

NEWS & EVENTS

Rochester Institute of Technology

Vol. 11, No. 12 - March 22, 1979

'THREE PAINTERS' Exhibit Works at Bevier

"Three Painters," a showing of large canvas abstracts, is the current exhibition in RIT's Bevier Gallery.

The show features the recent work of Robert Cole, faculty member; David Bolduc, a Canadian painter, and Basilius Poulos, faculty member at Rice University in Texas. Each artist is exhibiting nine examples of his work.

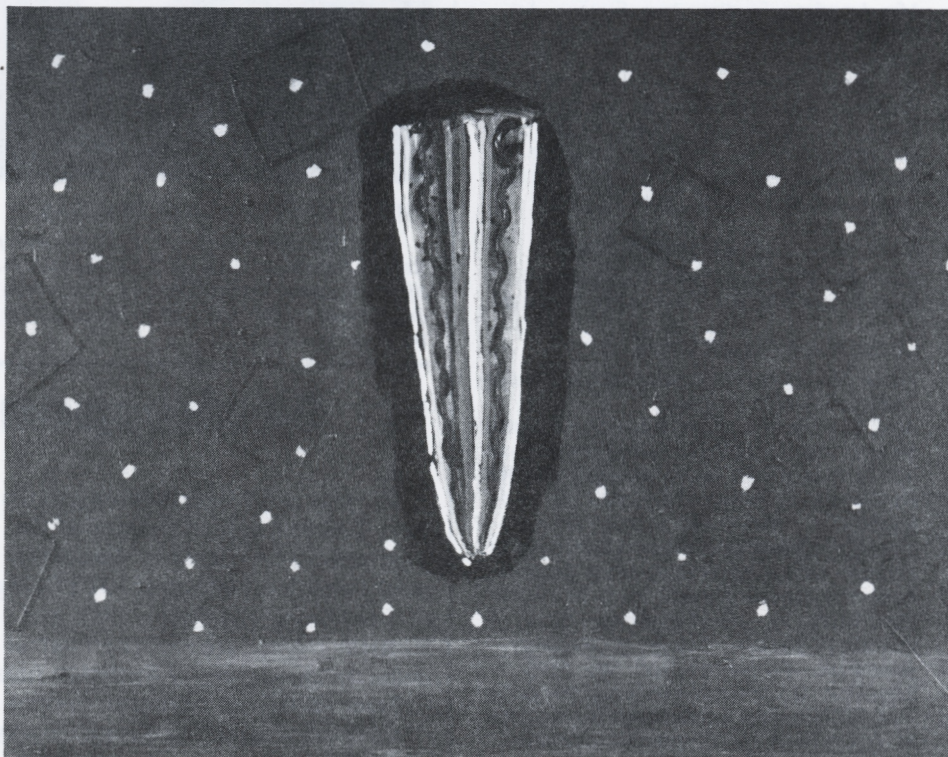
Cole repeats the same basic image in each of his works and concentrates on the relationship of color, light and illusion. Although his central form is geometric, his paintings tend to be soft and billowy.

Bolduc, who makes his living solely as a painter, uses bright, luminescent colors against matte finishes. On occasion, he introduces a canvas on top of a canvas or attaches bits of corrugated paper to his canvas. His works have a primitive, mysterious quality.

Working with thin layers of paint, Poulos' paintings are subtle in texture. Bars of color with ragged see-through edges occupy the centers of this group of paintings, in some instances as flat images and in others as nearly three dimensional.

Cole, 34, was educated at the University of Maryland where he completed both a bachelor's and master's degree. He has shown at such galleries as the Memorial Art Gallery and the Oxford Gallery of Rochester; the Henri Gallery, Washington, D.C.; Nina Freudenheim Gallery, Buffalo, and Watson/deNagy Gallery, Houston, Tex.

Look for a special section in this issue on the College of General Studies. *News & Events* will be publishing special feature sections periodically in the future.



BEVIER EXHIBIT

An example of the work of David Bolduc, a Canadian painter, currently showing in Bevier Gallery in the "Three Painters" show through April 6.

Educated at the Ontario College of Art in Toronto and the Montreal Museum of Fine Arts, School of Art and Design, Bolduc, 33, has shown at the National Gallery of Canada; the Albright-Knox Gallery, Buffalo; the Hirshorn Museum, Washington, D.C., and the Galerie Jolliet, Quebec City, among others.

