

Comedian Leno to Cap Spring Weekend Full of Music, Sports, Movies, Festivities

He might not be as musically inclined as Jane's Addiction, Van Halen, or Frank Sinatra, but this year's spring weekend highlight will be the one and only Jay Leno, comedian and guest host of *The Tonight Show* (and recently of Doritos commercials fame).

"What's Going On?," Spring Weekend 1991, May 1-5, offers Leno's performance (in place of the traditional concert) as the wrapup for an array of entertainment, activities, and fun for RIT students, staff, and faculty. Campus Crossroads Day, May 1, in the administration circle, kicked off the weekend with games, food, and a "prime

parking space" raffle. The evening brought world affairs to RIT with a presentation by the 39th U.S. president, Jimmy Carter, in the Frank Ritter Ice Arena, and, on a more homegrown note, a Spring Coffee House in the Ritz featuring RIT's party band, A Guy Named Fred.

Those who wish they could sing like A Guy Named Fred can step up to a karaoke machine in the Ritz this morning, May 2, or tell the palmists, astrologists, numerologists, and tarot card readers in the Student Alumni Union lobby their secret hopes for stardom during the Psychic Fair, 10 a.m. to 3 p.m. (4 to 7 p.m., May 3).

The annual School for American Craftsmen Spring Sale will entice art connoisseurs on a restricted budget with affordable student art and craft pieces, 9 a.m. to 5 p.m., May 2 and 3, in the SAU lobby. Works for sale range from blown glass

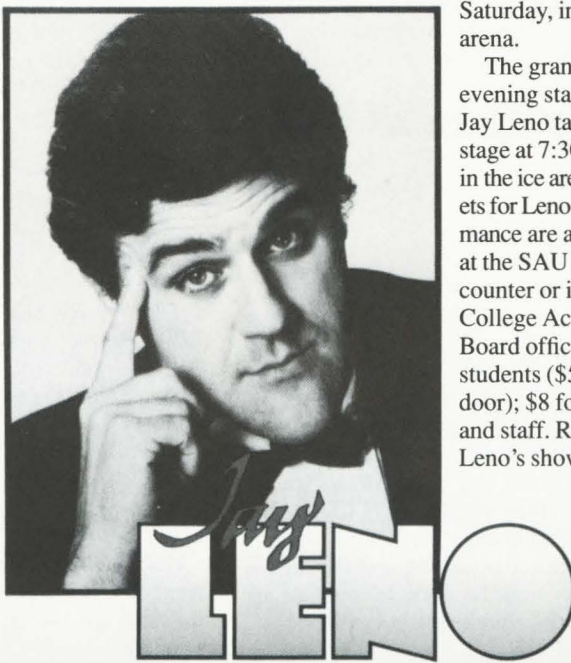
goblets and ornaments to tapestries and painted silks, from handcrafted wooden boxes to delicate silver and gold jewelry.

Friday's evening excitement includes live, classic rock 'n' roll music with the Park Avenue Band from 4 to 7 in the SAU

cafeteria and the Talisman movie *Miller's Crossing*, at 7 and 9:30 in Webb Auditorium (also playing Saturday, same times).

If it's time for some exercise, a volleyball tournament hits the apartment complex courts from 10 a.m. to 8 p.m., Saturday and Sunday. More action begins with activities and dancing at the Greek Freak event, coordinated by Phi Beta Sigma, 8 p.m. to 2 a.m., Saturday, in the ice arena.

The grand finale evening starts when Jay Leno takes the stage at 7:30 Sunday, in the ice arena. Tickets for Leno's performance are available at the SAU candy counter or in the College Activities Board office: \$4 for students (\$5 at the door); \$8 for faculty and staff. Right after Leno's show, the



athletic field will be ablaze with a last hurrah of fireworks at 9:30 p.m.

Credit for the weekend goes to Student Activities, College Activities Board, Student Directorate, Off-Campus Student Association, Greek Council, and Phi Beta Sigma.

Party to Make RIT a Beach

Beginning at 2 p.m., May 11, the RIT community—all who are young at heart, that is—will have the opportunity to take off its shoes, don swim suits, and join in a free spring party behind Sol Heumann Hall. That's for real: Block Party II will offer "swimming" in a temporary two-foot-deep pool and frolicking in 10,000 square feet of sand to the music of WTR radio; limbo dancing; building sand castles; playing volleyball; and feasting on free hot dogs, hamburgers, soda, cotton candy, and popcorn.

From 5 to 7 p.m., RIT's party band, A Guy Named Fred, will play for the would-be beach dancers, followed by three back-to-back movies beginning at 8 p.m., to be projected onto a 30-foot screen on the building wall. Movies, in order of showing, are *National Lampoon's Animal House*, *Jaws*, and *The Rocky Horror Picture Show*. Free popcorn and soda will flow until "lights out" at 1 a.m.

