

# NEWS & EVENTS

Rochester Institute of Technology

Vol. 12, No. 13, April 3, 1980

**April 7-11**

## United Community Chest Drive



Chances are that most readers of *News & Events* have a friend or family member who benefits from United Community Chest. Infants, teen-agers, single parents and senior citizens receive a wide variety of services from agencies large and small, long-established or newly created in the greater Rochester area. At RIT alone, 152 individuals used the services of Community Chest agencies during 1979.

The annual United Community Chest campaign at RIT will begin April 7 and continue through April 11. The goal this year is \$34,000, an increase of 10 percent over the 1979 RIT goal. This increase may seem modest, in light of the inflation rate. Unfortunately for Community Chest agencies and the individuals they serve, however, some campaigns are setting more conservative goals this year. RIT is confident that its students, faculty and staff—recognizing that hard times may be even harder for some others—will meet the 1980 goal.

One goal of the campus campaign is to increase the number of individual donors. Last year, nearly 60 percent of

the RIT community contributed to the Community Chest. The hope this year is to expand that number, partly through more intensive training of campus solicitors.

Paul W. Briggs, general campaign chairman and president of Rochester Gas & Electric Corporation, says that “the challenge this year is to narrow the gap between dollars raised and dollars requested by our agencies.” That gap last year amounted to almost \$900 thousand.

The Rochester area Community Chest is one of the most cost-effective in the nation, expending only 8.3 cents of each dollar earned on operating costs. This is largely due to the fact that the Chest is locally controlled and operated by volunteers. Volunteers from the community also make decisions on how to allocate contributions.

Generally speaking, the Community Chest funds agencies that fall within five broad categories: health maintenance services; mental health, retardation and rehabilitation services; individual and family life services; social and cultural development services, and planning and development services. Most service agencies in the area receive some support from the United Community Chest.

Some examples of how Chest contributions are used: 90 cents per week over one year provides 95 meals delivered to chronically ill people who are unable to prepare their own food; \$1.15 per week over the year provides 15 training sessions for a disabled preschooler; \$5.40 provides nine camp scholarships for underprivileged children.

United Community Chest funds went to 153 agencies in the Rochester area last year, helping more than 600,000 individuals receive the information, services and

opportunities they needed. The Chest responds to changing community needs as well. For example, there is increased demand for more local services and fewer “institution-like” settings.

The Chest asks that, when you are asked to “Give Us a Hand” this year, you remember the individuals who, if known to you, you would gladly help in this way and others.

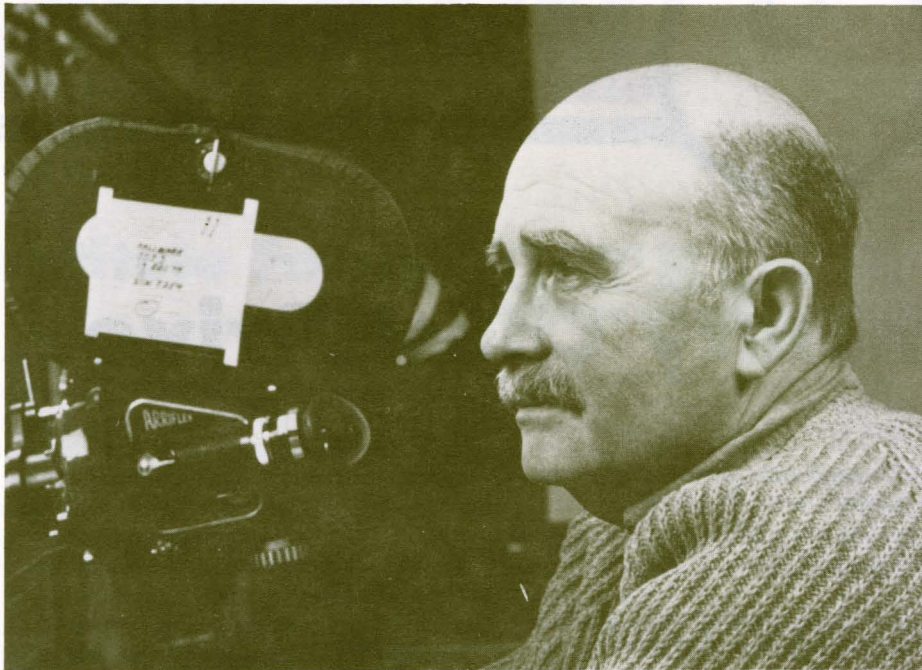
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### Assistant Vice President For Campus Life Sought

