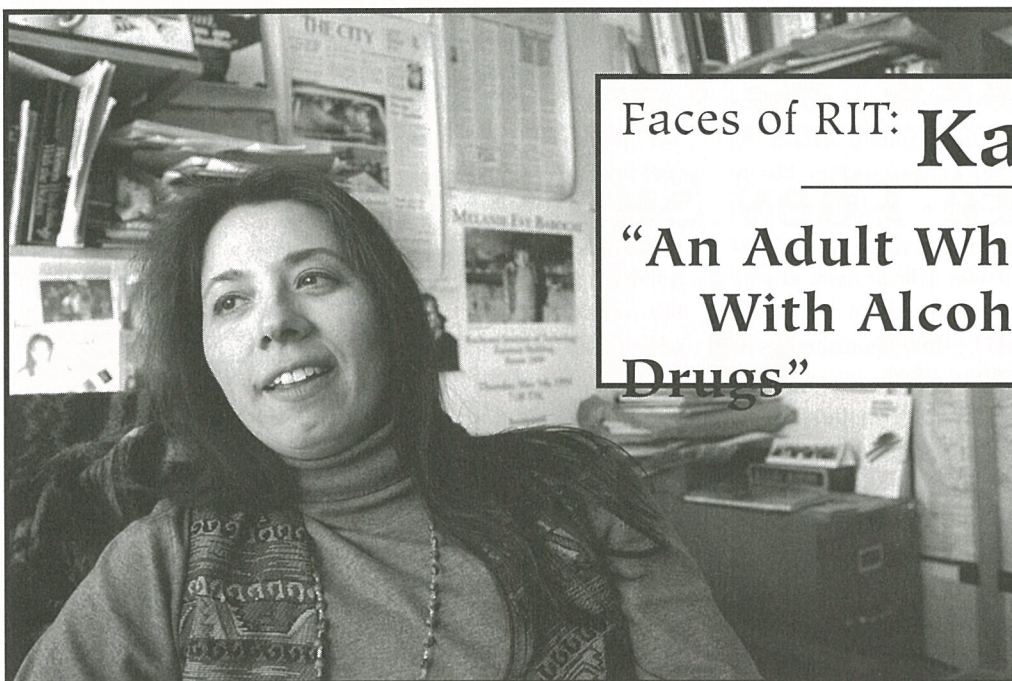


Note 2: The excess of revenues over expenditures has been transferred to quasi-endowment and plant funds.

* Graphs taken from 1998 Annual Appreciation Report

Overcrowded housing, limited space in classes, and new academic buildings are all a sign of growth. Did RIT bring in more students to bring in more revenue? "In the long run, bringing in more students does mean more revenue that we can invest back into the school," Watters explained, "which in turn keeps the rate of [tuition] increase down." Some students might complain of a downturn in the quality of life, and that more students might devalue the meaning of their degree. Watters maintains that actually the opposite is true - the more revenue there is to invest in RIT, "in turn we can continue to raise the quality and reputation of an RIT degree."

by Otto Vondrak
photos by Greg Benenati



Faces of RIT: **Karen Pelc**

“An Adult Who is ‘Cool’ With Alcohol and Drugs”

Alcohol...sshhh. Marijuana...sshhh. Drugs and alcohol...Quiet! You can't talk about that kind of stuff around here...Or can you?

Many students believe the topic of alcohol and drugs can only be discussed among friends behind closed doors because this is a “dry” and “drug-free” campus. Not Karen Pelc, the coordinator of providing education on alcohol and drugs, who is here to tell you that her door is always open for students to come and discuss whatever is troubling them.

Pelc and her family both have a long history at RIT. She not only attended RIT as a fine arts major, but her uncle also worked for RIT's Employee's Assistance Program (EAP). He helped establish Alcoholics Anonymous (AA) on campus. Pelc's uncle started it when he realized that there was a problem with alcohol abuse on campus. A problem occurring at a time when no one spoke about the issue. RIT's AA. group will be celebrating its 20th anniversary this year.

Since her youth, Pelc has more than dealt with her share of responsibilities. She classifies herself, although humbly, as a “hero” child. The “hero” child of an alcoholic family is usually the oldest or most responsible, and assumes the role of the parent. Karen believes she is in her current field to give back to students and encourage them to seek help sooner than later, and to assure them that they are not alone.

Ten years ago, Pelc, an education specialist and a secretary were hired under a government grant; to improve RIT's education. Two years later, the education specialist and secretary were let go after the grant had expired. Pelc had originally started at the Counseling Center but was transferred four years ago to her current position at the Student Health Center.

Pelc understands that her main role on campus is to be available for the students—which could mean anything. She regularly meets with students having relationship problems, stu-

dents coming from alcohol and drug dependent families, abusing drugs and alcohol, and concerns about their friends. Pelc also lectures in various freshmen seminars and other academic classes on topics such as addiction, drug classification, drug testing, and

DWI. “I want to give students applicable things to use,” she explained, “like students need to know that most companies drug test, and a dirty screening can ruin a chance at an excellent co-op.” Also, “Blackouts can cause students to have unprotected sex which can lead to a whole other host of problems.”

