

N·E·W·S & E·V·E·N·T·S

Board of Trustees Elects Bates New Chairman

Bruce B. Bates, vice president of E.F. Hutton & Company, Inc., Rochester, has been elected new chairman of the Institute's Board of Trustees. Bates succeeds Frank M. Hutchins, who has served as board chairman since 1981 and who will remain a member of the board.

Also at the annual meeting of the trustees, Alfred M. Hallenbeck, vice president and general counsel of Sybron Corporation, was elected vice chairman, succeeding Bates. Hallenbeck had served as secretary of the board.

Other officers elected were E. Kent Damon, vice president and secretary of Xerox Corporation, who was re-elected vice chairman; Harris H. Rusitzky, president Serv-Rite Food Service and Consulting Corporation, who was re-elected treasurer, and Hugh E. Cumming, former president and director of Curtice-Burns, Inc., who was elected secretary of the board.

In other action, Brackett H. Clark, chairman of the board and treasurer, Rapidac Machine Corporation, was named honorary chairman of the RIT board, replacing Ezra A. Hale, honorary chairman of the board at Central Trust Company.

Maurice R. Forman, retired chairman of B. Forman Company, and F. Ritter Shumway, honorary member of the board of Sybron Corp., were elected honorary vice chairmen of the RIT board.



PASSING THE GAVEL....Out-going Chairman of the Institute's Board of Trustees Frank M. Hutchins (right) discusses trustee action with Bruce B. Bates (second from right), the board's new chairman, and vice chairmen, E. Kent Damon (left) and Alfred M. Hallenbeck (second from left).

Betsy Clark was named as representative of the RIT Women's Council, replacing Rebel Braine. Clark is president of Women's Council.

An RIT board member since 1970, Bates has been a member of the board's executive committee and its vice chairman since 1981. He has served on the finance,

endowment (chairman), buildings, nominating and planning committees. He also is also a member of the executive committee of RIT's Nathaniel Rochester Society (NRS), which he served as chairman in 1979-80.

During Hutchins' tenure as chairman, RIT has continued to make a significant

impact on the national educational scene receiving widespread recognition for the quality of its programs and students. Also during that time, RIT initiated several new educational programs, including the nation's only undergraduate program in microelectronic engineering and a graduate program in computer graphics. In addition, the Institute is nearing completion of its new Interfaith Center and bookstore.

Bates and his wife Nancy received the 1983 Rotary Award for outstanding community service. Bates is a member of the board of directors of Rochester General Hospital, a vice chairman of the board of the International Museum of Photography at George Eastman House and a trustee of Rochester Community Savings Bank and the Eastman Dental Center. He is a past board member of the Community Chest, a past chairman of the Monroe County Chapter of the American Red Cross Advisory Board and a past president of the board of the Convalescent Hospital for Children.

A 1953 graduate of Yale University, Bates received a master's degree in industrial management from MIT in 1954. He worked with Proctor & Gamble before 1955, when he came to Rochester. In 1956 he became a partner of George D. B. Bonbright & Co. (now E. F. Hutton and Company, Inc.).

Bates and his wife Nancy reside at 87 Grosvenor Rd., Rochester.

Glenn, Jennings Help NTID Celebrate National Deaf Awareness Week

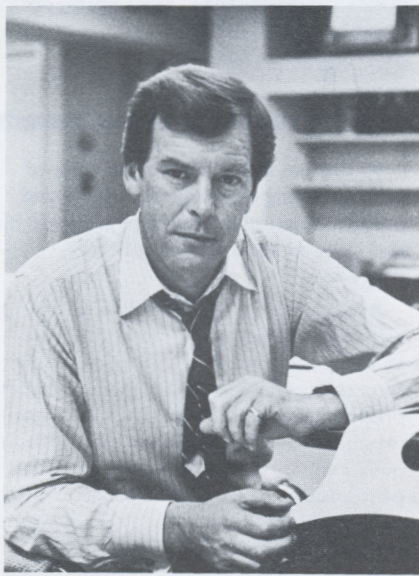


Anna C. Glenn

Anna C. Glenn, wife of U. S. Senator John Glenn and herself an advocate for hearing- and speech-disabled persons, and Peter Jennings, anchor and senior editor of ABC's "World News Tonight," will speak next Tuesday, Sept. 25, and Wednesday, Sept. 26, respectively at RIT's NTID.