Dr. Thomas Plough, associate vice president for student affairs, will chair the Search Committee for an assistant vice president for campus life. This is an expansion and redefinition of the former residence hall position. Dr. Plough has announced that his committee will be accepting applications and nominations until April 23. The Search Committee, which will include students, will be making a special effort to identify women and minority candidates for the position.

The assistant vice president will report to the vice president for student affairs/dean of complementary education and will provide overall leadership and guidance in four areas within the Student Affairs Division: residence halls, the Counseling Center, the Student Health Service and the chaplaincy. He or she will also work closely with the dean of students on the Eisenhower campus.

# The Impact of Excellence



MORTON GOLDSHOLL

(Second in a series)

**A**s part of its continuing series on the outstanding professionals participating in the Impact of Excellence at RIT, May 14 and 15, *News & Events* this week features biographical sketches of Morton Goldsholl and Allen Hurlburt.

Morton Goldsholl, designer and filmmaker, is head of Goldsholl Associates, Inc., and a native of Chicago. He studied at the Art Institute of Chicago and the School of Design under Moholy Nagy. Active in many professional societies, Goldsholl has lectured widely in the United States, Japan and Canada to university, design and business groups and has contributed articles to numerous journals. His work has been reproduced in major design and film publications and exhibited throughout the world.

During the past 35 years, his studio has been awarded over 400 citations in design and filmmaking in national and international exhibitions. Goldsholl, a former president of the Society of Typographic Arts, was named Honorary Member of the STA in 1958.

In 1963 Goldsholl won the coveted Package Designers Council "Industry Award of the Year"; in 1964 he was designated "Art Director of the Year" by the National Society of Art Directors, named an Honorary Member of the Art

Directors Club of Chicago and designated "Chicago Artist of the Year." In 1966 he was presented with the Walter Paepcke Design Award, which cited the role of the designer as an important force in American business. One year later he was awarded Best of Show by the Artists Guild of Chicago for Exphotage (experimental photography) and Best of Show in their Annual Exhibition of Editorial and Advertising Art. And in 1979, he again was named "Packaging Designer of the Year" by the Package Designers Council.

He has been honored with film festival awards of the highest merit in San Francisco; Chicago; New York; Washington, D.C.; Columbus, Ohio; France; Belgium; Italy; Scotland; Australia, and Uruguay.

Allen Hurlburt's broad experience in graphic design includes editorial, corporate and advertising art direction. During the post-war decade, he served as art director of the National Broadcasting Company, and from 1953 to 1968, he was editorial art director of *Look* magazine.

His innovative page designs and understanding use of photographs made *Look* one of the most respected magazines in the design world and brought him a dozen gold medals at the Art Director's Club exhibitions. From 1968 to 1972, he



ALLEN HURLBURT

was director of design for Cowles Communications.

His honors include Art Director of the Year in 1965, the American Institute of Graphic Arts (AIGA) gold medal in 1973 and the Art Directors Hall of Fame award in 1978. He served as program chairman of the International Design Conference in Aspen in 1966 and was president of AIGA from 1968 to 1970.

Hurlburt served as a trustee and coordinator of the graphic design curriculum at Parsons School of Design and is currently serving as a visiting professor and guest lecturer in London, where he now resides.

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## NEWS & EVENTS

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# The Ethics of Technology

Vice Admiral M.G. Bayne,  
U.S. Navy (Ret)

The following article was originally presented as a speech at RIT this month and is shared here because of its overall relevance to the work and concerns of many Institute people.

Perhaps on no other topic can one range through the entire gamut of human experience—past, present, future—to the extent possible in a discussion of technology. It is difficult, in fact, to restrain such discussion to one or two variables such as ethics or culture, when equally appealing variables involving geopolitics, economics, war and peace, social adaptation, spiritual association, domestic politics—even the progress of man toward his ultimate state—all beg for equal time.