Pelc realizes that time plays an important part. “My contact with students is very short, so I want to make an impact on students to let them know that they have someone to turn to during a crisis or an emergency.” When you ask her about trust, Pelc is quick to reply that all communication between herself and students is strictly confidential. Students from the past and present continue to confide in her because of her experience and trustworthiness.

Pelc's first love is art. “As a child growing up in an alcoholic family, art for me, was my therapy.” As for future plans, she says, “No matter how rough times get, I know creating an art piece makes me feel better and I would like to pursue it someday.” Although this is a “Faces of RIT” article looking at Karen Pelc, she also has two ears that are always open to listen to your problems and concerns.

*by Brian Moon
photo by Greg Beneati*

Alcohol and Drug Counselors

Karen Pelc
475-7081
KMPSHC@rit.edu

Deaf/Hard of Hearing:
Bruce Pemberton
475-4981
BAPGRL@rit.edu

Alcoholics Anonymous meetings
every Sunday at 11:00 am, Student
Alumni Union

Student Evaluations:

Are They Significant?

As we near the end of yet another dizzying quarter, the time inevitably comes when students are asked to turn the tables on the professors and grade their performance. The familiar Institute teacher evaluations give students a chance to speak out on any issues they feel cannot be addressed directly with the professor. Some questions arise from the process: Do the evaluations have any significance? Are they worth our time? Do the professors listen? Most compelling, "Do we as students even care?"

Asking several students, the answer seems to be, "No." This is not so easily attributed to RIT's notorious apathetic students. Perhaps the students in general are too smart to participate in endeavors that are, ultimately, a waste of time. They do not like putting in the effort to make their voice heard only for it to fall on deaf ears. As a student mumbling through her Ritz cheeseburger quipped, "they never seem to give a s—, so why should we?"

This abrasive, yet meaningful sentiment symbolizes the uneasy, uneven relationship current students experience with the leadership factions on campus. Some might disagree, but the prevalent student body attitude is that the administration rarely has their best interests in mind. There's no denying that, for better or for worse, the Simone era has produced an

20.

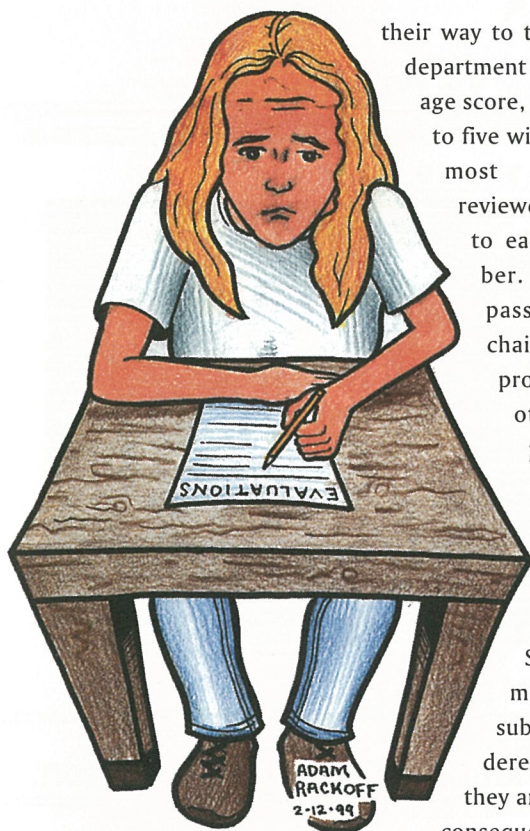
environment in which our voice is irrelevant; only the bottom dollar—with prestige as a bonus—truly counts. In relation to the required student evaluations, it is difficult for any respondent worth his marbles to really believe anything positive will come as a result. This explains why a large majority of students questioned said they usually run right through the questions, spontaneously giving either extremely high marks, or pitifully poor ones.

The evaluations are a required process in every scholastic department on campus. Distributed during the tenth and final week of each quarter, minor class time is reserved for everyone to fill them out. We take out our #2 pencils and fill in the bubbles, just like our finals. At the bottom there's space given for short answer responses to questions as well as anything we might have to say. Daniel Milliken does not believe the questions provide insight into a professor's real qualities. "A lot of the questions are rather broad and flat. They require basic answers that really do not say a whole lot. It's difficult to judge fairly."

In any case, after they're completed and run through the grading machines, the questionnaires find



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their way to the desk of each department head. An average score, on a scale of one to five with five being the most favorably reviewed, is attributed to each faculty member. After getting passed from the chairperson to the professors and any other interested parties in between, the evaluations really serve a rhetorical purpose. Suggestions might be made, subtle changes pondered; but in the end they are of no absolute consequence. Under the

current system, professors can do anything they want with the evaluations. Some of the professors use the student evaluations in their own self-evaluations; however, if a professor chooses, (s)he does not have to do anything with the evaluations. They can 'put them in their personal circular file and forget about them. Jobs are not on the line, nor are raises and promotions. This may not be the case for students - suppose a student has the same professor later in their collegiate careers ... if their handwriting was recognized on the evaluation form, a form that was perhaps less than complimentary, the professor might possibly carry a grudge.