The rain date for Block Party II will be May 12. Interpreters will be provided for the entire party, which is sponsored by the Residence Halls Association, assisted by NTID.

Apply Now for Sign, Deaf Culture Course

To enhance interaction among deaf and hearing members of the RIT community, RIT will offer the Summer Intensive Sign Language/Deaf Culture Experience to 15 faculty and staff members who do not work at NTID. The program will introduce basic sign language skills, deaf culture, and the dynamics of deaf/hearing interaction through a retreat in Toronto, June 3-7, and classes at RIT from 8:30 a.m. to noon, weekdays, June 10-28.

Faculty and staff members from colleges other than NTID are encouraged to apply by Mon., May 6. For more information, call Ellie Rosenfield, -6200.

Rose to Host Forum

President M. Richard Rose will host an open forum at 3:30 p.m., June 6, in Ingle Auditorium. He will address in depth his current leave and research for the CIA.



Dr. M. Richard Rose

A Letter from President Rose

This is an interim report on my activities while on sabbatical leave. I had intended to be interviewed by *News & Events* later in May, but the recent articles in the Rochester papers suggest to me that I write directly to you at this time.

I had been feeling the need for a leave for some time, after 12 years of constant activity. I thought it would be good to get away and do something different, to relax a bit and gain perspective. I also thought it would be good for RIT to be ably led by an excellent team of administrators, headed by Dr. Plough.

So why take a sabbatical leave with the Central Intelligence Agency? Good question that I've heard before at home.

At the time of the Gulf War mobilization, a great many people were asked to leave families and jobs to serve their country; therefore, when I was asked to serve, I felt it important to say yes. After all, I had been thinking about a sabbatical leave anyway. I must admit, however, that I had something different in mind.

Again, why the CIA? I certainly recognized the potential for misunderstanding. I could have gone undercover; that is, assigned to the Marine Corps or another government agency. But as I thought about it, I grew uncomfortable with that basic notion and didn't feel it necessary or desirable.

Anyone who has thought much about it recognizes the need for an intelligence service. In the mobilization context, others were asked to put up with hardship, and, in some cases, risk their lives. In my case, I was only being asked to put up with inconvenience and the risk of misunderstanding. So, I saw it as an opportunity to serve, and, at the same time, learn about an organization I knew little about.

The exact nature of my assignment wasn't spelled out at the outset. I was assigned the rank of SIS-5 (lieutenant general or general), and they deferred to rank in allowing me to have a voice in the definition of the assignment. As it has turned out, just being here at the CIA, asking questions, interviewing people, and reviewing documents, is unprecedented and signals a changing philosophy. This may be one of the more

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Report Indicates Tiger Friends Helpful; More Volunteers Sought

The Tiger Friends program is making a difference in the lives of students, according to a recently completed report from the Office of Institutional Research & Policy Studies and written comments from RIT students.

In addition to making RIT more personalized and friendly, the program has increased retention by 5 percent from fall to winter among freshman students in the Tiger Friends program when compared with all other students on campus. Transfer retention increased 2 percent during the same time period.

There were 253 staff and faculty volunteers involved in the first-year program with 541 students.

"Many more students can be served if we can attract more Tiger Friend volunteers who are willing to meet with students on an informal basis," said Louise Carrese and Barry Culhane, who are coordinating the program. "From all indications this program is important in the lives of RIT students, helping them adjust to college life at RIT and learn more about the Institute and the community."

The Tiger Friends program began last fall with the focus on incoming freshmen not involved in freshman seminars, RIT athletics, or other special programs at RIT where individual mentoring may be available.

Staff and faculty may continue with their freshman contacts or transfer friends next fall and will be encouraged to take on new Tiger Friend contacts with incoming students.

"The purpose of the program is to provide a friendly, helpful link outside the class-

room," Culhane pointed out. "We know there are many more students who could be served by the program if we could expand our volunteer base. As students make new friends and discover other resources, contact with their Tiger Friends may become less frequent, but lasting friendships often remain."

"My Tiger Friend was very helpful in the beginning," said third-year criminal justice major Jerome Reger. "She added a personal touch to RIT, and it's nice to know there is someone there for you."

Individuals interested in joining Tiger Friends should contact either Carrese at -2301 or Culhane at -7200.

The Tiger Friends program will work with 24 individuals in early June who will, in turn, train 10 volunteers each. Students also are being surveyed to assess how best informal contacts can be made to personalize the RIT experience.

Staff and faculty volunteers are being asked to maintain contact with their current student Tiger Friends over the summer. New assignments will be made just prior to the start of Fall Quarter. In addition, an ice cream social is being planned for early fall as a means of bringing volunteers and students together in a get-acquainted event.

A retention study will be completed on a fall-to-fall basis to further assess the annual impact of the Tiger Friends program.