Their appearances, which will highlight Sept. 24 to 30 as National Deaf Awareness Week, are sponsored by the NTID Special Speakers Series.

Previous Series speakers have included international ballet star Mikhail Baryshnikov, exercise personality Richard Simmons and Simon Wiesenthal, 1983 Nobel Peace Prize recipient and survivor of the Holocaust.



Peter Jennings

Glenn will speak from 1 to 2 p.m. on Tuesday, and Jennings will speak from 10 to 11 a.m. on Wednesday. Both presentations will be in the NTID Theatre of RIT's Lyndon Baines Johnson Building, and both presentations will be interpreted, free and open to the public.

Glenn, who once had a speech impairment, did not make a phone call until 1982 after her first successful therapy at the Communications Research Institute at Hollin College, Roanoke, Va. The National Association for Hearing and Speech Action (NAHSA) has recognized her as an inspiring model for persons with communication disorders. Last November, she received an award from NASHA for her "extraordinary, courage-

ous and successful battle against stuttering."

A native of New Concord, Ohio, Glenn is a graduate of Muskingum College. She is an accomplished organist who has played in churches in communities where she and Sen. Glenn have lived during his military and NASA careers.

Jennings' style, integrity, knowledge of the world and constant standard of excellence are appreciated by deaf and hearing viewers alike. ABC's early commitment to providing closed-captioned programming acknowledged the right of an estimated 20 million hearing-impaired Americans to more equal access to information and entertainment. ABC was the first national network to install a closed-caption system in its news programs.

A distinguished journalist for more than 25 years, Jennings was named anchor and senior editor of ABC's "World News Tonight" in August, 1983. Previously, he was chief foreign correspondent for the network and the "World News Tonight" foreign desk anchor, based in London.

Jennings led ABC's coverage of all major international news developments in recent history. He reported on the Israeli invasion of Lebanon, the Falkland Islands War, Pope John Paul II's historic trip to Poland, the U.S. Embassy bombing in Beirut and the Iranian hostage crisis. Together with Jim McKay, he opened ABC's coverage of the 1984 Olympic Games, which were captioned for the enjoyment of the nation's hearing-impaired viewers.

Robotics Seminar Brings Speakers, Robots to Campus

A seminar and exhibition, "Robotics and Related Technologies in Manufacturing," will be presented Wednesday, Sept. 26, in Ingle Auditorium, College Alumni Union from 7:30 a.m. to 5 p.m.

The seminar is for manufacturing engineers, managers, executives, industrial engineers, and research and development engineers and students. It is designed to give attendees valuable state-of-the-art information that can be applied to their specific operations.

In addition to the seminars, robotic systems will be exhibited in the 1829 Room. Exhibitors include: Seiko, Microbot, Assembly Robot 88; GMF: Unimate/Westinghouse, Zymark, Schrader Bellows, and RIT's colleges of Engineering and Applied Science and Technology.

Also, a part of the exhibition will be devoted to voice recognition, vision, tactile sensors, compliant devices and grippers. The robots will be under power and fully operational.

Co-sponsors of the seminar and exhibit are the Rochester Chapter of Robotics International (RI) of the Society of Manufacturing Engineers (SME) and the College of Engineering.

President M. Richard Rose will deliver the keynote address, which will stress the formal training needed to prepare engineers to meet the technological boom.

In the morning sessions, Sue Freeman, an industrial engineer from Eastman Kodak, will discuss Optimized Production Technology (OPT), a manufacturing scheduling technique, and Suzanne Rodgers, a consultant in human factors, safety and ergonomics, will discuss issues that affect the quality of work life for factory workers.

Robot applications and highly advanced robotic systems will be covered in the afternoon sessions by Alva Mathews, Eastman Kodak; Lane Hautau, GMF Robotics; John Doell, Rochester's Delco Products Division of General Motors, and Thomas Tyler, Delco Products Division,

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Liberal Arts Guide Careers, Sullivan Tells Rotary



"Colleges and comprehensive universities have two options"

Dr. Mary Sullivan, dean of the College of Liberal Arts and the 1983-84 Institute Dean, addressed the Rochester Rotary Club Sept. 11. The following is the text of her talk:

"Liberal Learning and Career Preparation: A Talk for the Rotary Club"

I think I am clear that my requested purpose here today is simply to share my own personal thoughts on liberal learning and career preparation, for whatever they may be worth to you as a stimulus for your own thoughts and opinions.

