ALBERT R. MANN
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ABOUT THE COVER
Our staff thought that this pen and ink and watercolor drawing done by Professor W. C. Baker depicted the theme of this nostalgia issue. We focused on people and places to remember at Cornell University.
"Yesterday I worked nine hours on Mr. Trescott's farm and got $1.00 and two meals. I never worked so darn hard in my life, and my hands are all blistered."

So began the first day of farm labor for Arthur W. Wilson '15.

Starting in the early 1900's and lasting for the next half century, Cornell Agriculture students were required to pass a "farm practice requirement." It usually meant spending one or two summers doing farm labor.

For several years, now, the University Archives has been collecting students' diaries and recollections of these farm experiences. Some of the most recent donations make fascinating reading.

Arthur Wilson (shown in the photo) decided to get his farm practice requirement out of the way even before entering the College. In the summer of 1910 he and a friend lived in tents to save money while working as neophyte farm hands in the Hudson Valley fruit area. In a number of letters written to his mother, which Wilson donated to the Archives in 1974, he revealed the hardships and hilarities of his farm experiences.

The early Wilson letters indicate that he earned about a dollar a day picking fruit, working hay fields, and binding rye. Since expenses in the low-rent tent were small, he could usually save about sixty cents a day.

Tent life was not lonely, as Wilson explained to his mother, "There are a few mosquitoes here and lots of ants which manage to get into the tents. I sleep in pajamas, sox, bathrobe, and blanket as it is quite cool."

Urban-reared students like Wilson soon learned how long the farm laborer's day lasted. On one New Jersey farm he worked from 4:30 a.m. to 6:30 p.m. for $25 a month plus board.

Some aspects of rural life obviously appealed to Wilson. The food, for example. "(At) dinner you ought to see me get into that grub," he wrote, "Three glasses of milk at least and boiled potatoes disappear like melting snow."

During his farm practice days, Wilson learned the art of precision building: "Saturday I went to George's and mixed concrete and built a wall lining the cellar of his wagon house. We dug quite a bit and then had the pleasure of seeing about a third of it cave in."

On one occasion, farm work almost kept Arthur Wilson from ever becoming a Cornellian. "The other morning when I was on top of the wagon, over she went, me landing on my nose and the rye on me. I climbed out all right with only a bloody nose and two scratches and a rather sore wrist... now I don't lie down on top of the load when we drive along a hillside."

Wilson survived the farm practice requirement to eventually become the business manager of the Cornell Countryman. Following graduation, he worked for the American Agriculturist and other farm publications.

What did Arthur Wilson learn from his farm practice requirement? "I learned it took hard work to make a dollar in farming," he said more than 60 years later.

As the century matured the College faculty reduced the farm practice requirement. But not before Lewis Klotz '54 spent a summer in the mid-1950's milking, cleaning machinery, feeding and caring for chickens, mending fences, and clearing brush. At least the pay had increased since Wilson's time. Klotz earned $120 a month plus room and board. The hours, however, remained about the same: 5:30 a.m. to 6:00 p.m.

Klotz kept a journal of his farm experiences which he also has donated to the University Archives. "Upon arrival in March of 1954 I was an Army veteran from Brooklyn, N.Y. with almost no knowledge of which end of a cow to attack."

Some of Klotz' Army training may have come in handy on frustrating days. His terse entry for June 2nd reads: "Pitched manure. Got out seven loads and then had a flat."

Klotz reflected on the nature of farm life 20 years later, in a 1974 letter. "I don't think that (the work) bothered me as much as the different way of life. The lack of things to do and further being too tired at night to do anything that there was to do... I remember once I went to a square dance at a nearby teacher's college and fell asleep on a bench at the side. I wasn't very welcome thereafter."

Was the farm practice requirement worth it? Lewis Klotz had mixed feelings: "It was a tough experience, but well worthwhile in looking back. I'm not sure I'd want to do it again nor require that others follow my footsteps."