One professor speaking on condition of anonymity expressed mild frustration in getting terrific reviews time after time without any reward. In perfect summary, another professor lazily remarked, "some take it seriously, some don't. It's an individual thing." How reassuring.

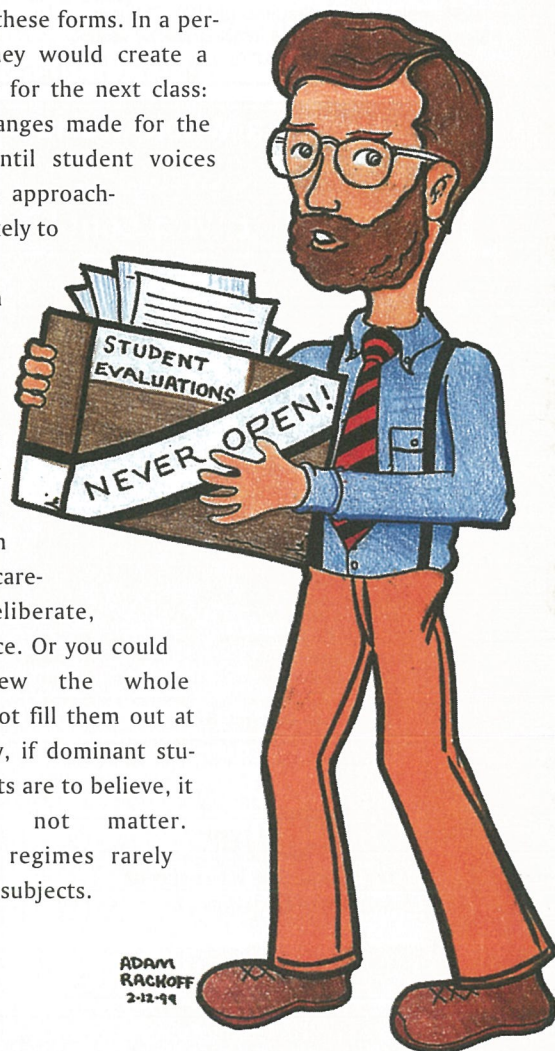
How can the evaluations gain teeth? Dr. Morton Isaacs, a veteran professor with the Psychology department offered his take. Materialistic value is the solution to him. "I think if they wanted the student evaluations to really carry weight, they could give it a materialistic edge." He went on to explain an idea he presented some time ago, where the students would get vouchers, worth maybe 10 dollars, for each class. Then, if the student felt the professor did a good job, they could fill them out in the professor's name and drop them off in a box. But the twist is that we could take the vouchers from undeserving professors and give them to the high performers. So one professor might end up with hundreds of dollars as a nice quarterly bonus

while others end up with barely enough to buy a Happy Meal. "I get at least a 4.5 out of 5 every quarter. It's real nice, it's rewarding in a way to see students liking my courses," explained Dr. Isaacs, smiling, "but if there was some materialistic value, it would make a statement. I don't get raises or a promotion because of those evaluations." A conclusion from this is that the tenure pay scale has the potential to breed less than stellar efforts from faculty members. An interesting demonstration of the power of our collective voice, or lack thereof, is that out of five department/college chairpersons the *Reporter* contacted to share insight on the subject, none replied.

A student told me about her father, who teaches at a college in Kentucky, getting some poor evaluations a while back. He called on her for advice, desperate to fix the problems before his employer decided to do something drastic. Particularly striking in the conversation was how important it was to him *and* his employers. Here at RIT students do not seem to believe this is the case. Time after time, inquiries toward students about evaluations were met with either unknowing stares or lame, one-word responses. When pressed, some confirmed what was already the common opinion: students just do not trust "them" to listen. Whichever way you put it, apathy or distrust, it seems that we students really do not care what goes on these forms. In a perfect world, they would create a type of legacy for the next class: productive changes made for the consumers. Until student voices start dictating approaches, this is unlikely to be the case.

When those forms start going out, every one of us has the choice to put forth an effort. You can fill them out carefully at a deliberate, purposeful pace. Or you could simply eschew the whole process and not fill them out at all. Either way, if dominant student viewpoints are to believe, it really does not matter. Authoritarian regimes rarely listen to their subjects.