Poulos, 38, received a Guggenheim Fellowship in 1973, and was part of the 35th Biennial of Contemporary American Painting at the Corcoran Gallery of Art,

Washington, D.C. He has shown at numerous other galleries in the United States and Canada. He completed his bachelor of fine arts degree at the Atlanta School of Art, Atlanta, Ga. and master of fine arts degree at Tulane University in New Orleans.

"Three Painters" is open through April 6. Gallery hours are: 9 a.m. to 4 p.m. and 7 to 9 p.m., Mon. through Thurs.; 9 a.m. to 4 p.m., Fri.; 1 to 5 p.m., Sat., and 2 to 5 p.m. Sun.

GRANTS DEADLINES

Please note: **GUIDELINES FOR ALL PROGRAMS ARE ON HAND OR HAVE BEEN REQUESTED.** Please call the Grants Office for additional information, 50 West Main Street, 262-2719.

PROPOSALS SHOULD BE SUBMITTED TO THE GRANTS OFFICE ONE WEEK PRIOR TO DEADLINES FOR ADMINISTRATIVE APPROVALS.

NATIONAL ENDOWMENT FOR THE HUMANITIES

April 1—Seminars of 8 weeks duration to provide opportunity for advanced study or research in their own fields or other fields related to their interests. Available in summer 1979. \$2,500 stipends to cover all expenses—travel to seminar, location, books, research and living expenses, etc. Subjects include: Anthropology, American and Afro-American Studies, Area Studies, Art History, Classics, Comparative Literature, Composition and Rhetoric, Drama, English and American Literature, Film, Folklore, History, Linguistics, Modern Languages, Political Science, Religion, Science Technology and Human Values, Sociology, etc. (i.e.: Business in the History of American Society, Application of Economic Analysis.)

NATIONAL SCIENCE FOUNDATION

March 31—US-Japan Cooperative Research.
April 1—Small Business Innovative Research.

US OFFICE OF EDUCATION

March 31—Special community service and continuing education program.
April 16—"Environmental Education Program." 50 new and competing continuation projects will be funded with grants averaging \$50,000 for General Projects and \$10,000 for mini-grants/year. Mini-grants provide for community workshops, conferences, symposia or seminars on a local environmental problem. Approved general projects must be multidisciplinary or interdisciplinary (from chemistry, physics, biology to sociology, economics, psychology and the arts).
Priorities: (1) Resource materials for grades 7-12 (2) Personnel development for teachers of grades 7-12 (3) Community education projects.

FUND FOR IMPROVEMENT OF POST-SECONDARY EDUCATION

May 21—Adapting Improvement-Better Strategies for Education of Adults.
May 21—Examining the Varieties of Liberal Education.

NATIONAL INSTITUTE OF EDUCATION

March 29—Teaching and Learning Research Grant.
April 23—Unsolicited Proposals
May 10—Women's Educational Equity Research Grants. Grants will support research on social processes influencing girls' and women's achievements in mathematics, science and technology. Ten to 20 grants ranging from less \$10,000—\$55,000 annually are available. Projects up to three year's duration will be funded.