The faculty eventually came around to that point of view. Over the decades, the farm practice requirement was reduced and liberalized.

By the 1970's Cornell Aggies were no longer required to spend a summer working in their specialty.

Lewis Klotz' farm practice journal may tell us something we're missing: "One thing it gave me is a greater appreciation driving through farm country."
For most Americans, April 15 is merely the day when income tax returns are due. But for thousands of graduating high school seniors around the country, the fifteenth of April represents the day of reckoning—the day when many colleges traditionally mail out their acceptances and rejections.

Getting into the College of Agriculture and Life Sciences isn't easy. The number of qualified applicants greatly exceeds the number of available openings each fall and many difficult decisions have to be made by the 3-man admissions staff. Although the size of the entering class has remained essentially the same over the last six years, the number of applications has doubled. Last year alone, over 3,000 applications were submitted for the 550 openings in the freshman class. According to Richard A. Church, Assistant Director of Admissions, however, the number of applications should start leveling off as high school guidance counselors begin discouraging applications from those students who fall below the top 10-15 percent of their graduating class. "The most frustrating part of my job," explained Mr. Church, "is having to turn away the many qualified students for whom we have no available spaces."

For the small admissions staff, the reading of completed files seems to be an endless task. The first applications to be evaluated are those for early decision. Essentially a service for those students who are sure that Cornell is the school that can best suit their needs, the early decision process gives extremely qualified students a chance to eliminate extraneous applications to other schools by notifying them of their status in early December. Despite the myth that early decision admissions policies are less stringent, competition remains fierce and no one is admitted who would not normally have been accepted in April.

There's no set number of early decision places to be filled but there is an attempt made at maintaining an even distribution of acceptances throughout the various program areas. Last year 125 students received acceptances in early December whereas only 100 affirmative notifications went out for 1975's entering class.

Those early decision candidates who aren't immediately accepted get deferred to the regular freshman pool—and it's here that the really tough decisions have to be made. While as many as 400 applicants may be unquestionably qualified and 1200-1500 others uncompetitive, it's the large "middle-ground" of about 30% of the applications that must be carefully evaluated.

"The most frustrating part of my job is having to turn away the many qualified students for whom we have no space" . . . . .

Without a doubt, success in high school remains the prime prerequisite for admission to the College of Agriculture and Life Sciences. Dr. Leonard W. Feddema, Director of Admissions, Gordon L. Peck, Associate Director and Mr. Church all assess the applications on the basis of rank in class, SAT scores, appropriateness of academic background, achievement test scores and many other less numerical determinants such as demonstration of leadership and awareness of career goals.

Computers are now used regularly to calculate a converted class rank based on the size of the student's high school graduating class. However, admissions remains a very "human" process. It's not unlikely for two and sometimes all three of the directors to read an individual application.

Finally, by mid-April, approximately 750 acceptances have been sent out to fill the 550 places in the freshman class. This is a very carefully calculated number based on historical data for each department in the College. Whereas almost 85% of those students accepted to the Animal Science program will eventually come to Cornell, prospective Biology majors have a much larger selection of alternatives and only 60%-65% may eventually matriculate. Therefore, acceptances have to be distributed accordingly.

Similarly, waiting lists are compiled according to department. These lists, containing as many as 200-300 students, have become an important, albeit unpredictable, part of the College's admissions policy. Last year approximately 25 students were accepted from the waiting list as compared to only 10 two years ago.

The Ag College receives applications from throughout the Northeast despite the fact that the entering class is comprised 85% of in-state residents. This makes the competition for out-of-staters particularly keen. Despite popular beliefs, there is no geographical quota within New York State and an applicant from one county is given exactly the same consideration as an applicant from another.

Some specialized areas such as Entomology, Poultry Science and Pomology continue to receive relatively fewer applications because of students' lack of exposure
to these subjects. "It's really the exception to find a candidate who is interested in and enthusiastic about Entomology," laments Mr. Church. "But each year it seems we get about a half dozen applications from students who have collected insects for years. If their academic record is good, these are truly outstanding applicants."