by Alex Long



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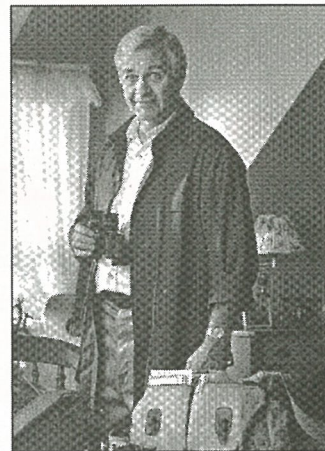
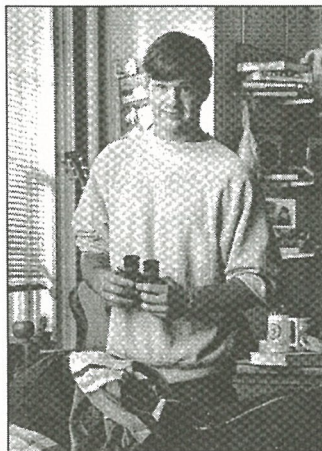
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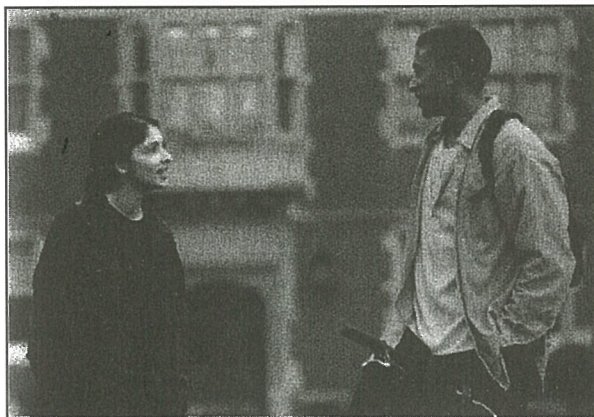
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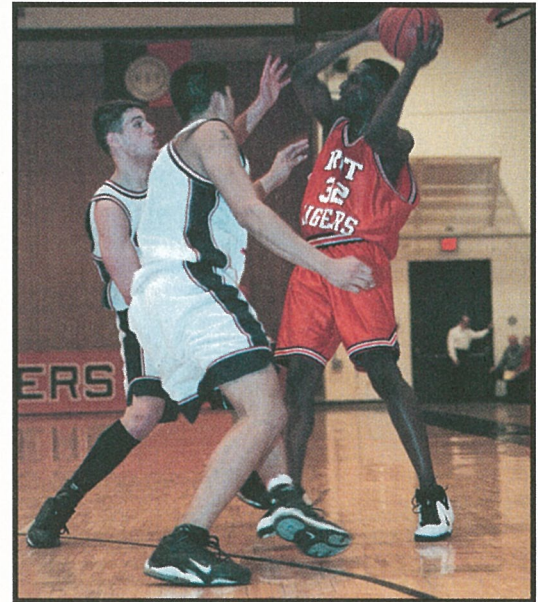
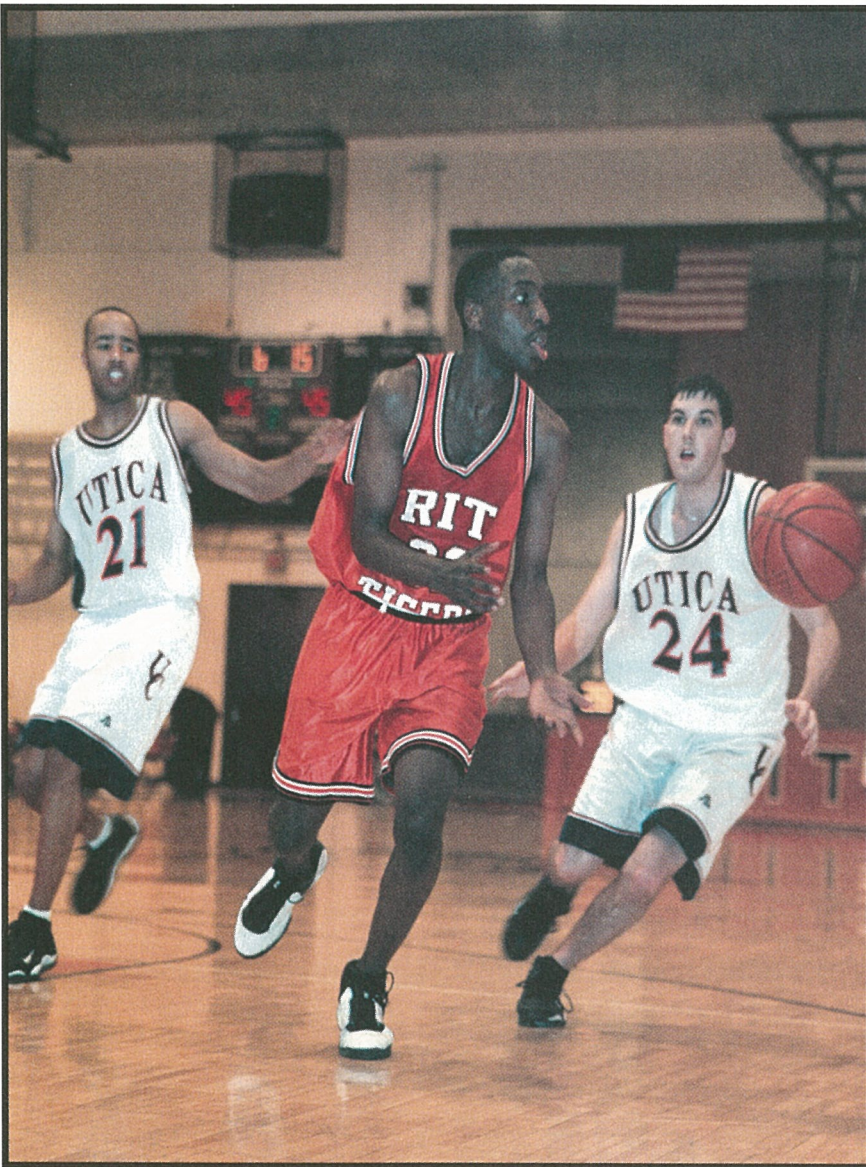
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ON A ROLL!