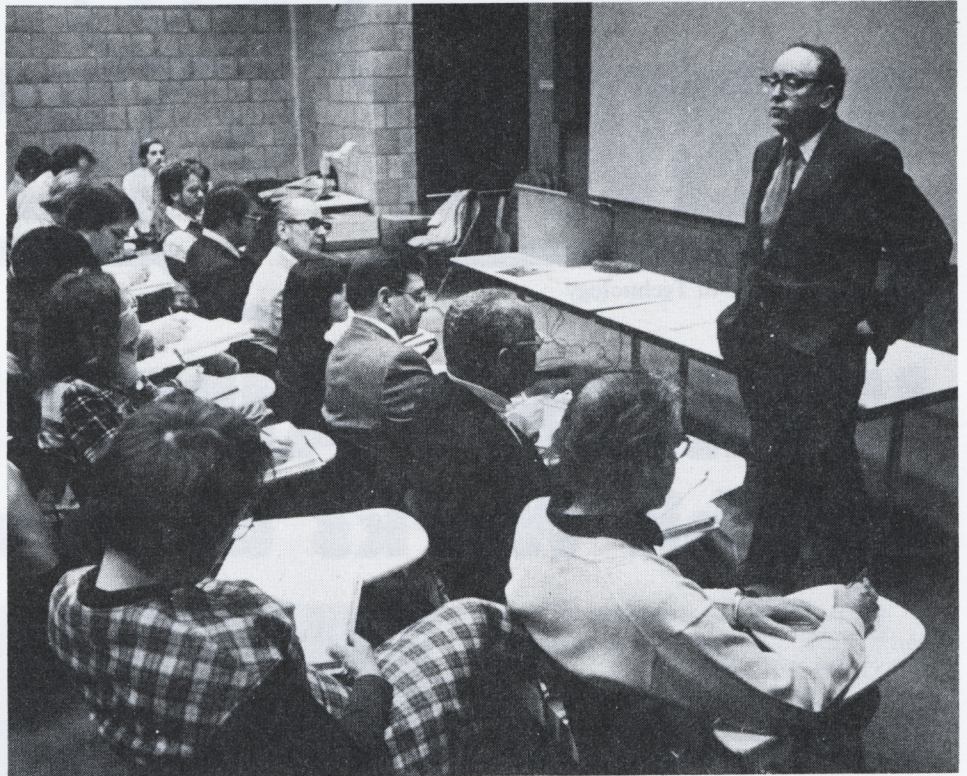


PHOTO RESTORATION SEMINAR

"My film came out green" and other film processing horror stories told by SPAS Professor, Dr. Ronald Francis, amused participants in the third GARC seminar on the Preservation and Restoration of Photographic Images last week. More than 60 persons from across the nation attended the three-day seminar, which was directed by SPAS Professor Tom T. Hill, one of the country's leading experts on photo restoration.

Shakespeare, Anyone?

The play is the thing according to the great Bard and area aficionados of the stage will have a chance to discuss that point through the efforts of RIT's College of Continuing Education. RIT and Nazareth College are working together under the sponsorship of Rochester Area Colleges (RAC) on a program entitled "Join the Professors," to discuss the plays of Shakespeare.

For the first time in history, Shakespeare's plays are being produced in their entirety by public television and aired locally by WXXI-TV, Channel 21. In connection with the showing, the English Departments of RAC are holding discussion sessions the Wednesday following the broadcast of the play.

The series of discussion sessions is being coordinated by Dr. Andrea Walter, academic administrator for Humanistic Studies in CCE, and is being held at the Nazareth Arts Center. Dr. Walter says the sessions will focus on each play with a presentation by a Shakespeare professor from one of the Rochester area colleges. Discussion of the plays and their produc-

tion will follow. The sessions will run from 8 to 10:30 p.m. in Room A-137 of the Nazareth Arts Center on East Avenue. There is an admission charge of five dollars for each colloquium.

"Join the Professors" got underway on Feb. 7 and will continue until May. The remaining programs are: "Richard II" on March 28, discussion April 4; "Measure for Measure" on April 11, discussion April 18, and the final play "Henry VIII" broadcast April 25 and the discussion session May 2.

NEWS & EVENTS

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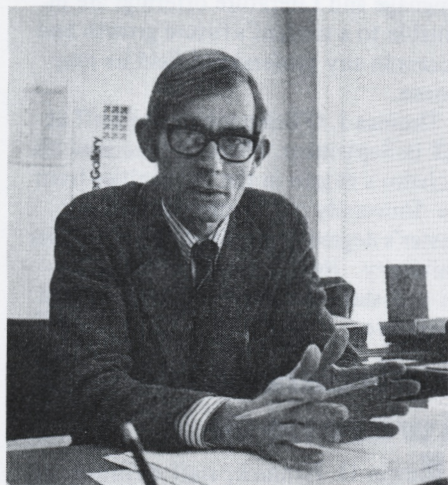


Rochester Institute of Technology

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Rochester, NY 14623

New Dimensions of General Studies

The roots of the College of General Studies can be traced directly to the founding of the Athenaeum in 1829. Activities in this general education area fluctuated until the 1920s when "case studies" rather than formalized courses were utilized to examine social, political, economic and cultural trends. As we celebrate RIT's 150th anniversary, the College of General Studies is recognized as having played a major role in the Institute's history of 150 years of commitment to quality careers.



Professor Dane R. Gordon, assistant dean

A formal General Education Department was inaugurated in the 1940s and following the Second World War, a thorough analysis fully established this key part of each student's education. By the late 1960s, a more open curriculum permitted students to design their general studies sequence. Thus, by 1972, the College of General Studies included a curriculum of general education based on the premise of giving each student wide latitude in course selection.