Although transfer applications and intra-university transfers keep the admissions staff busy for most of the remainder of the year, the directors will still find time to recruit and interview prospective applicants. Because of the increasing demand (almost a third of the applicants request interviews) the College has gone to group "conferences". These conferences are not required but they give the students a good opportunity to share information and ask questions. The conferences seldom have a major effect upon the applicant's chances but it would be naive to assume that personal impressions of the candidate don't occasionally find their way into the evaluative process.

By the time April 15th rolls around, you can be sure that the College of Agriculture and Life Sciences has accepted an outstanding entering class—distinguished in both academics and leadership qualities. For those who survive the crunch, April 15 marks the victorious end to a long struggle. For the men who have to decide people's fates, it is merely a momentary pause in the neverending admissions game.

As has been the case throughout the country, SAT scores have dropped since their 1972 zenith at 590 verbal and 640 math. (The class of 1979 has a mean score of 557 verbal and 630 math). This decline is surprising considering the fact that Cornell is accepting better qualified students than ever before based on class rank, high school average, and Regents test scores. Mr. Church postulates that the decline in the verbal score is the result of a decreasing emphasis having been placed on composition skills. "With greater options being offered in high schools under the guise of 'English', students have spent less time learning the basics." But this is a trend which is beginning to turn around, according to Mr. Church, as high schools begin to recognize the problem and react to it.

Although there has been a growth in the number of applications for almost every department, sizable increases have occurred in Biological Science, Food Science, Communication Arts, Agricultural Engineering and Agricultural Economics. As students begin to ask, "what can I do with my education?", there has been an increase in the number of applications to career-oriented fields. "Students with no agricultural background at all have begun applying to Cornell to study soil science or vegetable crop production," explained Mr. Church.

Richard A. Church reads and assesses applications on the basis of SAT scores, appropriateness of academic background and class rank.
So you want to be a veterinarian. You say your marks are good (above a three-point), your Graduate Record Examination scores are far above the nation's average, and you have had experience working with animals. In fact, you are so sure of your career choice that you have taken all the required science courses, and possibly even majored in pre-veterinary science.

Now that you have sent your application to veterinary school, complete with a reference from the employer of your animal related job, you wait in anxious anticipation for the answer to come in the mail. When you receive the letter, you tear it open, hoping that it starts with "Congratulations" or "We are pleased to inform you!" Instead you read... "too many qualified applicants, thank you for applying and good luck."

What do you do? Well, don't panic. You and 90 per cent of veterinary school applicants have been denied admission.

But why is it so hard to get into vet school? The most obvious reason is that there are only 19 vet schools in the country. If you are lucky enough to reside in one of the 18 states (Alabama has two schools) that has one, your chances of admission are greatly increased. If, however, you do not, your chances for admission are greatly reduced.

Furthermore, there is an increased interest in veterinary science, which means more applicants. This surge in popularity is due to a "back to the earth" movement among American youth. Also adding to its popularity is the shrinking job market. The vet student knows that he or she can get a job straight from school, with a starting salary of $16,000. And for those applicants who are motivated by ecological reasons, the future large animal veterinarian will play an essential role in the world food shortage problem.

But whatever the reasons, the applications are increasing. At the New York State College of Veterinary Medicine at Cornell University, 659 students applied for admission in 1973, whereas 1,006 students applied in 1975. And with this increase in the number of applications, comes a more stringent admissions policy. Yesterday's vet school applicant may have gotten in with a three-point average and a 1200 score on the GRE. But today's average vet student has a three-point five average with a 1300 score on the GRE, and of course, the required 10-week animal practice job.

One veterinarian confided that he didn't think he could get into vet school if he had to apply today. "These kids are smart, smarter than I was at that age, even the ones who are denied admission."