"I greatly appreciate the efforts of Tiger Friends who give of themselves to help our students succeed," said acting president Thomas R. Plough.

Rose's Sabbatical, CIA Role on Campus Questioned by Some

A handful of RIT students and faculty this week called for President Rose's resignation following the announcement that he has spent his four-month sabbatical consulting with the Central Intelligence Agency on education and training programs. However according to Joan Stone, chairperson of RIT's Faculty Council, faculty members are not officially requesting the resignation.

Approximately 14 students and faculty held a Monday news conference and were

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HEAD OF THE CLASS . . . Graduating seniors were noted as RIT Scholars at the 16th annual Outstanding Undergraduate Scholarship Award Ceremony Apr. 18. These 27 students have achieved exceptionally in employment, research, and service to the community while maintaining a minimum grade point average between 3.85 and 4.0.

Supermarket CEO Wegman Receives VandenBrul Entrepreneurial Award

For innovative management skills that changed the course of an existing business, Robert B. Wegman, chairman of the board and chief executive officer of Wegmans Food Markets Inc., received the 1991 VandenBrul Entrepreneurial Award at an Apr. 17 luncheon ceremony in Fireside Lounge.

"Those who know Wegmans know it was a completely different Wegmans store in 1945-46," said Herbert W. VandenBrul, who established the endowment fund creating the College of Business entrepreneurial award. "Since the day he took over, he has turned the enterprise around."

Wegman's father and uncle started the business in 1916 as the first grocer in the area to sell produce, baked goods, and meat in departments housed under the same roof. At that time, it was customary to buy such goods in separate shops. After Wegman's father died, his uncle ran the business for another 14 years before his own death.

Wegman joined the company at age 31 after returning from World War II, even though his uncle advised him against it. "This food business is terrible—you ought to go into something else," said Wegman, recalling his uncle's words to him. Wegman started as a meat cutter and worked his way through the various departments. When his uncle died in 1951, Wegman was named president of the seven stores then in operation.

"We were on the verge of bankruptcy," Wegman remembered during his talk with RIT students, staff, and faculty. "We were not concerned about people in our company. If you're not concerned about people, I don't think you'll be successful for a long period of time."

One of his first acts as president was to increase employee salaries. "I knew what employees had to work on and that we had to provide them with a living wage and an opportunity to be human beings."

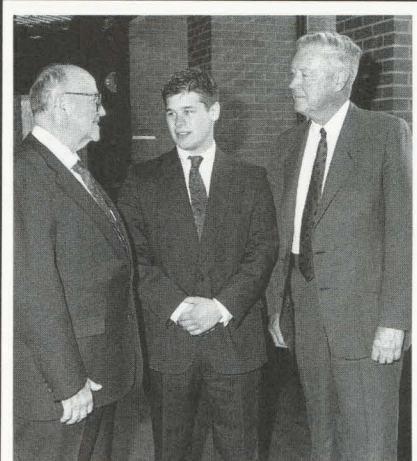
The following year, Wegman opened two new stores, and since then, he says, "I've never looked back." Wegmans Food Markets is now recognized as one of the leading privately owned supermarket chains in the world, operating more than 44 stores in New York's western, central, and Southern Tier regions, in addition to 12 Chase-Pitkin Home Centers.

"People ask me the secret of my success," Wegman said. "And my stock answer is I honestly don't know."

"I have an abiding faith in what God put people on earth to do," he said in explaining his work philosophy. "I am part of the total design, and what we do is almost totally dependent on what He lets us do."

His father's death at age 45 illustrates Wegman's point. If Wegman had died at the same age, his son Danny, now president, would have been 15 years old, too young to take responsibility for the company.

Because of that, Wegman reasons the supermarket chain probably wouldn't be the same company it is today.



Herbert W. VandenBrul (left) talks with Robert B. Wegman and M. Scott Erickson (center), a College of Business MBA student.

VandenBrul Honors MBA Student

Undergraduate or graduate RIT students who display enterprising management ability are recognized through the VandenBrul Student Entrepreneurial Award.

MBA student M. Scott Erickson of Lewiston, N.Y., received the \$500 award for his business plan for Environmental Recycling Services. The proposed business, which would recycle used tires, addresses the problem of the billions of scrap tires in illegal stockpiles across the U.S. Erickson developed the plan with a student partner from Michigan State University and hopes to start the venture in the South after graduation.

ERS would shred tires with a mobile unit into rubber chips used for asphalt paving and possibly in conjunction with coal as a fuel for industrial boilers.

CIA Role . . .

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joined by off-campus supporters Wednesday night in seeking that RIT sever its research and cooperative education ties with the CIA.

Part of the controversy involves the CIA officer-in-residence program, which supports graduate research students on more than a dozen campuses around the nation. The following is an interview with graduate student Robert Mericsko, written by Jennifer Hyman and reprinted with permission from the *Rochester Democrat & Chronicle*.