Dr. Mary Sullivan, dean of the College of General Studies, notes, "Today educated men and women recognize their need to understand the historical and anthropological roots of current social dilemmas, appreciate the artistic and literary forms by which human beings express themselves, think critically and speak confidently, anticipate the social and ethical consequences of scientific

and technological advances, know the methods of logic and moral reasoning, comprehend the dynamics of politics and economics, and have a working knowledge of human psychology and sociology. We are currently examining our programs to provide each student intellectual, professional growth in understanding and appreciating the achievements and limitations of humanity in such fields as anthropology, art, communications, economics, history, language, literature, philosophy, psychology, political science, sociology and science/technology/and society."

As testimony of its commitment to quality education, the College of General Studies was selected as one of 14 institutions of higher learning to participate in a \$460,000 Project on General Education Models (GEM) created to assist and strengthen the liberal education programs of the members of the nationwide consortium.

In a news release announcing the project, Dean Sullivan stated, "The project is designed to support and strengthen liberal education programs in a world where strong emphasis is being placed on technological advancement and professional education. Liberal education

is distinguishable from professional education by virtue of its end, which is to nurture not specifically professional knowledge or skill, but each student's capacities as a thinking, creative and responsible person. Our students will be all the better prepared for their professions and their lives, for they will be able to understand and interpret the problems, as well as the personal and social illuminations, found in the study of many and varied fields of human endeavor."

Currently the College of General Studies has over 150 faculty members engaged in teaching the liberal education portion of each RIT student's educational program. The College is the largest of the nine RIT Colleges and in the spring quarter, 1977-78, the College provided 25,985 credit hours of instruction, which represented 22 percent of the credit hours generated at RIT.

The College of General Studies recognizes that education is a life-long commitment and hopes to provide each student with a program of liberal education which will develop the student's individual potential as an intellectually aware and responsible human being.



Dean Mary Sullivan

Developing Human Potential

Louis E. Neff, staff chairman, Social Science, recently wrote, "If the basic purpose of education is to enable human beings to survive, then the 'classroom' is any formal social structure designed to enable students to identify and to satisfy those qualities of life which are necessary for human survival.

"Humanistic education, a concentration in the College of General Studies," Neff states, "is designed to encourage and to exercise the human potential and can be structured in three concomitant steps:

"—to become consciously aware of the human situation — of what we need for existence and of our responsibility to identify and to satisfy the existential qualities.

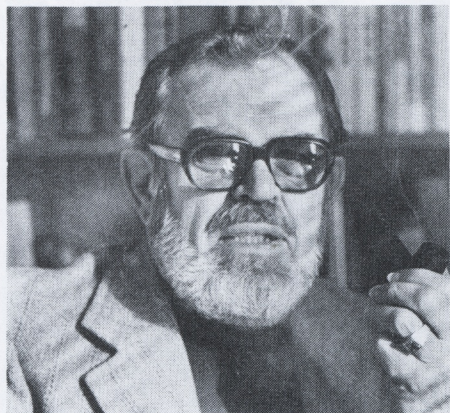
"—to heighten that awareness to the degree of *motivational concern*, a level sufficient to identify that something needs to be done and that we are responsible for doing it, further to accept that the 'future' is composed of the consequences produced now.

"—to identify and care enough to perform those actions necessary to satisfy survival needs or states of being human.

"Every classroom, every group of students has all of the cultural dimensions of all human problems. Within every human group exist the physical, the political, the socio-psychological, the economic, the religious and aesthetic dimensions as they experientially exist in human affairs. If we do not help these students develop skill in utilizing basic principles, we are in danger of producing economic slaves.

"People will be unable to take responsibility in human interaction."

Thus in the Social Science area of the College of General Studies, Neff tries to teach human development... "We do not intend to try to produce anthropologists,

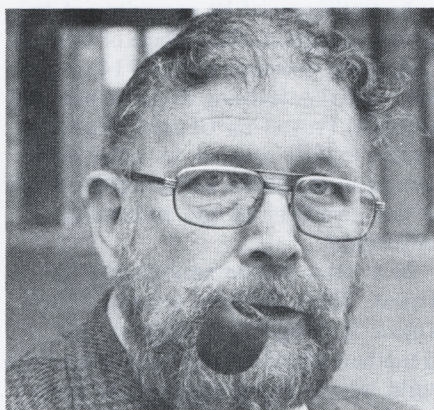


Louis E. Neff

sociologists, economists, political scientists, we are trying to help each student develop his/her fullest human potential in all of these areas, making sure not to exclude history, communication, language and literature, as well as other aspects of education."