Hopefully, now you don't feel as if a denial is the end of the world. There are alternatives. Perhaps a career in animal welfare, or animal technology, or veterinary research appeals to you. What about human medicine? While medical school is still difficult to get into, there are many more of them, thus increasing your chances. In fact, they accept 37 per cent of their applicants.

But if you are adamant about becoming a veterinarian, re-evaluate your situation. Go in and talk to the admissions people at the vet school. Find out if you "just missed it", and reapply.

"One-third to one-fifth of the denied applicants reapply a second and even a third time," explained Dr. R. F. Kahrs, chairman of admissions at New York State College of Veterinary Medicine. "If they were close the first or second time, their chances are fairly good of being accepted the next time."

But, if you didn't "just miss", face the facts. No matter how many times you apply, you are just not going to get into veterinary school. Don't become a career pre vet.

"This is the most tragic situation of all. Less than 10 per cent are so obsessed with becoming a veterinarian, that they just keep applying year after year. "Instead of pursuing an alternative career, they will spend their lives fixing up their application, re-taking the GRE's, resubmitting references and applications, only to be denied admission time and time again," commented Dr. Kahrs.

And for those who don't want to keep reapplying, there is always the prospect of foreign vet schools. "If you have the money to travel and pay tuition, you stand a very good chance of getting into a foreign vet school," said Dr. Kahrs. "There are now fifty Cornell graduates studying veterinary medicine at the university in Italy."

Oftentimes, the education is inferior (excluding the English speaking countries) which makes it quite difficult to pass the state exams necessary to become a licensed veterinarian. And when foreign vet students transfer to American schools, the difference is sometimes quite noticeable.

"Usually a foreign transfer will lose one or two years of credit," explained Dr. Kahrs, "but occasionally we find the knowledge level so insufficient that they must start at the beginning again."

Now if you seem discouraged about becoming a veterinarian, remember, people can get into veterinary school. But most important of all, the people who don't get in pursue other careers just as fulfilling as veterinary medicine.
ARGIE in ACTION...

by Ann Voorhees '76

Anyone who has participated in or watched most sports at Cornell has probably seen Argie. He teaches skin diving and water polo in Teagle Hall, and acts as a trainer for football, hockey, and junior varsity lacrosse. He is much a part of the Cornell sports scene.

Bill Argetsinger, or Argie as he is familiarly known, and his wife, Terry, have one son. Argie grew up in Ithaca and graduated from Brockport State College in January 1969 where he played basketball and majored in physical education.

Upon graduation, Argie wanted a job in high school coaching and teaching. However, a job at Cornell opened and he started in the program here. He explained, "I was always involved in things happening at Cornell since I grew up in Ithaca. There was a tremendous influence on me from Cornell sports."

His duties as a trainer are many-fold. In all three sports Argie's job includes taping, fitting equipment, and treatment of injuries. He also designs a weight program for the hockey team to keep the players in top form. At times he is involved with two sports at once since football starts in August and runs to the end of the season, and hockey starts with a Fall Camp.

Being a trainer demands that he be at the games. With actual game time, practices, and lead-up programs, training is almost a full-time job. Participation in a sport is also time-consuming. Programs run all the time, including over the summer to keep players in shape for the season. "Not many students will sacrifice time to play two sports because it is so demanding," Argie said.

This is a recent trend in college sports; according to Argie, since many seasonal sports now overlap. Preseason training and lead up programs for a winter sport start right in the middle of a fall sport season.

Argie has been active in sports all his life. "I like being around sports," he said. "It's exciting. I wouldn't call it work because it's not work if you're doing something you enjoy." However, this doesn't mean that he is happy all the time. He is very competitive and doesn't like to lose. "My biggest fault as a trainer is that I get too involved in the game instead of looking at it professionally. I act more like a fan than a trainer."