CIA fuss bewilders scientist—'Officer' says he's just a student

Robert Mericsko sees himself as just another scientist working toward his doctorate.

Like other doctoral students in Rochester Institute of Technology's department of imaging science, Mericsko, 42, has an office with his name on the door.

And like some other graduate students at RIT, his tuition and expenses for the past three years have been paid by an outside sponsor.

Mericsko can't understand why there is such a furor, simply because that sponsor happens also to pay him a full salary and happens to be the Central Intelligence Agency.

"RIT calls me one of its four or five visiting scholars, but the federal government calls me an officer-in-residence," he said in an interview yesterday. "Whatever the title, my background is as an engineer and I'm here to work on my Ph.D. I don't teach. I don't recruit and I haven't passed on any names to CIA recruiters."

A 21-year veteran of the covert agency, Mericsko said that he does talk to students who seek him out to find out about the CIA. But he absolutely denies holding sessions for small, selected groups of students targeted as potential CIA recruits.

"Recruiting is done by professional recruiters," he said. "That's not my job."

Mericsko concedes that his role—as a full-time student—is unusual. Most other CIA officers-in-residence do not go back to school to study. "They conduct seminars, or they write books, or they do research," he said. "It's a sabbatical program."

Mericsko is no stranger to Rochester, where he attended RIT in the late 1960s, graduating in 1970 with a degree in what was then called photographic science.

He describes his job in Washington as senior scientist with the National Photographic Interpretation Center—a clearing house for photographic and imaging work for all federal intelligence systems, including the CIA.

And he can't understand all the attention being focused on him.

Mericsko last week declined an invitation to debate Verne Lyon, a man who claims to be a former CIA operative and who is scheduled to speak at RIT tonight. (Mark Mansfield, a CIA spokesman in Langley, Va.,

said yesterday that Verne Lyon had never been employed by the CIA.)

And yesterday, when students attempted to see Mericsko personally, they found him out and his office locked.

As a token of their visit, they heaped "mementos" against his locked door—a reel of tape to signify surveillance, a can of Raid insecticide, and an "In Memoriam" display recalling the victims of CIA-sponsored ferment in other parts of the world.

Mericsko hopes to rise above the current controversy while he works to complete his course work before returning to Washington in June.

"For years, I wanted to go back to school to pursue an advanced degree," he said.

"One of my reasons for coming back was because of the quality of the faculty, and it's a world-renowned faculty."

Student Government Doesn't Support Resignation Call

The RIT Student Government today announced that it does not at this time support the Community for Peace and Justice's recent call for the resignation or termination of Dr. M. Richard Rose as president of RIT and the removal of all CIA-related affairs from the campus.

"While Student Government supports groups who stand up to express their views, we feel the student body as a whole does not consider CIA presence at RIT to impinge upon the academic freedom of our environment," said Adrian White, Student Government president-elect. "We have not received input from students supporting the Community for Peace and Justice's stance on the matter."

White said that the RIT Student Government cannot yield to the petition that has been circulated by the protesting group.

"The petition does not differentiate amongst students at RIT, students from other colleges who may have signed it, and those involved from the community at large," White added. "This petition, therefore, does not accurately describe the attitude of RIT students as a whole."

At the same time, the Black Awareness Coordinating Committee (BACC) has issued a statement denouncing the Student Directorate news release. According to their statement, "The fact that this government, BACC, has not been contacted by the RIT Community for Peace and Justice, allows us the right to withhold comment at this time."

President Rose . . .

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significant aspects to this assignment. My role is much like that of a consultant. I am reviewing strategic goals for the '90s, relating personnel requirements to them, and, from that, educational requirements are being defined.

As world conditions change very rapidly, national security policies change in partial reaction. With the end of the Cold War and the Warsaw Pact ceasing to be a threat, our national security policies began undergoing their most significant changes in the past 45 years. The Gulf War only added complexity to the rapidly changing situation. The mobilization served as the springboard to reexamine certain policies and practices.

I am finding this assignment most interesting. The people are bright and dedicated, and I am learning a great deal.

In the course of looking at education in another setting, I can't help but make comparisons to RIT. RIT looks really good.

Standing back and doing something quite different does help a person gain perspective; however, the novelty has worn off, and I am ready to come back.

I believe from what I've learned that RIT has a growing role in supporting our nation's competitive position in the world economic scene. Our mission of preparing young

people for functional, professional positions is critical to the nation's industrial competitive posture. We need to translate that to a stronger strategic position.

Among the many things I'm learning is that bachelorhood isn't all that it's cracked up to be, and that I miss RIT and its people far more than I thought I would. I look forward to returning in June, and I'll be happy to discuss this assignment in far greater detail at that time.