Undoubtedly this discussion will touch these areas and others, but it seems reasonable in any discussion to attempt some precision, and the eEthics of technology seems a challenging enough goal to establish.

Perhaps today all world issues (and by *world* I mean all the issues in the world, not a synonym for international vs. domestic issues) are discussed, debated, decided, within a technological concept. So certainly it is relevant in places such as this to conduct continuing inquiry into such a universal matter.

My approach, I hope, will be fairly orderly. The subject is so much on all minds that a novel structure may be difficult to achieve, but answers to the questions following will go a long way toward defining the inquiry—if answers can be found.

What was technology?

What is it?

What is it likely to become?

Is the applicable ethic flexible (pragmatic) or absolute?

How should educators prepare students for tomorrow's technical/ethical world?

Anyone who anticipates precise answers to these questions is not familiar with the plethora of information bandied about regarding them. I suspect that they are questions which will always be asked—and questions which will be asked millenniums from now.

The usual notion that an appropriate metaphor can be found in a comparison of technology throughout the ages and biological selection is helpful.

Biological selection can be equated to technological selection in terms of environmental influence; genetic waste in natural biological selection and technological waste in the many choices in technology available to any given society; in terms of ecological relationships; and perhaps in a highly conceptual way to the intermix of biological and technological systems which produce the new species or the new technology. The metaphor breaks down because technological choices are determined often by political factors, and biological selection, at least until very recent times, has been independent of political choice. Perhaps even that is not to last much longer.

I liken the biological metaphor to the old comparison of water flow and electricity: water pressure equates to volts; volume or rate of flow to current; and pipe size to resistance. The divergence here occurs because of the difficulty in equating electron or molecular flow to the homogeneity of water. Perhaps some day even that comparison can be made.

**'Perhaps today all world issues ... are ... decided within a technological concept.'**

I submit that in the past, in less complex societies, the evolution of technology was just as subject to the perceived needs and controls of the society it served as it is today. In that suggestion heavy emphasis is placed on the word *perceived*. The difference today is not a difference in principle, for the principle of technologies evolving to satisfy needs and controlled to prevent the creation of a technological imbalance remains intact. It is the varying perceptions of needs and controls at different times, in different environments, which create a difference in the past, present and future.

Some sort of an example usually is required when flights of fancy become this esoteric. When early man needed and developed fire to cook his food and warm

his body, he had also to develop the control of fire to prevent its consumption of other things that he required. When modern man developed computer technology to shortcut his mental tasks, he found and is continuing to find a need to control that technology to prevent its consumption of other of his requirements: his privacy, his freedom for action, his temptation to manipulation.

**'...Unlike science or art or religion, technology must be defined by constraints.'**

The future surely will see more variations in such perceptions, even to the point of decisions not to develop a possible technology. Herein lies the difference between the past and the future. The compounding of knowledge as the history of man rolls on changes the principle not one whit, but it changes his perception of the application of that principle in very significant ways. It is in these varying and changing perceptions that the bothersome notion of ethics demands to be heard. I use the word *bothersome* deliberately to again distinguish the biological metaphor. Natural biological selection is not bothered by ethical considerations. The waste of billions of cells and genes, the mutation of transient species, the wholesale destruction of life—all in order to provide a natural evolution of the species most adaptable to its environment—such policies offend to the very core the ethical considerations mankind seeks to apply to his technological evolution.

If we subscribe to a definition of technology which includes the elements of time, place and circumstance, we will agree that technology is man's attempt or series of attempts to use his environment and its materials in ways which will broaden his options. This can be said in many ways, but, unlike science or art or religion, technology must be defined by constraints rather than by pure ideology. We can speak of science as the pure search for knowledge to

continued on p. 4

continued from p. 3

better understand the immutable components of nature; or art as individual creativity; or religion as personal belief in creation and order beyond man; and we can agree that within the methods by which these pure ideas are undertaken, constraints are found. But within the elements of the ideas themselves, no constraint exists. Not so with technology. Its essence is distilled from the elements of the times, places and circumstances which cause it to happen. Conceptually then the technology of today differs from the technology of yesterday and tomorrow as does the difference in time, place and circumstance.