For example, last year's hockey season was the scene of what he calls "my most frustrating moment." In the Yale game at Yale, the score was very close the entire game and Cornell should have been defeating that team easily. Argie started getting upset and was given numerous warnings by the referee about his conduct. Every-

thing came to a head when the referee made a bad call against us. Argie looked wildly around, grabbed a water-bottle and started to throw it at the ref as he skated by. Greg Yawman, manager of the team, grabbed the bottle, asking, "What do you think you're doing?" Argie lost the glazed look in his eyes and turned to Greg saying, "Thanks, I needed that."

Argie's interest in sports doesn't stop with his training duties. In the summer, he plays in a softball league and on an area traveling softball team. Argie has participated in this league for four or five years and has been a definite asset. Last year his team won the regional championship and he was selected as the Most Valuable Player of the tournament.

Second to sports is Argie's interest in bartending. He has tended bar in local taverns, and would like to own or have part interest in a bar someday. "No two days are alike when you're tending bar. They're different because people are different."

This interest in people is reflected in his attitude towards training too. He likes being a trainer because he meets the players and other people involved in the sport, and gets to know them well through the contact they have during the season. He enjoys the intimacy established with many of the people because the friendships last far beyond the season.

Eventually Argie would like to become a trainer for a professional team. "Any athlete would like to go on and become a pro," he said.

Another possibility is to become a head trainer at a college. He would prefer a junior college because it would give him a chance to coach too. Coaching was his goal when he completed college and he'd like to fulfill that goal someday.

Bill Argetsinger has influenced many athletes. His behind-the-scenes contribution to Cornell sports can not be measured in the number of wins and losses the teams have tallied. Argie is one person that many will remember.
by Joanne Dalton '76

As Cornellians, we sometimes become so involved in the drudgery of our work that we overlook the beauty of our surroundings. Our campus has often been called the most beautiful in the country yet so many of us have failed to fully explore it.

Last spring, I asked graduating seniors what they would miss the most. Parties and friends won but the campus scored a close second. The excitement of freshman year, afternoons in Collegetown, lunch in the Straight, and walks in the woods were all mentioned. The “hangouts” were frequent favorites including local bars and campus facilities.

Each of us will leave eventually. We will remember Cornell as a place we can return to and as an experience that has become a part of us.
1. Viewing gorges without paying admission
2. Buying books, bagels and milkshakes in Collegetown
3. Dog with student
4. Hiking up Libe Slope
5. Uris Library in a new perspective
6. Walking through woods to class
William Charles Baker, '98, artist and Emeritus Professor of Freehand Drawing, spent 64 years after his graduation painting in Ithaca and teaching at Cornell. He loved the Finger Lakes countryside and was known to remark that

"We live in a beautiful world and those who live in the Finger Lakes region dwell in one of the finest parts of this beautiful world."

Many students were exposed to Baker's zest for living and his enjoyment of beauty. Professor Baker taught his students that, "Keenness of perception, awareness, is one of the most valuable assets that can be acquired, and that drawing is one means to this end."

Baker's own talent was discovered when he was an undergraduate in the College of Agriculture where he majored in chemistry. Even then his drawing ability was so outstanding in biological sciences that various professors called upon him for illustrations for their publications. After graduation he taught mechanical drawing in the Engineering College.

It was during this period that he decided to make a career of art. In 1904 he went to France where he studied drawing and painting for a year at the Julian School.

Dean of the College of Agriculture, Liberty Hyde Bailey, requested that Professor Baker return to Cornell in 1905 and illustrate Dr. Bailey's American Cyclopedia of Horticulture. Some 200 illustrations were needed for this three volume compilation which is still in print. Professor Baker contributed 57 drawings and several photographs.

In 1907 he was appointed assistant professor of drawing in the College of Agriculture by Dr. Bailey who considered drawing to be an "indispensable aid to teaching accuracy of observation in the biological sciences," according to the Faculty Necrology.

"My father once asked another artist to draw a branch," related Miss Ethel Bailey, "The artist drew a plant with opposite leaves. My father replied, 'You drew that plant wrong. It has alternate leaves.'"