Students Ratify New Government Format; Plan Accessibility

Effective May 1, 1991, RIT students have a new format for government. The new system consists of a 13-member student senate and a four-committee cabinet, led by a student-elected president and vice president. The senate will serve as the voting, issues-based forum for students, with weekly, open meetings in the 1829 Room, Student Alumni Union. Cabinet committees will cover operations, services, and mechanics of student government functions.

"We will be as accessible as we can to the students," says new president Adrian White, a second-year photography illustration student, and former general manager of WITR radio. Agreeing with White, new vice president Thomas Yu, a third-year communications student and former club affairs coordinator with student government, says that "students have a lot of ideas and power to get things done, to improve RIT—if they work together."

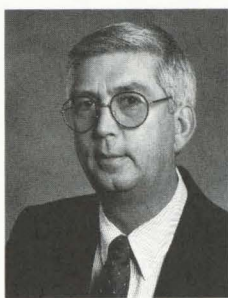
Grant Deadlines

The Research and Program Office reminds the RIT faculty and staff of the following program deadlines. If you have any questions, please call the office at -6547.

May 15—Dreyfus Foundation New Faculty Awards Program (chemical sciences) nominations due; NSF/EHR Instructional Materials Development

June 1—CDC Occupational Safety and Health; NEH Fellowships for University Teachers; IREX Short-term Travel Grants; NSF Molecular and Biosciences Programs

Perspectives: Remaining Competitive



Dr. Plough

"Perspectives" is an occasional column that reflects the opinions of those within the Institute. The following is by acting president Thomas R. Plough.

What are the characteristics of our customers—constituents—clients—stakeholders—apprentices—students? What is our responsibility in helping each student to succeed?

According to institutional research, RIT students differ quite a bit from the national norms of incoming college students. Our incoming students rate themselves significantly higher on artistic and mathematical ability, but lower on leadership ability, social self-confidence, and public speaking and writing ability.

At higher rates than others, they say they are coming to RIT to find a job in their own field, and they expect to hold down part-time jobs to pay college expenses. They do not expect to participate in volunteer or community services or to ask for tutoring help.

Our students rate themselves higher in terms of their ability to work with ideas and lower in their ability to work with people. They expect good job prospects, high earnings, and rapid advancement, but don't expect to become involved heavily in improving society or to work extensively with people in need.

By coming to RIT, they expect to get a better job and make more money, but are not particularly interested in general education, graduate school, or becoming more cultured persons. They attend RIT because of its good academic reputation and co-op education, not because of its social reputation.

The most widely held images of RIT are characterized by the terms "career-oriented" and "challenging"; 85% and 67% respectively of incoming 1990 freshmen selected these ways of describing the Institute. Thirty-one percent would use the term "comfortable"; 28% would describe it as "exciting"; 18% as "personal"; 9% as "partying"; 5% as "close-knit"; and 2% rated it "snobbish."

In terms of their educational objectives, they rated the following goals much higher than do most college students: "be very well off financially"; "obtain recognition from colleagues"; "create artistic work"; and "make theoretical contributions to science." They rated the goals "raise a family," "help others in difficulty," "promote racial understanding," "keep up to date in politics," and "develop a philosophy of life" much lower than do most college students.

Many academic strategies could be projected as necessary, given these incoming characteristics. This is especially true if we hope to accomplish our equational objectives. We intend for graduates of RIT to possess a set of application skills aimed at some segment of the employment market, whether it be furniture design, circuit design, or graphic design. We want our students to be technically competent, but we also want them to be buttressed by a well-developed concept of technological professionalism.

A portion of this technological professionalism would include a sense of purpose and a knowledge that technology applied can have both intended and unintended consequences.

Equally important, our graduates should develop a set of transferable communication and intellectual competencies that minimally include the ability to speak and write clearly, to listen effectively, to use the computer as a tool, to think logically, to recognize the need for lifelong education and retraining, to be oriented toward team problem-solving, and to develop a taste for leadership, which, at minimum,

involves a pride in the quality of one's work.

Obviously, to accomplish these outcomes, considering the entry-level characteristics of our students, requires active intervention by faculty and staff. It requires superior, ongoing, continuous academic advising. Since, in my opinion, we lack superior, ongoing, continuous academic advising, our retention strategy is at risk, and could push us toward elimination of major programs in order to balance revenues (primarily tuition) with expenses (primarily compensation and financial aid).

If we believe, as I do, that RIT's niche in higher education is to take good students and give them a great education—that RIT is a value-added place—we need to think very carefully about our priority concerns in our daily routines.

Our students complain the most about bureaucratic runaround, lack of presence of faculty and staff, and the pressures of financing their education. If we provided more responsive and flexible service and made ourselves more accessible to students, our retention could improve, as would our resource base for scholarship aid to our needy students. Additionally, students complain about curt treatment, aspects of residential life, lack of collegiate atmosphere, level of stress, and poorly organized instruction.