Course offerings such as Death and Dying, International Relations, Human Sexuality, Population and Society strengthen the humanizing process and develop human potential. The Social Science staff is continually experimenting with new course offerings and evaluating and reforming courses to meet the ever changing needs of students.

Louis Neff joined RIT in 1965. He completed his doctoral course work in economics at the New School of Social Research in New York City. He earned his MA degree in philosophy and anthropology from the University of the Americas in Mexico and his AB degree from the University of Denver in Colorado.



Thomas O'Brien

Human Expression: The Written Word

"The Language and Literature staff is the single facility in the Institute which has two courses required of every student entering as a freshman," says Thomas J. O'Brien, professor and staff chairman of Language and Literature. "The first of these is English Composition, the only formal course in writing required of all students who are not transfers. This is a fairly uniform course of rather rigorous nature designed to guarantee a minimal competency in writing by the end of the ten weeks. To successfully pass out of this course a student must demonstrate that he can compose an extemporaneous essay on an unprepared subject to the satisfaction of two faculty readers, not his own teacher. This exit exam is, to our knowledge, the only Institute wide competency test given at RIT. There are in

addition three electives in upper division writing, one of which, Practical Writing, is offered every quarter.

"The second required course is the lower division literature course, typically a survey of great works in Western Literature. Probably to a larger degree than any other unit of the Institute we have assumed a responsibility for our intellectual heritage, the preserving and promoting of the best that our tradition has produced in print. This lower level course is supplemented by electives in the upper division of a narrower and deeper focus in the study of literature and the humanities generally.

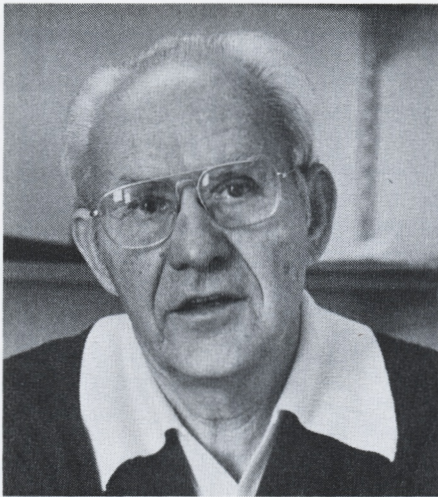
The Language and Literature courses assist students to better communicate their thoughts through the print medium and also serve as a vehicle for students to appreciate the artistic and literary forms by which human beings express themselves. The skills gained through the Language and Literature offerings are invaluable to a student's future growth and success in any professional field he may choose.

Thomas J. O'Brien joined the staff at RIT in September, 1948. He received his bachelor's degree in the Humanities from the University of Rochester and his master's degree in English from Columbia University. He is currently a full professor and staff chairman of Language and Literature.

Environmental Awareness

Edwin O. Hennick, staff chairman of the Science and Humanities staff, joined RIT in 1947 as an instructor in the Chemistry Department. A native Rochesterian, Hennick joined the General Studies staff in 1960. He began his educational objectives at the Mechanics Institute (RIT's predecessor) by receiving a diploma in chemistry in 1936. In 1939 he earned his BS degree in chemical engineering from the University of Michigan and completed his Master's degree in education from the University of Rochester in 1952. He is currently an associate professor.

The purpose of the Science and Humanities offerings at RIT is to stimulate each student's awareness of his environment through courses in history, fine arts, philosophy, logic, and science and technology as it relates to society. Hennick states, "society is constantly providing change and there is nothing innate in us designed to meet change. We have no inborn capacity to take care of technological change."



Edwin O. Hennick

Based on this premise Hennick feels strongly that we must help students prepare for change. In the not too distant future, today's students will be responsible for the environment and society in which they live...whether the issue may be energy, conservation, pollution or simply traffic jams. Society must be responsible for responding to technology.

Students will also be faced with moral and ethical questions as they take their place in the professional community. Hennick comments, "We must have students think about what they really want from life and how they are going to set about getting it. For example, I try to get my students to think in terms of values."

To demonstrate his point, Hennick may ask in a class setting: "Why did you decide to come to RIT?" A student may answer - "to get a better job." Hennick proceeds: "Why do you want to get a better job?" - "to earn more money." Hennick presses further: "Why do you want to earn more money?" The student replies - "to buy material possessions." And finally Hennick will pose the question: "Do you want the possessions for comfortability or do you want them for pride or ego?" Hennick helps the student make conscious decisions about his own motives and values. He also stresses human interaction in class to have the group as a whole appraise and analyze value systems.