We have now, fortunately, moved out of the short-sighted, shallow estimate of the value of good liberal arts education — a negative estimate that was, at least for the last 10 to 15 years, driven by miscalculations about what careers really are, what comprehensive significant work really entails, what employers really need and should need in new employees. These miscalculations produced a somewhat understandable but very destructive panic in some liberal arts programs. Many of them became like ancient Chinese dwellings, naively adding a room here and a room there for all kinds of supposed quick-fix programs to shore up enrollments and in the process lost their distinctive irreplaceable identity as liberal arts education offering students the opportunity to learn needed, advanced liberal arts knowledge and skills.

Basically I believe colleges and comprehensive universities have two options that are fundamentally two matters of emphasis: they can choose to go heavily into professional/technical programs of high quality or they can choose to go heavily into liberal arts programs of high quality. The words "high quality" require that liberal arts learning is involved in both options but the two options differ or should differ in the kinds and extend, not the quality, of that liberal learning and in the kinds, not the quality, of careers for which they prepare.

Let's talk about "careers" for a moment. If the use of the word "career" has any real meaning, and in some usages it doesn't — I think it is time that liberal education programs (whether degree programs or liberal education components of professional or technical degree programs) reclaimed the right to assert that they do in fact prepare for careers, not by gimmicks, public relations jargon, or learn-to courses but through their main-line curricula and the knowledge and abilities these curricula alone can foster.

What is crucial in my view is that a college — whether a liberal art college or an institute of technology:

- find and stick to its own distinctive self: its own distinctive academic programs that grow out of its own strengths and expertise

- be itself in contrast to others, and believe in itself as a center for certain kinds of learning.

This involves an institution's

- stating its educational goals in a way that is honest and credible

- doing what it does as excellently as possible

- deciding what not to do

- capitalizing on its indisputable strengths and peaks of excellence

- and then, convincing its publics.

In all cases, this will include high quality liberal arts learning, if the institution is providing education and not simply training.

From medieval times there has been "town and gown" tension and dialogue. Sometimes this has meant simply keeping the campus rough necks from wreaking havoc on the city or town and apologizing to the Mayor or Town Supervisor when we didn't succeed. But the far more

important "town and gown" dialogue should always involve conversation and even debate about what is worth learning and what sorts of education are worth rewarding — for example, by employment. I'm afraid that in recent years we in the gowns have been too timid, too polite, too non-assertive about telling the town — that is, the public at large, industry, business, employers, parents, prospective students — what kinds of education we think they will need in their endeavors over the long haul. We hear the town's talk about entry-level skills, about the present job market, about what's selling now, about what's getting a good salary today, and we sometimes too quickly acquiesce — until, as is now strongly beginning to occur, the town and the gown begin to see the pathetic thinness of the town's human resources, and the detrimental scarcity of people who really have the knowledge, understanding and abilities that are derived, for example, from a study of history, philosophy, fine arts, and literature.

It is generally conceded that a knowledge of Psychology, some Sociology, the rudiments of Political Science and good communication skills (in speech and writing) are assets to a career. I often hear arguments on behalf of liberal learning that focus almost exclusively on these aspects of a liberal education, as if these kinds of were all that were needed for a career, other sorts of knowledge being pleasant additions but not indispensable. There is often a sort of cocktail party approach to liberal education that recognizes the social advantage of being able to make casual reference to a novel, a painting or a historical character on such occasions, but sees such knowledge as somehow merely decorative and serendipitous — not of the hard core of useful learning, in the same way that, for example, knowledge of computer science, economics, or technological applications is.

I wish here to speak of the hard core value of humanistic learning to careers and to lives. In particular, I wish to focus on the essential and indispensable benefits of only four kinds of learning, such as is derived from a study of literature, history, philosophy, and the fine arts.