Some would say we have to change the RIT culture, but Peter Drucker, a noted management scholar, would say that we have to change our habits and let the culture change come along as a by-product. Drucker would also advise us to ask, "Where within RIT do we do this already? What do those people do that gives them the desired results? What does senior management do to help or hinder those folks from getting their desired results?" We need to follow up on these questions. We are improving our data base to do just that.

One of my contentions has been that many students coming to higher education are smart and full of energy, but they have short attention spans, undisciplined work habits, and unreasonable expectations about the ease with which they will master both the social and intellectual environments they will encounter. Few have had successful relationships with adults. Too many of them have had little experience with difficult materials and complex ideas that must be understood within relatively brief periods of time.

Many will be deficient in math, science, and communication skills. From a clinical psychological point of view, they lack readiness for university study and life. This situation is going to get worse before it gets better. Rather than bemoan this fact, we need to spend a great deal of time and attention on teaching and learning in and out of the classroom.

In research studies, professors tend to speak of their teaching "load" and their research "opportunities"—never the reverse. We have to be very, very careful at RIT that the best professional opportunities are not those that require little or no teaching, or little or no presence among students.

Regardless of our students' readiness for collegiate-level study and life, once they enter RIT they can stay and succeed if the faculty and staff around them provide enthusiastic and effective instruction and service, offer timely advice and counsel, show personal interest in them, and remain present enough of the time on campus to serve as role models.

Here at RIT, shouldn't our goal be to motivate the largest number of students possible to successful performance, rather than behave as if we believed that our task was to "weed out the less serious"? Shouldn't we argue that our main objective is not a good course, but rather a team effort to connect and reinforce learning across a series of coherent educational experiences? It's a grand goal—what I have called academic programs with "fewer but better working parts."

Wouldn't preparation for class and availability after class be a better investment than research in many areas of RIT? How

many of us practice a course presentation prior to class to ensure it is a crisp, professional job, and right the first time, rather than practicing on our students?

Why do we think we know what the student needs without listening continuously to our students? Education is a curious profession. It is the only profession where the performer judges the audience. Aren't we too dependent on selection processes and not dependent enough on developmental processes? Shouldn't we be in the business of producing knowledgeable people, rather than knowledge *per se*? Aren't both research and consulting too narrow in scope for most of RIT? Isn't keeping up to date through ongoing appropriate scholarship and student development through faculty involvement a more important priority in many of our academic units? We have an academic North Star in imaging science. It will remain our one and only Institute-wide Ph.D. endeavor. It will be important for selected faculty in other areas—engineering, science, and computer science—to join that effort and be more focused on applied research. There are also a few areas where additional publication is needed for accreditation and may relate to better external support over time. The College of Business and the School of Food, Hotel, and Travel Management come to mind. Even in those cases, the applied journals rather than exclusively theory-based journals are the target. However, research and publication are not the calling for most of RIT.

Remember, we do about \$8 million worth of research at RIT. That's rather small potatoes in higher education—but still a big increase from just five years ago. The RIT Research Corporation does \$3 million of that, of which \$1 million is CIA contract work.

We should all appreciate this targeted research and publication effort and its importance for the visibility of RIT to the outside corporate, governmental, and foundation world, but it should not define the reward system for most of RIT.

There is no question that for RIT to continue its forward momentum as a comprehensive and uniquely postured technological university, we have to encourage and facilitate applied research- and application-oriented publication in several academic areas. In this case, research and publication help our reputation and general profile in the external environment. However, when we speak of retention of students at RIT, we must concentrate on effective instruction, contact with the outside professional work environment, and ongoing mentorship for our students. The balance must always be heavily tipped towards this retention side of the scale. This will not occur without aggressive leadership because the natural tendency is away from students and toward more released time to do research and writing.

RIT can be world class across the board in instructional quality, cooperative education, professional preparation and placement, and education of the hearing impaired. RIT cannot be world class across the board in applied research, but we can approach the best in practice in applied research and technology transfer in selected areas.

However, on campus our need to highlight research and our successful attempts in imaging have sent some mixed messages to the faculty, and we are working to clarify with the faculty the balance between professional work that is required to reach our retention objectives and that required to keep our reputation and institutional profile at a competitive level.



SHADES OF SHAKESPEARE... David Anderson, resident director of Ellingson/Peterson/Bell halls, gives a preview performance of his role as "The Sergeant" in Rodgers and Hart's play *The Boys From Syracuse*. Performances are set for 8 p.m., May 3-4, and 3 p.m., May 5, in Ingle Auditorium. For reservations, call -6087.

ROTC Prepares For Annual Review Event

As the American flag rises to commence the fifth annual RIT Presidential Review and Tattoo ceremony, the full battalion of Air Force, Army, and Navy Reserve Officers' Training Corps students and military personnel from all area colleges will be there to salute.