It is in the consideration of these constraints that ethical notions abound. Industrial energy technology is constrained by ethical considerations concerning pollution, artificial prolonging of human life is constrained by ethical considerations concerning the quality of life being prolonged and its effect on others. Gene manipulation is constrained by ethical considerations concerning the unknown product of such manipulation. Since the end is not clear the means must be questioned. Again, not so in the scientific pursuit of the knowledge which allows gene manipulation in the first instance. The list can go on and on and include the widest range of technologies from automobiles to the artificial insemination of the anopheles mosquito, but regardless of its length, the items on the list will each be hostage to ethical considerations.

**'Nearly half of the world's scientists and engineers are engaged in military research and development.'**

The argument should be made that if technology is a function of time, place and circumstance, and hostage to ethical considerations of specific environments, it follows that the notion of ethics itself is a variable, differing in application as do the circumstances which cause it to be applied. The pragmatist will respond to such a statement with "so, what is new?" The theorist will argue the point.

It is here that the individual faces obstacles in the search for a personal concept to allow him to be comfortable

with his beliefs and with his teachings or external influence. On the one hand he senses an absolute truth in his search for things or systems of things which extend his options, and on the other hand he is uncomfortable unless he can sense also that this extension will not create circumstances which will, in the long run, narrow the new options. How do we resolve his dilemma?

Freeman Dyson, in the preface of his delightful volume *Disturbing the Universe*, quotes the physicist Leo Szilard as saying to his friend Hans Bethe that he was thinking of keeping a diary. "I don't intend to publish it," he said, "I am merely going to record the facts for the information of God." "Don't you think that God knows the facts?" Bethe asked. "Yes," said Szilard, "he knows the facts, but he does not know this version of the facts."

There is something in this of the dilemma faced by those who teach today. Facts themselves are immutable, but versions of facts are infinite.

It becomes effective here, I think, to depart from the conceptual and descend for a moment to example. An excellent one is disarmament. Again Freeman Dyson:

"On the one side, the gospel of non-violence that Jesus, Gandhi and Martin Luther King preached and practiced: on the other side, the madness of hydrogen bombs and the doctrine of mutual assured destruction. Given this choice how could any sane person not choose the path of nonviolence. I made the choice once when I was fifteen years old. Then the choice seemed simple. I would die for Gandhi rather than fight for Churchill. Since then it has never been so simple. In 1940 the French collaborators made their peace with Hitler. A few years later the Jews of Europe went peacefully to their deaths at Auschwitz. Seeing what happened in France I decided that it was better, after all, to fight for England. Seeing what happened in Auschwitz, the surviving Jews decided it was better to fight for Israel. Nonviolence is often the path of wisdom, but not always. Love and apassive resistance are wonderfully effective weapons against some kinds of tyranny, but not against all. There is a tribal imperative of self-preservation that compels us to use bullets and bombs against the enemies of the

tribe when the tribes existence is threatened."

Will Durant says the same thing in different words in *The Story of Civilization*:

"No society can survive if it allows its members to behave toward one another in the same way it encourages them to behave as a group toward other groups; internal cooperation is the first law of external competition...Other things equal, the ability to compete with rival groups will be proportionate to the ability of the individual members and families to combine with one another."

**'... All students ... must be better grounded in the milieu they will occupy in their societies.'**

These two men express with magnificent clarity the dilemma of the young, impressionable mind, attempting to find, somewhere in its environment, answers to a personal search for workable, comfortable concepts in today's complex world. On the one hand it is clear, as it was to Freeman Dyson, that conflict robs him of his true destiny. On the other hand, it becomes clear after some experience with other human beings, that he must, as Will Durant says, protect his societal values and beliefs. At some point in the search the temptation to seek answers in the available technology becomes overwhelming. What guideposts can be placed to lead through the maze of choices?

Herman Khan, in his *The Next Two Hundred Years*, promises much, if available technology is used to produce the kind of technology man should seek. "Two hundred years from now we expect that mankind almost everywhere will be numerous, rich and in control of the forces of nature.... (The year) 2176 can see a world of 15 billion people, a gross world product of 300 trillion dollars, with per capita income of 20,000 dollars." (For comparison, in 1976 world population was 4.1 billion, gross world product 5.5 trillion, and per capita income 1300 dollars.) "The world two hundred years hence will have full development of postindustrial institutions and cultures everywhere on earth."