"But my father knew that when he asked Professor Baker to draw something that he would draw it exactly like he saw it," stated Miss Bailey.

Because of Baker's accuracy, Dr. Bailey called upon him for illustrations for another compilation, this time an Encyclopedia of Agriculture, a four volume work. It deals with the history and all aspects of agriculture and farming. The illustrations, mostly pen and ink, depict farm tools from the first crooked stick through modern machinery; tropical and temperate agricultural products and how they are grown; farm animals and poultry; the evolution of farming and associated architecture, and so forth. There are some 400 illustrations; about 100 were drawn by Baker.

In 1913 he was advanced to a professorship which he held until he became emeritus in 1938. "My father enjoyed teaching. His classroom on the top floor of East Roberts was always crowded with objects which he attempted to draw," related Mrs. Elizabeth Baker Wells. "He claimed that he could teach anyone to draw, but he could not promise to make an artist out of everyone."

"Keenness of perception, awareness, is one of the most valuable assets that can be acquired, and that drawing is one means to this end."

Stuffed birds, plaster casts of heads and feet, dried weeds, spheres, cubes, sometimes fruits or flowers, and much more were stored in this room.

One of his treasured acquisitions was a human skull which found its way to the top floor. "Father often walked up to campus from downtown by the way of the city cemetery, and if he met the caretaker the two would enjoy a visit. He once mentioned that he would like to have a skull for his students to draw," according to Mrs. Wells.

The caretaker said that occasionally in opening a crowded plot some previously interred remains were disturbed and if a skull turned up he'd save it.

"Not long after they met again and the caretaker said he'd found a skull and had wrapped it in newspapers. He put it under the loose floorboards of the cemetery toolshed, back in a corner. My father could get it after dark and not mention it to anyone."

She continued, "So one dark evening he went to the shed, pushed in, groped to the far corner and reached under the boards, felt around and found something wrapped in paper, pulled the parcel out and clutching
Professor W. C. Baker's "Milking Time" depicts a man and a cow meandering through the Autumn woods. This drawing was done in pen and ink and watercolor. It squeezed out the door and started to walk away. But something had grabbed him and he could not move."

"For a moment it seemed that all the ghosts he'd ever read about closed in," revealed Mrs. Wells. "But he squirmed around and found that the door had closed tightly on his coat. The next day the skull reached the classroom safely."

In addition to teaching and illustrating for Bailey's publications, Baker was a frequent contributor to various Cornell publications. His photographs and etchings appeared in numerous College of Agriculture bulletins, leaflets, monographs, the Cornell Countryman, Cornell Plantations and Country Life in America.

On the other hand, in a poem entitled "Weather Wise" that appeared in the Cornell Plantations, Summer of 1949, Professor Baker captured Ithaca weather.

Each morn I bring the lawn chairs out;
At eve, the other wayabout,
I take them back again;
But sometimes even I forget
And when I do they sure get wet, —
It always brings the rain:

And so I've learned, without a doubt,
That one good way to end a drought
Is just to leave the lawn chairs out!

In fact, Professor Baker was not only an expert illustrator, writer but an artist of note. Since he retired at 65, this gave him more time to concentrate on his painting. His inspiring talks and friendly encouragement was missed by all the students who knew him, but they knew after he retired he could paint more.

Professor Baker died on February 20, 1958, at the age of 85. The community will remember him through the paintings he did that captured "this beautiful world."

Praise was bestowed by Baker, for far-sighted people who preached conservation. He wrote about projects of beauty like the Cornell Plantations and the wild life preserves. To Professor Baker, these were places for "rest and enjoyment as well as for study, each a sanatorium where the tonic touch of Mother Earth restores strength and sanity and fosters a love of Nature with its consequent happiness."


But all during his teaching career he found time to paint in oils and watercolor and captured the Finger Lakes countryside on canvas in all its seasonal changes and atmospheric qualities, in a way that caused countless others to see it with a new appreciation.