The ceremony, from 3 to 4 p.m., Thurs., May 9, at the RIT varsity field, also includes a special reception to honor RIT participants in Operation Desert Storm.

The ROTC forces participating in the ceremony will be the Army Tiger Battalion, the Air Force Cadet Group, and the Navy Midshipmen (including a Marine detachment). These divisions have ROTC students participating from RIT, University of Rochester, Nazareth College, Roberts Wesleyan College, St. John Fisher College, Monroe Community College, SUNY Brockport, and SUNY Geneseo.

Conducting a military review of the ROTC forces will be Honorary Reviewing Officer Robert H. Downie, an RIT Board of Trustees member. Downie also will present the President's Award to the most outstanding cadet of each division. The winning cadets, whose names are not released until the day of the event, will receive an engraved sword. President M. Richard Rose, who usually reviews the troops at the proceedings, is still away on special assignment in Washington, D.C.

Performances by the 98th Division Army Band, the Air Force ROTC drill team, and the Junior ROTC unit from Auburn High School are also planned. In keeping with the tradition of flybys during the commencement, a K-C 134 tanker (fuel plane) from Griffiss Air Force Base in Rome, N.Y., will pass over the ceremony.

The reception following the ceremony, to take place in the Fireside Lounge, Student Alumni Union, will honor members of six local veterans' organizations and RIT faculty, staff, and students who participated in Operation Desert Storm.

3 Faculty Chosen for Eisenhart

RIT will honor teaching excellence with the presentation of its annual Eisenhart Awards for Outstanding Teaching, 3 p.m., Mon., May 13, in Ingle Auditorium.

According to Dr. Robert M. Desmond, acting provost and vice president for Academic Affairs, three faculty members have been chosen to receive the award: Terry L. Dennis, College of Business; Barbara J.

Hodik, College of Fine and Applied Arts; and Raman Unnikrishnan, College of Engineering.

Members of the nomination committee included Philip Tyler, Elmer Young, Herbert Johnson, Kathy Davis, and Barbara Fox.

A reception will be held in the Fireside Lounge following the awards ceremony.

United Way Up To 65% of '91 Campaign Goal

While contributions are continuing, a preliminary tally has shown that a promising 65% of this year's United Way campaign goal has been realized. As of Apr. 24, \$111,202 had been received of a targeted \$170,000.

"We're encouraged by the support we've had so far, and we hope people will continue to give until we reach our goal," says RIT campaign coordinator Cindee Gray. "We hope that you'll consider giving to help those who are less fortunate. We appreciate your generosity."

Other campaign notes:

- Gray encourages departments to show the campaign video, if they have not yet done so. Twenty copies of the RIT-produced video are available. Please call Gray for a copy at -4987.
- More than \$3,000 was raised at the recent benefit basketball game featuring the Buffalo Bills and the RIT All Stars. The RIT team made an outstanding effort, losing by only one basket, Gray says.

Satirist Lebowitz To Give Last Lecture In Downtown Series



Fran Lebowitz

Outrageous and scathingly funny noted conversationalist and social satirist Fran Lebowitz will be the final speaker in the Rochester Arts & Lectures Series.

Best known for her books *Metropolitan Life* and *Social Studies*, Lebowitz will appear at 7:30 p.m., Thurs., May 16, at the Downtown United Presbyterian Church, 121 N. Fitzhugh St. Designed to bring the arts downtown, the series is sponsored by the College of Continuing Education and Judy Columbus inc. Realtors.

A sampling of her philosophy: she likes gambling, hates pets, and says she hopes to branch out from her career as a writer by becoming pope.

Tickets for the lecture are \$15 and can be purchased at the Park Avenue Book Store, 370 Park Ave., or at the door the night of the lecture.

For more information, call 442-6316 or 244-9877.

Author of Mathematica Software Speaks on Symbolic Computation

Dr. Stephen Wolfram, president of Wolfram Research, Inc., and author of the *Mathematica* software used in RIT's Colleges of Science and Engineering for symbolic computation, gave a lecture for general audiences on symbolic computation March 19 in Ingle Auditorium.

Wolfram, who is on leave from his position as professor of physics, mathematics, and computer science at the University of Illinois, is author of the best-selling book *Mathematica: A System for Doing Mathematics by Computer*, recently published in its second edition. He visited RIT to present his lecture and to learn about RIT's symbolic computation programs, such as the "smart classroom," which has been established by the Department of Mathematics and is one of the first such computerized classrooms in the nation.

May 3—movie: *Miller's Crossing*; 7 and 9:30 p.m., Webb

May 4—music: RIT Gospel Ensemble Anniversary Concert; 7:30 p.m., Interfaith Center

May 4—sports: baseball vs. Penn State-Behrend; 1 p.m.

May 4—sports: men's tennis vs. Elmira; 1 p.m.