Other reports, studies or opinions usually paint a much less favorable picture between now and then. For example, the "Rio Report" to the Club of Rome in 1976 begins its 326-page study with a section of problem areas. The first problem discussed is world armaments. They make the point that in 1976 world military expenditures were at the annual 300 billion dollar level, or 35 million dollars each hour every hour of every day. This amount is 163 times the amount spent on peace and international social development through the United Nations. Nearly half of the world's scientists and engineers are engaged in military research and development, spending 40 percent of all public and private research and development funds in their endeavors. For comparison, the report shows that in that year the transfer of funds from rich to poor nations for economic and social development was 10 billion dollars, or one-thirtieth of the amount spent on arms.

Clearly, for the generations ahead, choices concerning the use of technologies for armaments and/or for industrial and social development will have to be made in somewhat different fashion if Herman Khan's world is to be achieved.

Understanding of and education for the most practical use of available technology is not easy. Yet there is no other way to allow the development of the mind-sets, policies and achievements of which mankind certainly is capable.

The emerging body of studies called STS (science, technology and society), with its subfields of study in ethical and human value aspects; technology and public policy; the histories of science and technologies and their interrelationships; technology assessment; and the interrelations of technology, ideas and social institutions in the history of cultures—these certainly are a start.

At the Foreign Service School at Georgetown University, special programs of study cutting across traditional disciplines are increasing. A program in international business diplomacy drawing on the fields of business, law and international relations; a program in contemporary Arab studies drawing on history, theology, business, language and political science; an embryonic program in communication studies in world affairs, made up at the moment of courses in the technology of information flow, the impact of this technology on social and governmental interactions;

and international journalism: these new programs follow the trend. Recently a suggestion was made that the program in communication studies should include a grounding in physics.

It should be understood that these programs have been developed to fill a perceived need to prepare students for the world they will face as students of international affairs. Most of the effective work is being done at the graduate level, but I believe this is not so much the mental or academic level as it is a response to requirements to provide students who have completed their undergraduate work with academic experience in fields recognized as needed after they undertook their initial study. Logic indicates that much that is now available only at the graduate level will find its way into earlier academic programs, as universal need for such study is recognized. Suggestions are heard increasingly that all students, regardless of the academic objective (law, medicine, business, science, military, religion), all must be better grounded in the milieu they will occupy in their societies. Perhaps STS studies begin that grounding in this country.

**' The complexity of choice in the years ahead ... will demand more judgmental wisdom than mankind has shown in the recent past.'**

I suppose the struggle between generalization and specialization always will exist. The usual argument offered is time, since the increasing complexity of the speciality demands more of the total time available for the academic part of life. The need to become a member of the producing sector of society is strong: educational shortcuts to that end are sought. Perhaps the search is not always the effective one, for strong foundation in the fundamentals of the milieu, whatever that milieu is, is the true shortcut to effective societal contribution. Defining the milieu then becomes the real focus. The complexity of choice in the years ahead surely will demand more judgmental wisdom than mankind has shown in the recent past, if effective choices are to be made among the technological options most likely to maximize his civilized progress.

For some time now I have tried to voice the view that our current national crisis should not be stated in terms of shortages of energy resources. The question really should be: Why do we face an energy shortage when we have known officially since 1948 that we must prepare for exactly what is happening today? The answer does not lie in the lack of available technological options. It lies in our inability to make timely choices and apply the necessary ethical priorities.

Max Weber's paradox—that democracy necessarily creates a bureaucratic power so influential that in operation it becomes the autocracy that democracy sought to replace—is a neat turn of phrase. I think that it is more appealing in its cuteness than in its probable outcome. Yet, unless we do a better job in fertilizing the mental soil which will nourish the conceptual roots of our youth—roots which will produce the fundamental elements of the choices they must make, as well as providing the technological skills to create those choices—we may prove Weber correct.