And I wish to speak of the hard core value of such learning not only for college students preparing to enter professional, even technical, careers, but also for mature professional people exercising such careers in a wise, responsible and satisfying way. We can ask the question: what does continued learning in history, literature, philosophy, and the fine arts do for the professional functioning of the corporate engineer, the law partner, the city official, the research scientist, the CEO of a business or industry, or any other apparently successful professional person.

I think it provides him or her with, among other assets, a capacity for both the long and wide view of reality; a patience and respect for ambiguity and limits; and appreciation of the existential, human elements that must be honored in any successful human enterprise; and a kind of creative stability that can face issues and problems in realistic, inventive ways.

Let me be specific, and let us start with literature. If we could come together daily for ten weeks and pursue a course of study in literature I would be hard pressed to limit my selection of texts but I might finally decide on the following list of works which we would read and discuss in as much depth as possible:

Albert Camus, *The Plague*: wherein we would reflect on the difficulties of integrity in one's intellectual and moral life;

Dostoyevski, *The Brothers Karamazov*: here we could not avoid examining the price and responsibilities of human freedom and our innate tendency to slough it off on authority;

Richard Wright, *Native Son*: this novel would go far toward developing our sensitivity to the actual experience of black Americans in this century;

Charles Dickens, *Bleak House*: here we might sharpen our analytical skills as we dealt with the nadir of bureaucracy and the crippling effects of legalism;

Joseph Conrad, *Lord Jim*: discussion of this novel would increase understanding of the complexity of the human personal-

ity, even the industrial personality: its pride, loneliness, and obscurity;

Alice Walker, *The Color Purple*: reading this contemporary work would better enable us to admit and taste the frequent thinness of our cosmic appreciation, and of our perception of reality;

Elie Wiesel, *Night*: here we could begin to comprehend the first-hand experience of the Holocaust of six million Jews in this century and the ease with which holocausts can occur;

The poetry of W.B. Yeats: these poems would help us to reflect on the nature of our human hopes and dreams and their consequences — indeed, the dreams and hopes that are operative in our public life, whether we recognize them or not.

In general, we can through a study of literature develop necessary insights into the functioning and experience of human individuals and groups.

If we were to agree to have a Reading and Discussion Club in history I would hope we could discuss, as one example, James Thomas Flexner's biography, *Washington: The Indispensable Man*, and reflect together on the persistence of the Jeffersonian/Hamiltonian debate: the issue with respect to the U.S. Constitution of strict interpretation vs. implied powers — especially as we approach the 200th anniversary of that seminal document. Flexner claims that this debate remains a major debate and flaw in our nation: the tensions between the agrarian and mercantile communities.

Or could we take a course together in: China and Japan in the 20th Century
Contemporary Middle East
Modern Germany
Latin American History
Asian Civilizations
The History of Russia and the Soviet Union,



"A historical sense is the ground ...of a sense of the future"

so that we might deepen the base of understanding on which industrial and political relations with those geographical and cultural areas rest and, in fact, depend.

Indeed, the quality, stability, and long-term effectiveness of what we and our students accomplish in our professional careers depends on the strength and comprehensiveness of our global and historical understanding, on the mental time line out of which we act, on respect for our own human and industrial archives, and on our comprehensive memory of where we've been before as a people and what went right or wrong in our earlier attempts to solve problems. A historical sense is the ground and seed of a sense of the future. One is not inclined to be too smart about tomorrow if he or she is too ignorant of yesterday. That sounds a bit trite but historical knowledge and the capacity for historical analysis are the only means we have to profit from our experience, in limited or in wider spheres.

Now I come to what is perceived as the most ivory of the ivory towers, the most impractical and dispensable of all learning: Philosophy. Part of the reason for the general attitude toward the employable "usefulness" of Philosophy is the false dichotomy we may tend to draw between theory and practice, between reason and action, between reflection and work as if these were not the two faces of the same sensible effort. I have been thinking for a long time about sponsoring an Executive Enrichment Program that might be designed, for example, like the series of Philosophy courses we annually offer our Rochester Institute of Technology students. Together we in the program would study:

- Logic
- Ethics

- Philosophy of Science
- Critical Thinking
- The Great Thinkers
- Aesthetics
- Social and Political Philosophy
- Philosophy of Religion
- Philosophy of Law.