May 4—Insurance Exam for outside vendors; 8 a.m.-1 p.m., 1030 Gleason

May 4—NICET Exam for NTID students; 8 a.m.-5 p.m., 2139 Gleason

May 6 and 11—meeting: NTID Student Congress; 6 p.m., Ellingson/Peterson/Bell 1st-floor lounges

May 6—meeting: Residence Food Service Advisory Committee; 5:30 p.m., Kate Gleason Hall, RHA conference room

May 6—Human Resource Development Program: "Exploring the Reality of Institutional Racism, Part I," presented by Marlene Allen and Morton Nace; 1-3:30 p.m., 3635 LBJ; call Joan McGuire, -6441, to register

May 6—Peace Service, 12:10 p.m., Allen Chapel

May 6—lectures: "FFT Algorithm on Transputers" colloquium presented by Herman Roebbers of University of Twente, Holland, and "Transputer-Based Control of Mechatronic Systems" colloquium by Andre Bakkers of University of Twente; 1-2 p.m., 1030 Link

May 6—lecture: "Bilingual Development, Bilingual Education, and Second Language Approaches in Canada," by Dr. Josiane Hamers of Laval University, Quebec; part of NTID's Cultural and Language Diversity in Education series; 3 p.m., Panara Theatre

May 7—music: Bushnell's Basin Delegation; noon-1 p.m., SAU lobby

May 7 and 14—Student Directorate Open Board Meeting, 1-2 p.m., 1829 Room

May 9—music: RIT Jazz Ensemble Concert, directed by Geoff Smith; free food, drink, and admission, 8 p.m., Ritskeller

May 9—Human Resource Development Program: "Exploring the Reality of Institutional

Racism, Part II," presented by Marlene Allen and Morton Nace; 9-11:30 a.m., 3635 LBJ; call Joan McGuire, -6441, to register

May 9—President's Review and Tattoo Ceremony; 2-3:30 p.m., Varsity Field

May 10—movie: *The Big Picture*; 7 and 9:30 p.m., Ingle

May 11—music: Jazz Ensemble with Eastman Lab Band; 9 p.m., Ingle

May 12—music: Philharmonia Spring Concert; 3 p.m., Ingle

May 13—exhibit: NTID School of Visual Communications Student Honors Show; 8:30-4:30 p.m., Mon.-Fri., Switzer Gallery

May 13—1990-91 Eisenhart Awards for Outstanding Teaching ceremony and reception; 3 p.m., Ingle

May 13—Peace Service, 12:10 p.m., Allen Chapel

May 14—music: pianist Richard Brown; noon-1 p.m., SAU lobby

May 14—lecture: American Sign Language lecture "Self-Discovery of a Deaf Adult" by Clayton Valli; 1 p.m., Panara Theatre

Walk, or Run, for United Way— And You Could Fly to Florida

Don your Keds and join the crowd May 3 for the RIT Run-Walk Day for United Way.

It doesn't matter how great a shape you're in; this Run-Walk is more in the spirit of giving than of competition—though awards and prizes are available, and not just for skill.

The event, always popular, will begin at 12:15 p.m. sharp, regardless of rain, snow, or shine. The three-mile route will begin in front of the Student Alumni Union. All faculty, staff, students, and friends are eligible. Families are encouraged to cheer on the runners and walkers.

This year's Grand Prize will be two round-trip tickets to Florida awarded for the most pledge money collected. The prize was donated by Stewart and Benson Travel.

Other awards and prizes:

- The Dirty Sneaker Award—awarded to the department with the highest participation rate, but can also be won by members of smaller departments who join together for combined group effort
- The C-Note Club—for collecting more than \$100 in pledges
- Committee Favorite Trophy—for most creative competitor

Other prizes will be awarded in such categories as Fastest Runner and Fastest Walker.

Registration, maps, and sponsorship forms have been mailed to faculty, staff, and students. Registration forms are available at the Recreation Equipment Cage, Student Alumni Union Information Desk, the NTID 24-hour desk, and the LBJ Building Reception Desk.

This year, the United Way Steering Committee is requesting that registrations be completed prior to the Run-Walk. If, however, you have not completed a form

and you wish to run or walk, you may either bring a completed registration form no later than noon on Run-Walk Day, or bring a \$25 minimum Run-Walk contribution. You will receive a 1991 Run-Walk T-shirt and be eligible for prizes.

Class of '41 Planning Reunion July 25-27

The Rochester Athenaeum and Mechanics Institute Class of 1941 will renew friendships at its Golden Anniversary Reunion the weekend of July 25-27, 1991. Participants will be housed in air-conditioned campus residences. Activities will include a picnic; tours of the campus, downtown Rochester, and City Center; and a dinner with music provided by RIT's Timestoppers. For further information, contact Darlene Spafford, Alumni Relations, -2587.

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NEWS & EVENTS

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