Courses such as Energy and the Environment, Social Consequences of Technology, Science and Human Values, Introduction to Critical Thinking and Communism, Fascism and Democracy help the Science and Humanities staff fulfill its mission to provide society with responsible, rational and critical thinking human beings.

SOCIAL WORK: 'Students Experience True Life Situations'

From 1891, when the Rochester Athenaeum merged with the Mechanics Institute, one of its stated goals was to prepare students for "the making of a living and the living of a life." In 1971, RIT recognized the need to establish a Social Work Program and thus added the dimension of expanding its philosophy of "the making of a living and the living of a life" to society as a whole.

Today, our complex society places great pressure on all individuals...men, women, children, the elderly, families, communities...for a multitude of reasons. In times of stress or emotional pain, people often are not able to cope or deal with the daily pressures of life. The social worker is a trained professional who offers support, guidance and concrete assistance to those in need. Through a lessening or elimination of overwhelming problems, the social worker helps individuals identify and

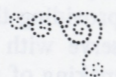
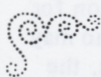
analyze their problems and provides confidence which enables individuals to deal realistically with their troubles. Individuals resume independent functioning...confirming their role in society—"the making of a living and the living of a life."

"The baccalaureate degree program provides students with the educational experience and technical competence required to enter the social work field at a professional level," Art Berman, acting program director states. "The program also seeks to assist students in understanding the social welfare needs of a democratic and urbanized society, as well as the role of the social worker as a focal point for social change. The curriculum affords students the opportunity for specialization in one or more of the following areas: alcoholism, management, criminal justice, deafness, etc.," Berman reiterates.

continued on page 4



Angela M. Brancato, RIT Social Work student, offers support to prospective client at Planned Parenthood.



Social Work . . .

continued from page 3

A unique feature of RIT's Social Work Program is a six-month, full-time field placement for every student. "This successful training procedure has been the foundation of social work education as it moves the student from theory in the classroom to practice in the field," comments Richard Morales, assistant professor and field placement coordinator of the Social Work Program. He adds, "No measurable amount of classroom content is sufficient to replace the growth encountered in true life situations within an agency setting. It is because of this commitment to the training of social work professionals that schools of social work and an array of direct service agencies have come together." The Social Work Program at RIT is so committed to this process that it requires 600 hours of field practice from each student without exception. These are divided into 30-hour work weeks with one full day on campus. This plan permits the student to develop skills under direct supervision in an agency, to support these skills through concurrent methods courses on campus and to grow through self-reflection in their weekly journals. "During these two quarters of field placement, our students earn 18 credit hours towards graduation while receiving no salary or stipend for their efforts," Morales emphasizes.

As part of the Field Placement Program, RIT students can be found in schools, psychiatric centers, hospitals, geriatric centers, criminal justice programs, public and private agencies and in urban and rural settings. RIT social work students offer services to individuals, families, groups and communities, participate in research projects, and assist in the writing of projects.

RIT affords the social work student the sound academic knowledge as well as the direct contact with "real life" situations through its field placement program to enter the working world as a true professional, equipped to help those in need.

The Social Work Program has indeed kept to RIT's statement of philosophy by providing the student and those he will serve with the capabilities for "the making of a living and the living of a life."



John O. Ballard

CRIMINAL JUSTICE: Serving the Community

RIT, since its founding in 1829, has had a long history of community service. "Our program in Criminal Justice is another response to the needs of our various communities, and is conceived as a continuing step in RIT's urban thrust," says John O. Ballard, director of the Criminal Justice Program. The Program, begun in 1972, was founded on the premise that criminal justice must be examined as a total system; therefore, the curriculum is structured in such a way as to provide the student with exposure to all facets of the criminal justice system.

"One of the misconceptions associated with our program," Ballard points out, "is that people connect criminal justice with law enforcement as a training camp for police officers. This is truly not the case. We are here to educate, not train, individuals for career paths in many areas of the criminal justice system. We give students a theoretical as well as an administrative perspective to place them in positions in many areas such as prevention, apprehension, the court system, narcotics and control, customs and immigration, federal and state revenue control, corrections and rehabilitation."