Together we could probe:

- Aristotle's *Nicomachean Ethics*
- Kierkegaard's *Sickness Unto Death*
- Gandhi's "My Experiments with Truth"

Truth"

- Plato's *Republic*
- Paul Tillich's *On the Boundary*
- Augustine's *Confessions*
- and Umberto Eco's best-selling novel *The Name of the Rose*.

We might learn:

- some useful understandings of ethical behavior and even of the nature of human happiness itself;

- how to sort out the elements of moral reasoning;

- The reality of the existential angst or despair that more or less affects many workers (every worker?) in every segment and site of American society;

- the skill of Socratic questioning and the penetrating analysis of problems which it can foster;

- the fallacies to be avoided in fruitful critical thinking;

- the moral dilemmas of our own time and the false "success" and "peace" that attends unexamined life and work;

- the value of silence;

- the need for truthfulness and humility before reality;

- the need for reflection on the deepest values and desires of one's life.

Theses learnings do not seem to me unrelated to what goes into the preparation or analysis of quarterly financial statements, strategic planning, or the accomplishment of professional and corporate goals and social and political futures, even industrial ones.

But what can a knowledge of the Fine Arts do for professional people? Is its value limited to their private lives: to weekends, to strolls through the Clothesline Art Show, to concerts in the park, or to the personal joys of public television or 91.5 FM? No, I would argue that a knowledge of and capacity for understanding and appreciating the visual and performing arts can both directly and indirectly enable a person to be a better professional by developing in him or her:

- a sense of order and harmony, of balance and proportion

- a taste for finesse in one's work

- a standard of form and completeness

- a certain grace and discipline of operation

- a sensitivity to ambiguities, complexities, and human mysteries.

If one has grown to understand somewhat and then to admire a Cezanne painting or a Calder mobile, a Celtic round tower or Placido Domingo's voice (and these are merely illustrations), then I think one has, as a professional worker pursuing a "career," a much greater vision of what can be the ideals and standards of excellence in that career. I think one is then less inclined to be inclined to the superficial or unthorough in his or her work. Truly successful professional workers recognize that much of their daily work is an art, not a science, and they bring to that work the originality, personality, persistence and freshness of artists, along with their own analytical skills and professional knowledge.

At Rochester Institute of Technology, we require all students pursuing all baccalaureate degrees to take at least these four courses in the humanities: Modern History, Literature, Fine Arts, and Philosophy or Science, Technology and Human Values. We don't require these four humanities courses because we feel that one can learn the whole of these areas of learning in four eleven-week courses, but because we hope to achieve in these courses: a basic understanding of the knowledge and abilities to be derived from study of these disciplines; a capacity for continued life-long learning in these areas; and at least the beginnings of the qualities and capacities that characterize students of history, literature, philosophy

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A BREAK FOR MICROELECTRONICS....Official ceremonies marking the start of construction for the new Center for Microelectronic and Computer Engineering took place Monday. Scheduled for completion next fall, the 57,000 square-foot building will house RIT's microelectronic and computer engineering programs. It will be located on the west side of James E. Gleason Memorial Building. Taking part in the ceremonies were (from left) Dr. Roy Czernikowski, head of the Computer Engineering Department; Dr. Richard Kenyon, dean, College of Engineering, and Dr. Lynn Fuller, head of the Microelectronic Engineering Department.

Revisit Rochester at Bevier Show

Works by three contemporary photographers and 19th and early 20th century views of the City of Rochester make up the comparative exhibit, "Rochester Revisited," at Bevier Gallery through Sept. 28.

The photographers are James M. Via, Ira Srole and Linda McCausland. Srole is photographer for the City of Rochester; McCausland and Via are with the International Museum of Photography at George Eastman House. Srole and McCausland each earned master of fine arts degrees from RIT.

Via is re-photographing many areas of the city using 19th century images of Rochester from the Eastman House archives. Srole continues the comparative study using views from the city archives showing Rochester as it was in the early decades of this century, and McCausland works from vintage postcards of Rochester.

All three have returned to the scenes depicted in the historic images and re-photographed them with large format view cameras. The resulting portrait of the city depicts both growth and decline during Rochester's 150 years.