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**Do You Remember those Murals in Roberts Hall?**

"We're made so that we love/First when we see them painted, things we have passed/Perhaps a hundred times nor cared to see," wrote Robert Browning.

But do you remember passing the murals in Roberts Hall? Professor Baker said to have painted barns, people plowing, wheat and corn fields in the main stairwell in Roberts Hall. Two people in the Class of 1916 "swear that the murals were there."

According to Mrs. Elizabeth Baker Wells, the artist's daughter, she has found appropriations in the Agriculture College minutes designated for redecorating the third floor but she could not find any funds appropriated for her father's murals.

If you remember the murals or have any information about their former existence, please contact: Mrs. Elizabeth Baker Wells of 104 Brook Lane, Ithaca. She believes the fate of the murals lies beneath several layers of paint.
BROWN THUMBS in the GARDEN

by Joyce W. Friedlander '76

As cold weather approaches, we Northerners gradually assume the habits of the bear. While winter sports buffs willingly brave the snow and subzero wind chill factors, the rest of us will hibernate in our technologically comfortable homes. In October, we begin to really appreciate the marvels of gas and electric heat.

Prior to this time, from May through September, many modern men and women shunned the benefits of technology. Getting back to nature, they gardened a path through the spring and summer. Even the Cornell landless could follow this route. Renting a garden plot let them join with and boost Mother Nature along in her task of producing fruits, herbs, and vegetables.

The Cornell Rent-A-Garden-Plot Program is not new. It has existed since World War II Victory Garden days and continued in low key through the 1950's and 1960's. Although no records were kept during those years, figures for the first half of this decade indicate a tremendous rise in gardening popularity.

Part of this increase stems from the addition of the Warren Farm, about four years ago. Currently the largest plot site, it nearly doubled the amount of land available for rent to Cornell gardeners. The area grew to about eight acres. Even during the years since that expansion, numbers have continued to climb. I spoke with Jack Owicki, Chairman of the Garden Plot Committee, last March as the program prepared to swing into its 1976 season. He said, "Interest is growing. About 450 people signed up two years ago, about 550 last year." He predicted, "This year, we expect 600."

The rise in gardening's popularity at Cornell correlates with a similar increase across the country. Part of this is happening within a broader "back to nature" framework. During the spring and summer more people are willing to break from technological slavery and indulge in "earther" activities. Available land is decreasing and technology is gaining momentum, but the simple motions of tending a small garden help people feel independent again.

Gardening also has more "practical" advantages. By renting a garden plot, a Cornellian can grow fruits, vegetables, and herbs that are cheaper and tastier than most supermarket produce. Jack Owicki commented, "Cornell gardeners grow just about everything (you find) in the supermarket that can be grown in this climate."

A small garden plot, 500 square feet, that is well-planned and tended can yield enough food to carry a small family through the summer. A larger plot, 1,000 square feet, can supply families with produce throughout the coming winter if other survival skills, such as canning and freezing, were employed.

Growing and experimenting with personal favorites is another gardening plus. About two years ago, a mint fanatic worked one Cornell plot. "He had about 10 or 12 varieties of mints, and that was his garden. He planted applemint, spearmint, lemon mint, lemon balm, ...," says Jack Owicki. After harvesting and drying the plants, one can use them in teas and sachets.

Probably, the mint man knew what he would harvest, but, often, novice gardeners are surprised. Such was the case of the zucchini lovers. With zucchini, the gardener reaps a plant of plenty: the more you pick, the more you get. "One zucchini plant is enough to feed an army," explains Jack Owicki. "These people planted a whole row of zucchini - 12 zucchini plants in one garden."

Cucumber beetles can demolish crops in a few hours.
Although saving money on tastier produce, especially your favorites, is a "back-to-nature" boom, gardening is not always a bed of roses. Disasters, usually in the forms of bugs and other pests, still plague both the novice and experienced gardeners.