There are many new job opportunities which are becoming available for undergraduate candidates which include criminal justice consulting, industrial and airport security, planning and research. Also, many students are finding the program to be an excellent preparation for entering law school. For those who may decide to become police officers, the position is becoming increasingly competitive and the pay scale is in line with other professional occupations. The administrative curriculum offered in the program is designed to prepare the law

enforcement officer for supervisory roles in his future career, for example, as a chief of police.

The Field Experience Intern Program is designed to provide the Criminal Justice Intern with a unique opportunity to gain insight into the daily operations of the criminal justice system and its component agencies. The Intern Program is a requirement of the program whereby students spend two consecutive quarters (20 weeks) in a designated agency to observe the criminal justice process from a preferential occupational perspective. The student receives no monetary reimbursement for his internship but gains 18 credit hours towards a degree.

John A. Murley, assistant professor and field experience coordinator, comments that about one-half of the intern students are being placed in Monroe County while the other half can be found in agencies spanning all four corners of New York State and all parts of the country. "Our interns are limited only by their imaginations," Murley states. "Students are usually placed in any part of the country they wish to go. This is a definite advantage to the student for many of them are fulfilling their internship in or near their hometowns...eliminating the additional burden of paying room and board and allowing the student to gain perspective on future job opportunities in the area."

The Criminal Justice Program, as part of the College of General Studies, is unique in that it is designed to provide each student with essential academic knowledge as well as sound practical on-the-job experience which will benefit the student and the community he/she will serve.

NEWS & NEWSMAKERS

SSG Michael P. O'Connor was presented the Joint Service Commendation Medal by Colonel Glenn Knauer of Fort Bragg. SSG O'Connor received this award for meritorious service during the period January 1975 to December 1978 while performing the duties of supply sergeant in Stuttgart, Germany. SSG O'Connor was assigned to the ROTC office in January 1979 and will be with RIT until December 1982.

Lou Boyon has been promoted from the position of superintendent, operating engineers, to the position of director, plant engineering with Campus Services. As director of plant engineering, Lou will be responsible for the mechanical equipment, new construction, renovations and energy conservation management for the Institute.

Roy Demenint has been promoted from superintendent, maintenance, to director of operations with Campus Services. As director of operations he will be responsible for the managing of structural and custodial building maintenance.

Dr. Egon Stark, professor (microbiology), Department of Biology, has accepted an invitation by the president of the University of Rochester, Dr. Robert L. Sproull, to serve on the university's Biosafety Committee. Among other things, the Biosafety Committee is concerned with the safety aspects of research on recombinant DNA.

Jean Bondi, NTID research assistant in the Department of Research and Development, will present a paper at the annual national convention for Association for the Education of Teachers of Science in Atlanta, Georgia, March 24. The paper, written in conjunction with **Dr. Judy Egelston-Dodd**, coordinator of the MSSD/NTID Career Education Project and **Dr. Chuck Layne**, coordinator, Development Education Section, is titled, "Use of Qualitative/Quantitative Formative Evaluation." Bondi's paper presents an innovative unobtrusive measure of student behavior as formative data for instructional development.

The **Department of Criminal Justice** hosted a meeting of criminal justice educators from the western part of the state on Feb. 23.



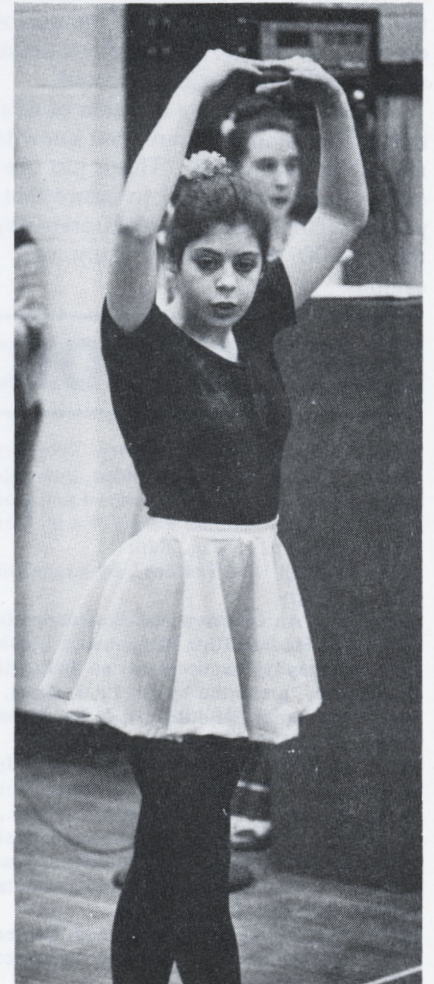
'A Very Special Arts Festival'

Persons of all ages with wide varieties of handicaps presented "A Very Special Arts Festival" earlier this month at NTID.