Student Activities Provides Training

The fall Clubs and Organizations Leadership Training session will take place Saturday, Sept. 29, in Clark Dining Room, College-Alumni Union.

Organized by the Student Affairs Division's Department of Student Activities and Union Services, the program will focus on developing leadership skills and building community. Jeanne Cochrane, a specialist in group development and career counseling, will direct the session. She is part of the leadership training group organized by Matt Weinstein, last year's presenter.

Marta Stephens, Student Activities coordinator, said that each student organization may send as many representatives as they wish to the workshop. Deadline for registration is Tuesday, Sept. 25. Applications are available in the Student Directorate Student Activities offices, both in the basement of the College-Alumni Union.

The show celebrates the city's Sesquicentennial and is supported in part by a grant from Rochester Sesquicentennial, Inc.

Liberal Arts Guide

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and the fine arts, to which I have alluded above.

Nine other required and elective Liberal Arts courses in the humanities and social sciences build on these core courses, and the whole Liberal Arts curriculum comprises about 28 percent of most students' professional or technical education at RIT, which also includes general education in science and mathematics. That is a good percentage of liberal education, as a foundation of one's life work, but so much depends on a student's realization of the range of knowledge and understanding he or she will need for a true career and for really productive, useful work, and on the maturity of their future places of employment.

RIT, and indeed this country, is a very career-oriented place. We want successful careers for our young people, and properly understood, this is one of the best of all desires we could have for them and for ourselves.

But there are times when I would like to declare a moratorium on the word "career" because I feel it can often be used too easily, too lightly. In some contexts it becomes a fad word, one of the latest "buzz" words, the use of which indicates, or appears to indicate, that a person or a school or an organization is "with it."

Careers — like true happiness and true success in one's work — are, as those with careers already know, not ends to be aimed at directly, but by-products of something else. Careers come as a consequence of being very good at something else, as a consequence of knowledge, comprehensive wisdom, dedication, hard work, complete devotion to and belief in one's work. Like true happiness and true success, careers, as such, cannot be pursued directly. They occur only while reaching intelligently and generously for something else worth one's mind and skills and effort. I believe that knowledge of literature, history, fine arts and philosophy and the abilities derived from such knowledge contribute greatly to that reaching: they guide it and make it fruitful.

Arts Grants to Fund Graphic Design Proceedings Publication

The importance of RIT's 1983 "Coming of Age" symposium, the first ever on the history of graphic design, has been recognized nationally and at the state level through grants awarded to RIT to write, design and produce a book on graphic design history.

The design arts division of the National Endowment for the Arts has given \$20,000 and the New York State Council on the Arts awarded an additional \$4,000 to make the symposium proceedings available for design educators, professionals and the public.

Roger Remington, professor of graphic design, College of Fine and Applied Arts, says, "The size of the grant indicates a substantial interest on the part of the National Endowment of the Arts, and it is the first time the New York State Council on the Arts has funded anything in graphic design."

"At the time of the symposium, Massimo Vignelli, one of the 300 designers and design educators attending, said, 'For the first time, designers from all over the United States convened to trace and discuss the roots of their profession. For the first time, the cry for history, theory, criticism and documentation was spelled out loud and clear to become in itself an historical statement.'

"This support from the National Endowment for the Arts gives that 'histor-

ical statement' a tangible reality," Remington said.

Remington prepared the proposal with the help of Dr. Edward Stockham, Faculty and Program Development; Herbert Phillips, Technical and Education Center of the Graphic Arts director, and Dr. Robert Johnston, dean of the College of Fine and Applied Arts. Additional resources will be provided by the College of Fine and Applied Arts and the Technical and Education Center of the Graphic Arts.

Intramurals Organizes Faculty, Staff Bowling

A Wednesday afternoon bowling league for faculty and staff is now forming at RIT. Sponsored by the Department of Intramurals, the league will consist of four-member teams with an 80 percent handicap system.

Entry forms are now available in the Intramural office.

Each match consists of three games at a cost of \$1.50. Starting time will be 4:45 p.m. in the RIT Game Room. Other weekdays will be available, if needed, according to Darryl Sullivan, manager of Intramurals.