Where does all this leave us? We face a world today which in 30 years will have 60 percent more people living in it than it does today. Today 70 percent of the present 4.3 billion people live in less developed areas of the earth. Their lifestyles, from the amount of food they have to eat to their life expectancy, are far, far removed from the lifestyles of those who live in the more developed areas. In 30 years the percentage of those in the less developed nations jumps to 76 percent. Combine this with the exploding communication technology which even today is capable of presenting events everywhere, in real time, as they occur. Such universal knowledge of comparative lifestyles in a world which spends 40 percent of its research effort on individual national security systems—and nearly 200 times more on weapons than on social development and institutions which seek world stability—such universal knowledge becomes dangerous. These facts alone, whether seen in God's version or man's version, augur for careful ethical choices as we approach our technological options. The best insurance is through the appropriate education of our youth.

# NEWS & NEWSMAKERS

Arthur Taussig, visiting professor in the School of Photographic Arts and Sciences, organized the paper sessions at the recent annual Society for Photographic Education meeting in Swan Lake, N.Y. Nile Root, coordinator of Biomedical Photographic Communications in the School of Photography, was session chairman for a group of papers on "Photography Outside the Arts." Other faculty presenting papers at the meeting were Richard Zaika, Kathy Collins, Andrew Davidhazy and Martin Scott. Bruce Grant participated in the Survey of Contemporary Photography.

Dr. Richard Kenyon, dean of the College of Engineering, has been re-elected vice president of the American Society of Mechanical Engineers Region III. Dr. Kenyon will soon assume a two-year term as president of the Association of Engineering Colleges of New York State and will also be the 1980-81 president of the Monroe Society of Professional Engineers. Dr. Kenyon now serves as chairman of the Monroe County Energy Conservation Committee. He was appointed to that position by County Manager Lucien Morin.

Guenther Cartwright, assistant professor, SPAS, recently attended the 1980 Conference on Visual Anthropology at Temple University in Philadelphia. He was one of four panelists who discussed "Still Photography and Its Impact on Visual Anthropology." Cartwright's photographs were included in the conference exhibition and some of these were selected for the show catalog, *The Human Condition*.

Dr. David Glocker of the Physics Department attended the annual spring meeting of the American Physical Society in New York City on March 28 where he presented a paper entitled "Charge Density and Thermal Expansion in Linear Chain Organic Conductors." The results reported in this paper developed from the research Professor Glocker did in collaboration with physicists at Xerox Corporation.

Sherry Widmer of the Department of Criminal Justice has been appointed a member of an organized crime consortium composed of ten national criminologists. The consortium has been requested to submit a half-million dollar proposal to the Department of Justice for

a national/international study on organized crime.

Dr. William Bober and Dean Richard A. Kenyon of the College of Engineering have co-authored a textbook entitled *Fluid Mechanics* published by John Wiley and Sons Inc. The textbook, which is geared for third-year mechanical engineering students, is for an introductory course in fluid mechanics—the science related to the flow of liquids and gases.

Dr. Arden Travis, director of Experiential Learning-Business for the Career Education Division, served as a reader/evaluator of Title 8 Cooperative funding proposals for the Department of Educa-

tion in Washington the week of March 10 through 14.

Cadet Bryan G. Whitman, a fourth-year photography student, received the George C. Marshall Award on March 15. The award is the highest that can be given to a ROTC cadet in recognition of attainment as the outstanding student in military studies and leadership in the Army ROTC Corps.

Lois Burbrink, a junior in the College of Graphic Arts and Photography, has been elected editor-in-chief of the campus news magazine *Reporter*. She has previously served as news editor, writer and executive editor of the magazine.

## Canal Towns Panorama



Donald G. Bujnowski, professor in the School for American Craftsmen, has completed a multi-colored hand-woven tapestry depicting the four New York State canal towns of Clyde, Lyons, Newark and Palmyra. The 45-foot long, 46-inch wide tapestry was hung Saturday, March 21, at Columbia Banking, Saving and Loan Association's Newark, N.Y., office. About three years ago Columbia also commissioned Bujnowski to design and weave a tapestry that hangs in their Bath, N.Y., office.

Much of the 150 pounds of wool used

in the, as yet unnamed, tapestry was hand-dyed by the artist in his studio, where he weaves on a loom he built out of 22-foot telephone poles supported by steel uprights. Bujnowski worked on the tapestry for eight months.