THE RIT MEN'S BASKETBALL TEAM CONTINUES TO IMPROVE

After going a mediocre 13-13 last season, the RIT men's basketball team has expanded on the things that they do well. They are in first place with a league record of 6-2, and an overall record of 12-8. They played the game of their season in a loss to top ranked St. John Fisher who has played a near perfect season going 18-1. Against Fisher, the Tigers took it to the limit, losing by only one point (62-61). Men's basketball Coach Bob McVean is one person who is pleased with his team's performance.

"With only three seniors on the team, it is an ongoing process," said McVean of this year's squad, "We're still trying to get to know each other".

The three seniors that Coach McVean is talking about are all team co-captains. They consist of point guard CJ Wurster, center Mike Musich, and guard Todd Wilson. Wurster is currently the team's scoring leader with 13.5 points per game. He is also leading the team in free throw percentage (83.3 percent), and three pointers made (47). Wurster's scoring heroics have helped the Tigers pull out wins on more than one occasion; one case in point being the game against Keuka when he hit six three pointers, and scored 24 points in the 91-58 victory.

Mike Musich has also had his share of highlights this year. He is averaging 13.3 points per game, and leads the team in rebounding



(8.4 rebounds per game). In addition Musich has been the team's big man, leading the team in blocks (28), and steals (31). He contributed his best effort in the season opener against Hobart when he scored 31 points, and had 13 rebounds. Against Nazareth he added 28 points and 14 rebounds.

Backing up the seniors on the team is a strong supporting cast that consists of such names as freshman breakthrough Brandon Redmond, junior forward Joe Haydon, and sophomore guard Kalonji Butler.

"We've been able to get the job done at home, but we've been inconsistent on the road, we have to learn to work better together," said Coach McVean. "We're working for a NCAA bid, and at the same time trying to continuously improve."

With a couple of road games remaining, the pressure is on for the Tigers to prove how far they have already come, and how far they believe that they can go.

*by Jon-Claude Caton
photos by Ed Pfueller*

REPORTER ATHLETE OF THE WEEK: **BRANDON REDMOND** **THE FRESHMAN SENSATION**

The RIT men's basketball team has expanded on the success it had last season, obtaining first place standings in their league, and posting an overall record of 12-8. The Tigers have utilized the talents of senior headliners like C.J. Wurster, Mike Musich, and the veteran talents of Joe Haydon and Kalonji Butler. Yet one of the most essential contributions to this year's team has been newcomer Brandon Redmond.

Redmond, a first year Business Administration major, has enjoyed a remarkable freshman campaign, currently tied for third on the team in scoring (11.9 points per game). Men's Basketball coach Bob McVean is encouraged by the performance of his emerging star. He said of Redmond, "Brandon has had an outstanding year, not only for a freshman, but for a player of any college experience."

Recently Redmond has elevated his game and taken a leadership role on the court. In the Tiger's close match up with top ranked St. John Fisher, he was at his best, scoring 14 points, adding six rebounds, and hitting three of his four three point attempts. Performances like these have been common place for him. Over the past three games Redmond has averaged 15 points per game, while shooting an amazing 62 percent from the field. So far this season he is ranked fourth in the Empire Athletic Association in three point percentage category with an outstanding 44.3 percent.

"Brandon has been a steady contributor for the team, not only because of his scoring, but because of his defense, and rebounding as well," stated Coach McVean.

Redmond's skills under the basket have been evident all season, as he led the team in rebounding on four occasions, and is averaging 5.6 a game.

Being in the spotlight is nothing new for Brandon. At Palmyra Macedon, a local high school, he was team MVP three times, a First Team All Greater Rochester player, and a Fourth Team All State selection.

As the Tigers continue to grow and improve as a team, so will Brandon Redmond. Summing up his praise of Redmond, Coach McVean commented, "He has a savvy for the game far beyond a freshman". Experience, and success seem to be the two elements that will continue to define Redmond's career at RIT.