The presentations ranged from the performing arts to sculpture, painting and numerous other forms of handiwork.

Activities and exhibits were highlighted throughout NTID during the entire day.

Approximately 700 handicapped children from the Central Western Region participated in the festival which was sponsored by the New York State Committee on Arts for the Handicapped.





Rochester Institute of Technology

One Lomb Memorial Drive
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COLLECTION

First Class

Employees Attend Training Program

The 100 full-time food handlers employed by RIT spent part of their quarter break going to school.

They participated in a training session designed to help improve their knowledge of safe food handling techniques and prevention of food-borne disease.

The program, recognized by the National Center for Disease Control in Atlanta, is a service provided by Economics Laboratory, Inc., a manufacturer of cleaning products. It was the first time the company had conducted the session on this large a scale, Jim Bingham, assistant director of Food Service, reported.

"When it comes to a question of safety in handling food, you can never know too much," Bingham said. "This is just one of the steps we've taken to insure that proper techniques are used in preparing the 14,000 meals served daily on campus."



SAFE FOOD HANDLING

Oranell Killings (center), Salad Department, receives a certificate noting completion of a safe food handling training program from William F. Boldt (left) of Economics Laboratory, Inc. At right is James Bingham, assistant director of Food Service at RIT. Nearly 100 RIT employees participated in the program.

DATEBOOK

March 17-April 6—Bevier Gallery. "Recent Work of 3 Painters"—David Bolduc, Bob Cole and Basilius Poulos. Open 9 a.m.—4 p.m. and 7—9 p.m., Mon.—Thurs.; 9 a.m.—4 p.m., Fri.; 1—5 p.m., Sat.; 2—5 p.m., Sun.

March 19-April 10—"Textiles", by Laurie Dill. Library Gallery.

March 22—"An Overview and Environmental Aspects of Modern High Performance Liquid Chromatography Practice from an Industrial Perspective," presented by Dr. Ed J. Kitka, FMC Corporation, Middleport, N.Y. Noon-1 p.m., 12-1452.

March 22—Institute Forum. Sam J. Ervin, Jr., will speak on "Social Goals: Individual Choice vs. Legislation of Social Behavior." 7 p.m., CU Cafeteria. Tickets \$1—on sale at CU desk.

March 25—Social Work Opportunities in Israel. 10 a.m.-6 p.m., 12-1428, 1452, 1470. Contact Rafi Silver at 461-2000 x 234.

March 26-30—Graphic Arts Research Center. "Photographic Science" Seminar. Contact x2758 for more info.

March 26—Alumni Lecture Series. "A Conversation with the President." Dr. M. Richard Rose speaking in Webb Aud., 8 p.m.

March 27—NTID Workshop series on Improving Teaching Effectiveness. "Telling students what you want and what to do when you don't get it" by Allen Mender, school psychologist in the Rush-Henrietta School District and Dr. Richard Curwin, NTID. 12:30 -2 p.m., NTID Academic Bldg., Rm. 2185.

March 27—"Simulation of Flow in Electromagnetic Flowmeters" Seminar in Physics. 1 p.m., Bldg. 08, Rm. 3130

March 29—"Biochemistry of Inherited Human Cancer Prone Syndromes," presented by Dr. Royden Rand & Ms. Patricia O'Brian. Noon-1 p.m., 12-1452.

Talisman Film Festival
(I)=Ingle Aud. (W)=Webb Aud.

2-Freezing Torture & Wizards—March 22, 7:30, 9:15 & 11 p.m., \$1.50 (I)

The Red Balloon—March 24, 2 p.m., \$.50 (I)

Citizen's Band—March 24, 7:30 & 10 p.m., \$1.50 (I)

The Seduction of Mimi—March 25, 7:30, \$1.50 (W)

3-The Walking Bombs & Forbidden Planet—March 29, 7:30 & 10 p.m., \$1.50 (I)

Lenny—March 30, 7:30 & 10 p.m., \$1.50 (I)

The Little Norse Prince—March 31, 2 p.m., \$.50 (I)

The Grateful Dead—March 31, 6, 8:30 & 11 p.m., \$1.50 (I)

Cleo from 5 to 7—April 1, 7:30 p.m., \$1.50 (I)