Bujnowski has a number of works displayed around the country including works at the Eisenhart Auditorium of the Strasenburgh Planetarium, Temple Beth Shalom-Chevra Shas in Dewitt, N.Y., Voplex Corporation's Detroit office and Mobil Oil Company, Macedon, N.Y.

# PROFILE

## They 'Man' the Campus Front Window

Put a mild-mannered person behind the wheel of a car and then stop him or her about 100 feet from a destination and you've created a situation that Cheryl Baldwin and Kim Christopoulos must contend with about 600 times a day.

Cheryl and Kim are the Visitors' Information Center hostesses who work in the "fishbowl" at One Lomb Memorial Drive.

"It's not a job for everyone," says Cheryl, who has worked the afternoon shift for almost two years, "but I enjoy meeting people and like the flexibility of part-time hours." Cheryl job-shares the position with Kim, a full-time CCE student who works the 8 a.m. to 12:30 p.m. shift.

These women are responsible for greeting all visitors to campus, offering directions and campus maps, and controlling traffic flow in the administration parking.

That last responsibility and coping with inclement weather are both personally and physically challenging, they say. Cheryl and Kim try to accommodate everyone, but they give priority to the physically handicapped, people who have small children and pregnant women. Unfortunately, parking spots are at a premium on campus, and some people don't take rejection very graciously. "Although we try not to be biased, some people are just 'automatic walkers,'" says Kim. The automatic walkers are people like job applicants. "We feel if a person wants to work here, he or she should know what it's like to walk from the parking lot," says Kim.

Both women have had a few "trying" moments—someone tried to run over Cheryl's toes, and Kim has had to close her ears to a few insults. For the most part, though, they say people are pretty understanding.

The key to coping is not to take the insults to heart or be intimidated by people, they say.

Cheryl initially took the job to help pay the ice skating fees for her two daughters who belong to the Genesee Valley Figure Skating Club. "The girls,



Cheryl Baldwin (left) and Kim Christopoulos.

ages 12 and 14, think my job consists mostly of waving to people because they often see drivers twirl their hand to indicate they are just dropping off or picking up someone," Cheryl laughs.

The Baldwin's are a close-knit family who are sports enthusiasts and can be seen bicycling or roller skating on the sidewalks of Scottsville, where they live in a 19th century farmhouse. Other family recreation includes backpacking, cross-country skiing and mountain climbing.

Cheryl holds a bachelor of arts degree in English and elementary education and was a substitute teacher for a year prior to working at RIT. "This job works out well for me because Kim and I get along otherwise there are days the monotony could drive you bonkers!" says Cheryl.

Kim will receive her bachelor's degree in business administration on May 24 at 2:30 p.m. at RIT's CCE ceremony. Then she'll change from graduation gown to wedding gown for her evening marriage ceremony. Both special events are planned for the same day so her parents, who reside in Ocala, Fla., and her sister and brother-in-law from Houston, Tex.,

can be present to celebrate.

Kim's fiance is a tow-truck driver whom she met while working at the information center. Aside from meeting her fiance, Kim says the best part of the job is making people feel welcome on campus. She enjoys this public relations aspect and greets incoming freshmen and their parents, job recruiters, sales people, and other people who need assistance, with an enthusiastic smile or teasing comment.

As a full-time student, Kim has plenty of homework to keep her busy between visitor inquiries, and on Friday she takes a break from that routine and works on crewel embroidery.

One minor drawback both Cheryl and Kim mentioned is the lack of running water and bathroom facilities at the center. Campus safety must take over for them when they need a break. And although this situation cannot be alleviated, some caring reader might consider a donation of an electric coffee pot—theirs recently broke—and if you haven't got a coffee pot, a positive comment or friendly smile as you pass could make their job a little more pleasant.



Rochester Institute of Technology

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FIRST CLASS

## Institute Forum

"Intermedia: Explorations in Art and Technology," part of RIT's Institute Forum series, is a two-day seminar ending tonight (April 3) with a multimedia presentation. *Intermedia* was coined by professors Philip Bornath and James VerHague to describe the developing partnership between the fields of art and science.

"Technology has enlarged the conceptual framework of the artist, who in turn uses technology as media to record concepts and finally transforms technology with creativity," says VerHague.