*by Jon-Claude Caton
photo by Andrew Gombert*



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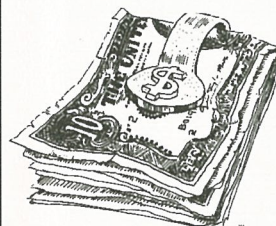
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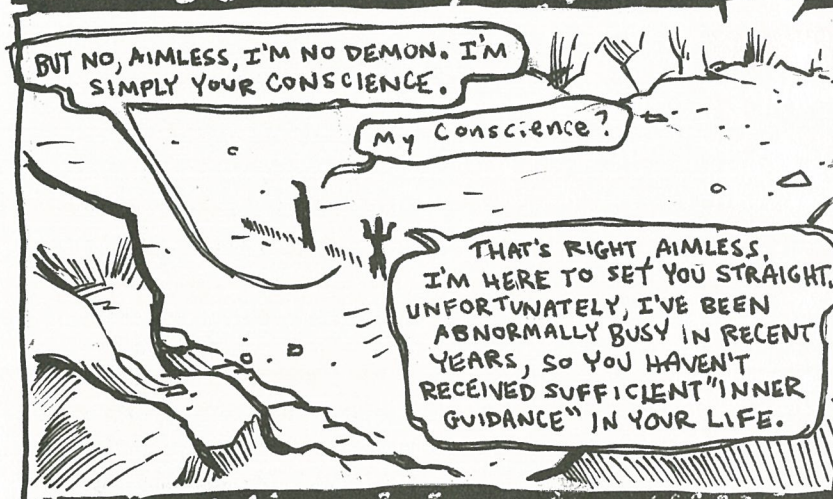
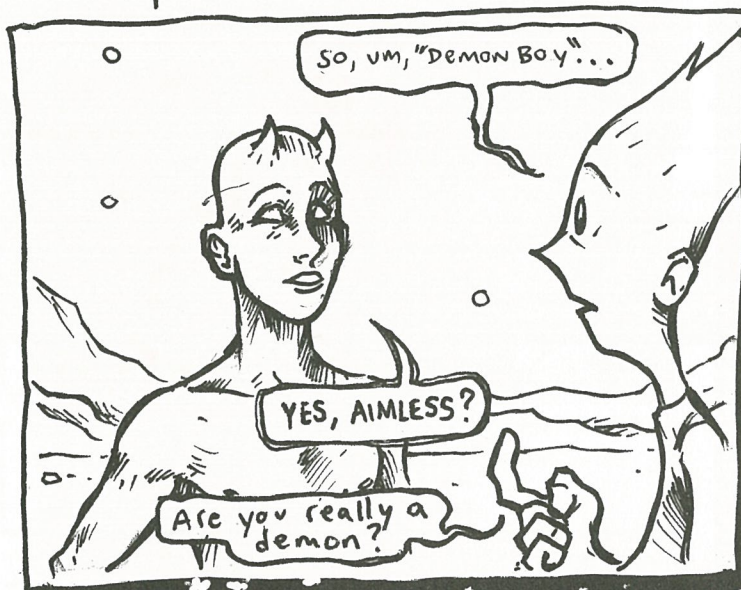
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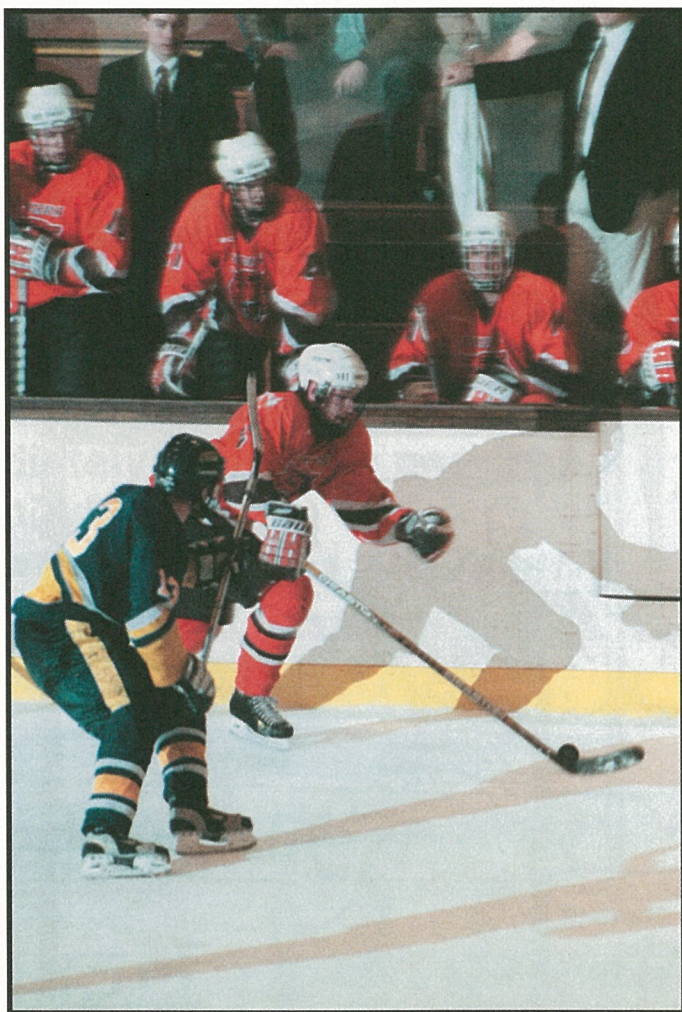
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TIGERS SWEEP WEEKEND SERIES

Let's just say that the RIT team does not like to lose hockey games - but when they do (and it's uncommon), they do not let it keep them down for long. During RIT's hockey season they have only ended on the short hand of a victory twice. After each time, however, they have bounced back and killed there opponents in the next game.