BOOKS IN MINIATURE....Mr. and Mrs. Edward Owen (at right) show miniature books that they donated to RIT's Melbert B. Cary, Jr. Graphics Arts Collection to (from left) Dr. William Pakan, director, School of Printing, David Pankow, Cary librarian, and Alfred Horton, RIT's Melbert B. Cary Professor of the Graphic Arts.

Alumni Donate Keepsake Books

Mr. and Mrs. Edward Owen of Cleveland, Ohio, have donated a complete set of Tommasini keepsake books to the Melbert B. Cary, Jr. Graphic Arts Collection.

"It's rare to find a complete set of the books," said Cary Librarian David Pankow. "This donation will be a valuable addition to the Cary collection."

The miniature books are the work of Amedeo R. Tommasini, a renowned typographer and designer who worked for the University of California Press. Tommasini produced the books each Christmas from 1948 to 1978 as limited edition keepsakes.

He also designed the original charter of the United Nations.

Tommasini, who died in 1983, was a close friend of Mr. and Mrs. Owen.

The Owens also donated a first edition and author's copy of a book on printing by Irving M. Sinclair, which was published in 1922.

Mr. and Mrs. Owen are both RIT graduates. They are writers and consultants to the international printing industry.



LAUNCHING LECTURE SERIES....Astronaut George Nelson will discuss "Our Future in Space" Tuesday, Sept. 25, at 7 p.m. in Ingle Auditorium. Nelson's lecture is the first in the 1984-85 Institute Forum Lecture Series. Tickets for the lecture are available at the Candy Counter, College-Alumni Union for \$1 each.

NEWSMAKERS

● **Max Lenderman**, associate professor in the College of Fine and Applied Arts, was guest of honor at a reception to open an exhibit of 38 of his fiber sculptures and tapestries at the Bicentennial Art Center in Shirkieville, Ind. Lenderman, who teaches textiles in the School for American Craftsmen, is a native of Shirkieville where his work was displayed through August.

● **Dr. Russell C. Kraus**, School of Photographic Arts and Sciences, served on the New York State Higher Education accreditation review team for the Center for Media Arts in New York City.

● **John H. Potter**, director of Planned Giving, Office of Development, set the stage, and two staff members from the Center for Cooperative Education and Career Services delivered the message at the Sept. 10 meeting of the Rush-Henrietta Rotary Club. **Beverly Cudney**, associate director, and **Marlene S. Allen**, placement counselor, presented a detailed review of the center's cooperative education and placement programs. The Rush-Henrietta Rotary Club will be working with the center as the club's service project for the 1984-85 year.

● **Dr. Sandra Saari**, professor of language and literature in the College of Liberal Arts, presented a paper, "Death and Revenge in *Little Eyolf*," at the Society for the Advancement of

Scandinavian Studies meeting in May. Saari, who is secretary of the Isben Society of America, presented a paper, "Disse tarvelige vilkar: Hedda's Constrained World," in June for Canada's Association for the Advancement of Scandinavian Studies meeting in Guelph, Ontario. Also in June, she served as Question Leader for the Advanced Placement in English reading at the Educational Testing Service, Princeton, N.J. In August, Saari presented a paper, "on Translating Silence: *Hedda Gabler*," at the Seattle meeting of the International Association for the Advancement of Scandinavian Studies.

● **David Bousha**, a clinical psychologist, has joined the Counseling Center as a counselor. He has been a post-doctoral fellow of oncology in psychiatry at the University of Rochester.

● **Dr. James Carroll**, director of NTID's Instructional Design and Technical Services Division, wrote the chapter, "Program Development Research," for the book, *Broadcasting Research Methods*, which Allyn and Bacon, Inc., will publish this fall.

● **Michael Vetsuypens**, lecturer in the College of Business, successfully presented his doctoral dissertation proposal, "Agency Costs, Asset Substitution and Corporate Divestitures," at the University of Rochester Graduate School of Management in August.



CHECKING OUT THE LIBRARY....Recent visitors from South Africa, Neeltji Van Immerzeal (left) and Yvonne Long (second from left), watch Patricia Pitkin (right), director of Wallace Memorial Library, demonstrate the library's on-line catalog system. Looking on is Michael Robertson of the library's staff.