"Steam/Screen," an environmental event that used the courtyard adjacent to the College-Alumni Union as its canvas, was shown last night. Stan VanDerBeek, its creator, projected light images onto clouds of steam. VanDerBeek is professor of art and film at the University of Maryland.

"Intermedia," tonight's event, is a collaboration between VanDerBeek and Dr. Kenneth Knowlton, a member of the Computing Techniques Research Department of Bell Telephone Laboratories. "Intermedia" will be held in Ingle Auditorium at 7 p.m.; admission is \$1.



The third and final Red Cross Blood Drive of this school year is scheduled to take place on April 9 and 10. Greek Council is again sponsoring this event, which will be in the College-Alumni Union Lounge from 10 a.m. to 4 p.m.

## DATEBOOK

thru April 3—Bevier Gallery honors four artists. Gallery hours: daily 9 a.m.-4 p.m.; Monday through Thursday, 7-9 p.m.; Saturday, 1-5 p.m.; Sunday, 2-5 p.m.

thru April 6—Recent Work: "Photographs by Ken Berard," Original Gallery, Wallace Memorial Library\*

thru April 8—"Visions of America: F.S.A. Photographs, 1936-1940," Gallery 2, Wallace Memorial Library\*

thru April 11—"Requiem," drawings/ paintings by Gale Brown, Gallery 1½, Wallace Memorial Library\*  
+(I)

April 3—Thursday Noon at RIT" by CCE: lecture on Rembrandt by Douglas R. Coffey, City Center, Fourth Floor Cafe, 12:10-12:50 p.m. Free

*Sunset Boulevard*, 7:30 p.m., +(W).

April 4—*Manhattan*, 7:30 & 10:00 p.m., +(I)

April 5—*Cabaret*, 7:30 & 10:00 p.m., +(I)

April 6—*Some Like It Hot* plus *Fedora*, 7:30 p.m., +(I).

April 8—IEEE Seminar: Donald Fiflot, INFICON Leybold-Heraeus, on "The Applications of Microprocessors in Industrial Control," Engineering Auditorium, room 9-1030, 1:05 p.m. Free and open to public.

*Game of Death*, 7:30 p.m., +(I)

April 9—May 9—Recent Works by RIT Artists "Collographic Extensions" Gallery 2 and Original Gallery\*

April 9—"The Golden Age of Animated Cartoons," Animal Farm, 7:30 p.m., Free Showing (W)

April 10—Thursday Noon at RIT, "Rembrandt," a lecture by Douglas R. Coffey, Rochester campus, College-Alumni Union, Alumni Room. 12:10-12:50 p.m.

April 11—The Deer Hunter, 6:00, 9:10 & 12:15, +(I)

April 12—*IF*, 7:30 & 10:00 p.m., +(W)

April 13—*Perceval*, 7:30 p.m., +(I)

\*-Library hours: Monday-Thursday, 8 a.m.-11 p.m.; Friday, 8 a.m.-6 p.m.; Saturday, 9 a.m.-6 p.m.; Sunday, noon-9 p.m.  
+—Talisman Film Festival; (I)=Ingle Auditorium; (W)=Webb Auditorium; \$1.50 unless otherwise indicated.

AGENDA FOR APRIL 9  
POLICY COUNCIL MEETING  
2 p.m., Lowenthal Bldg., Rm. 1141

1. Report on the Economics of RIT for information and discussion
2. Humanities proposal from Eisenhower College for discussion and action (Attachment I)
3. Report on reorganization of Eisenhower College for information
4. Progress report by the Institute Writing Committee for information and discussion

## Management Convocation Held

Two hundred-fifty employees from Greater Rochester business and industry were honored April 2 at the 54th Annual Management Convocation, sponsored by the College of Continuing Education.

The convocation was held in the Great Hall of the Rochester Chamber of Commerce and included a graduation ceremony and dinner. Colby Chandler, president of Eastman Kodak Co., was the guest speaker.

Graduates of the RIT program received Management Certificates from John D. Hostutler, president of Rochester's Industrial Management Council. Dr. M. Richard Rose, RIT president, chaired the convocation.

Nearly 500 people attended the convocation, including employer representatives from local businesses and industries, and graduates and guests, according to Robert M. Way, associate professor in the College of Continuing Education and program coordinator for the convocation.