Their first loss came against Plattsburg. After being defeated 7-4, the Tigers completely manhandled Potsdam 10-0. They even continued their aggression into the next game with a 18-0 shutout of Cortland.

RIT found themselves in the same predicament on Feb. 5 as they faced off against Bentley. The Tigers were coming off a 4-4 tie with Elmira, a game which they should have won. The



Mens Hockey Upcoming Games

Sat 2/20 Hobart.....7:30

Sat 2/27 at Hobart....4:00

men gave up three goals in the final period and could not score in the overtime session. So the team was ready to win again, and show everyone why they are ranked third in the country. And they certainly did just that.

The Falcons were in Rochester to play the Tigers not just once but twice. They probably wished it was only once as RIT dominated both games, winning 7-2 on Friday and 7-1 on Saturday. In the first game Jonathan Day put RIT ahead with a goal and three assists. The team scored three goals in each of the first two periods and added another in the third. Scoring for the team were Peter Bournazakis, two goals by Sean Klaver, and one a piece from Pat Staerker, Jerry Galway, and the team's leading scorer Luke Murphy.

Goalie Jamie Morris, who is third in the nation with .921 save percentage, had thirteen saves - another strong performance. The second game was pretty much the same, the only difference being that Bentley had a new goalie between the pipes; but he too could not stop RIT's arsenal of shots. In the game the Tigers had an unbelievable 80 shots on goal to the Falcons' 25. RIT's defense was swarming at times, not allowing anything to go by. And if it did get to the net Morris was once again his stonewall self, stopping 24 of the 25 shots.

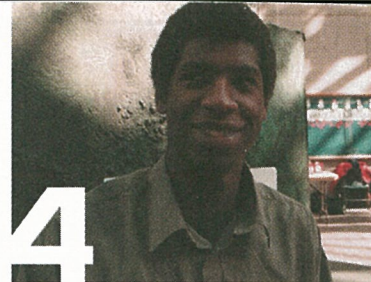
On the offensive end Murphy put in two goals, giving him 18 for the year - good for second on the team. Leading the team in goals are Staerker and Matt Garver, who both had one up on Murphy with 19 a piece.

Well, the Tigers are coming down the homestretch with only two games left. Maybe, with way things have gone in the past, they should lose one or both of the remaining games. So, when tournament time rolls around, their opponents will not have a chance.

by Brett Fleming

photos by Andrew Gombert

Word on the Street



In the ever expanding quest for truth and knowledge the Reporter sent one humble photographer to unlock the secrets of the universe. Located on this page are his findings, perhaps so shocking and momentous that your lives may never be the same after reading them. With that said, here is the enlightened question: If you could have a super power what would it be, why and who would be your sidekick? Bon Appetit!

1. Dan Lerner - Imaging Science 2nd year

"Some telepathic power so I can make all my teachers think I am awake in lecture, and I don't need a sidekick."

2. Jonah Goodman - Graphic Design, 2nd year

"The most important super power would be speed shaving without nicking myself. My super hero name would be Super Loaf with my sidekick Stupendous Allison."

3. Jonelle Fergusson - Biology, 3rd year

"To change the past so if I make a mistake in the present I can go back and change it. I would do it alone without a sidekick."

4. Erroyl Rolle - Graphic Design, 2nd year

"I would like to not sleep so I could get more done. Why have a sidekick since it would be double me not sleeping."

5. Starky Bibb - Biotechnology, 3rd year

"Telepathy, so I can read peoples thoughts and know what they are thinking. I wouldn't want a sidekick, I want that power to myself."

6. Ceflyn Wilks - PTC, 2nd year

"My super power would be to make wishes come true and my sidekicks would be my two sisters. That way I could live in a dream world apart from RIT and all the stress of school."

7. Sara Berg - IT, 2nd year

"I would want to fly because I don't drive and that way I could get around and to work. I don't need a sidekick because I am enough of a super hero for anybody."

8. James Hill - Photo, 4th year

"My super power would be to fly. My sidekick would be the ground because it can kiss my ass."

9. Joe Unander - Imaging Science, 3rd year

"I would want to be the Flash so I could get to class on time. My sidekick would be someone who can do my homework."

10. Tom McKim - Film Video, 3rd year

"I would want telepathy so I could know what everyone is thinking every second. Completely unrelated I think I would take Batman as my sidekick. He couldn't help me but I would take him."

11. Chris Crook - Computer Engineering, 4th year

"I would be Amazing Doubletalk Man, able to talk my way in or out of any situation if I was so inclined. Ed would be my sidekick because look at him, he is so cheeky."

12. Mike Radosta - Film and Video, 4th year

"My super power would be telepathy so I could know peoples deepest darkest secrets and manipulate them that way. Joe Pesci for comic relief and because he is shorter than I am."