LDC Workshop Series Shows How to Improve on-the-Job

No matter how good we are at our jobs, we always want to improve. The Learning Development Center's fall workshop series can help you do just that. The series is designed to improve organizational productivity and individual effectiveness.

The mini-workshops cover such topics as selling techniques, non-verbal communication and anger control. Each session is geared to the individual in work situations, but can also apply to one's personal life.

The series is running through Nov. 15 with all workshops offered from 7:30 to 9:30 p.m.

Workshops and dates are: Time Management, Sept. 25; PDP, a system for maximizing human potential, Oct. 2; Stress Check-Up, Oct. 9; Body Language, Oct. 16; "Is This the Party to Whom I am

Speaking?", Oct. 23; Situational Orientation, new employee orientation techniques, Nov. 13; and How Personality Style Relates to Career Development, Nov. 15.

Participants can register for all workshops or individual workshop sessions. Fee is \$25 for each session; \$15 a session for each of two persons registering together.

For more information or to register for workshops contact LDC, 6682.

Newsletter Lists Grants Available

You have until Nov. 30 to apply for a German Marshall Fellowship supported by the German Marshall Fund, which supports research to improve understanding of contemporary economic, political and social developments involving the United States and Europe.

Availability of the German Marshall Fellowship is just one of the many grant opportunities listed in the current issue of the "Grants and Contracts Newsletter," which is distributed by Government Affairs.

Copies of the newsletter and further information about grants are available by contacting the office at 262-3088.

VendaCard Saves Costs

Save money on copies by using the VendaCard system now available in Wallace Memorial Library.

VendaCard copying is less expensive than coin-operated copying, it allows multiple copies and it is easy to use.

The library's circulation services desk has further information on VendaCard.

SAISD Co-Sponsors Conference

RIT's Substance and Alcohol Abuse Intervention Services for the Deaf (SAISD), a part of the School of Human Services, College of Liberal Arts, will co-sponsor the National Conference on Mental Health and Deafness Oct. 8 and 9 at the Genesee Plaza.

Among other agencies sponsoring the session on the clinical and advocacy aspects of mental health and deafness are the Council of Mental Health for the Deaf

and Hearing Impaired, Monroe County Association for the Hearing Impaired and the American Deafness and Rehabilitation Association.

Robotics on Campus

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Ohio. Each is an experienced robotics engineer.

Cost of the seminar is \$75 for RI/SME members, \$85 for non-members and \$25 for students. The fee includes a continental breakfast, a buffet lunch and the sessions.

Additional information is available from Dr. Wayne Walter, 2925, of the College of Engineering.

South African Visitors Tour WML

Recent visitors from South Africa toured Wallace Memorial Library and watched a demonstration of the library's innovative equipment.

According to Patricia Pitkin, director of Wallace Memorial Library, the two librarians came to RIT after attending a national workshop that Pitkin organized in Kansas City for DataPhase users. "They were interested in our user-friendly, public access, online catalog and our capacity for remote access of the catalog from terminals on campus or from the homes

of students, faculty and staff. Remote access such as we are developing is not all that commonplace," said Pitkin.

The library staff also demonstrated its software testing program for the visitors. RIT is the first U.S. installation for Canada's UTLAS, a commercial bibliographic utility offering the machine-readable records that comprise much of the online catalog. Through UTLAS, a large database is accessible to the library for verifying entries and identifying locations useful for inter-library loans.

ISC Offers Fall Quarter Computing Classes

Information Systems and Computing (ISC) is offering a variety of seminars for faculty, staff and students during fall quarter.

Topics include the use of DEC VAX/VMS, IBM, VM/CMS, text processing, word processing, microcomputers and MINITAB, SAS and SPSS-X application processors. Pre-registration is required; a registration receipt will permit seminar participation.

The 1984-85 Seminar Booklet, which contains descriptions of the seminars, and the registration form may be obtained in any of the user computing centers on campus, or from User Services, the Lewis P. Ross Memorial Building, Room A340. Seminar descriptions also are available by logging on to any DEC VAX/VMS system and entering HELP SEMINARS, or by logging on to the IBM VM/CMS system and entering SEMINARS.

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