13. Jeff Russell - Photo, 3rd year

"I would want to stop time because you could do anything. You could stop time and rob a bank, save someone from dying, or just relax for awhile. I would have a sidekick and his name would be Melo-D."

14. Adalina Ramirez - Photo, 2nd year

"Speed, to make the day go by faster."

15. Brian Wowak - Industrial Design, 2nd year

"I would be able to run at Mach one and I don't need a sidekick because I am that good."

16. Adam Grishman - Film Video, 2nd year

"To be able to fly because I am sick of looking for parking spaces down here. No sidekick because I like to work solo."

17. Julia Trainer - Photo, 4th year

"I would definitely want my sidekick to be Jackie Chan because he would be like 'Haayaaa-Crunch' to everyone. My power would be to fly because I have always wanted to fly."

18. Otto Vondrak - Advanced Aerospace Graphics Engineering Technology 4th year

"My superpower would be to change my appearance to Al Simone and get a decent apartment. My sidekick would be the complicated man who no one understands, John Shaft." (And, as we here at the Reporter suspect, this dynamic duo would travel no other way than by train.)

by Greg Benenati



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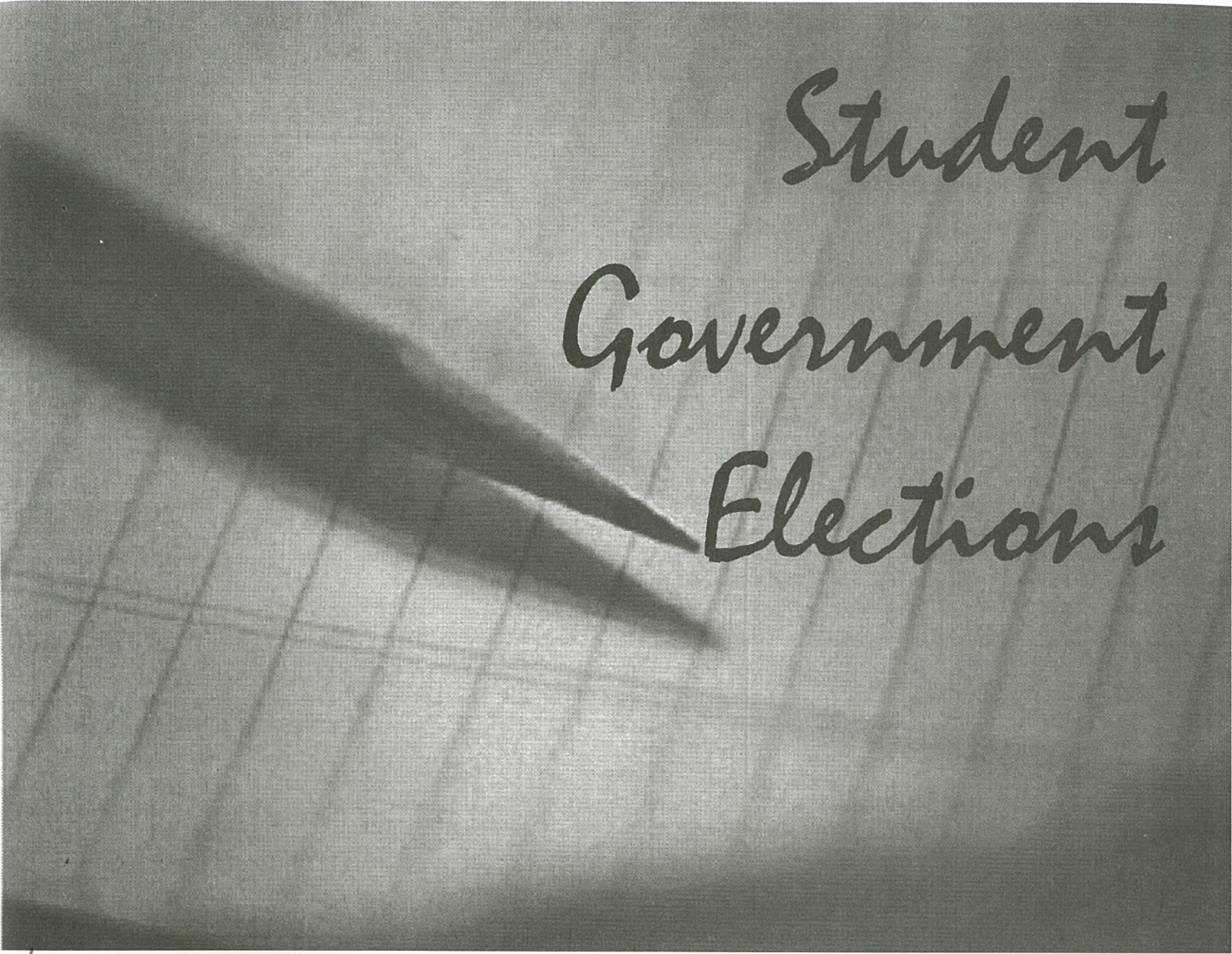
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