A particularly dramatic problem appears in the guise of a cucumber beetle. These devils tend to all come out at once, and they eat great quantities of crops. Jack Owicki tells the sad story: "You have these little cucumber plants, and (the beetles) can almost demolish them in a couple hours. Sometimes, people will set out their cucumbers and squashes in the morning, but when they come back in the evening to view them, there's nothing there, really. I think they are very unhappy." A slight dent in their economical plans is made when gardeners have to buy more seeds and starters to replant.

**The Great Cantaloup Robbery at Cornell Gardens.**

The Cornell garden plots do not escape society's ills, either. Theft is a small problem, but it does occur. "There was one fellow who was growing this new variety of cantaloupes. He had four of them, and they were huge and looked tremendous. When he was almost ready to pick them, somebody beat him to it. It wiped him out as far as that variety."

Jack Owicki remarked that thefts "vary quite a bit, (but) most people don't have too many problems." Although he can not be certain, he believes that thieves come from outside the gardening community. "I'd like to think gardeners wouldn't stoop to that."

Theft and bug problems might dampen the gardener's practical, economical spirit, but getting back to nature does have other advantages.

A lively community spirit is one compensation. The Cornell gardener belongs to a friendly species. Working side by side, he gets to know his neighbor. Jack Owicki brought my idealism down a few pegs, but, basically, he agrees: "I don't know of any lasting friendships or mar-

**The zucchini dropper strikes the mail room.**

riages that resulted, but you do get to know the people who are next door and nearby." Probably, an experienced gardener would be voted most popular: "Anyone who looks like he knows what he's doing gets pounced upon."

This kinship feeling even extends to non-gardening friends. I guess that sharing the harvest is a grand feeling because every summer my own green thumb relatives and neighbors drown me in a deluge of tomatoes.

Perhaps one Cornellian will be remembered as a zucchini-dropper. Jack Owicki tells another tale: "There was one fellow who was on the Garden Committee a few years ago who planted only two or three plants, but they were more than he could handle. He was giving them away to all his friends until his friends got sick of being given zucchini. So he went to his department, walked into the mail room, and put a zucchini in every mail box."

Of all the reasons for getting back to nature through gardening, maybe the most basic are recreation and exercise. During the summer people have more spare time; gardening is a good tension-reliever, a muscle-toner, and, simply, fun.

If you plan to be in Ithaca next summer, you might want to rent a garden plot to see for yourself what this fuss is about. Watch for the Cornell Rent-A-Garden-Plot announcements in March. You can rent a 500 square foot plot for $1.00 or a 1,000 square foot plot for $2.00. You can also choose between three gardening locations: the large Warren Farm near the Equine Research Park, a site on Ellis Hollow Road, and the smallest area on Mitchell Street, near Cornell Quarters. Sign up early because plots are apportioned on a first come-first served basis.

Stay warm and dry this winter and enjoy technology, but, maybe, in the spring, you will feel the urge to get back to the land. Gardening has many benefits to recommend it, and for those juveniles among us, it is simply a chance to get your hands dirty. Besides, if you had gardened last summer, you might still be picking carrots and parsnips from your plot today.
For some 60 years now, her awesome dimensions have made her into an unmistakable landmark that’s seen by all those who pass through the Cornell campus. And like the university itself, Barton Hall has played a large role in the multitude of events that have occurred over the years.

As a building originally designated as the Drill Hall, Barton was built in 1914 by New York State for the purpose of “enabling Cornell University adequately to discharge its obligations to give instruction in military science.” However, in an attempt to demonstrate how military science encompassed more than just drilling, the superstructure, in 1940, was renamed after Colonel Frank A. Barton whose illustrious activities included serving as Commandant of Cornell’s ROTC from 1904-1908 and 1917-1921.

As a training center for soldiers, Barton Hall has produced many notable individuals who have made significant contributions to America’s war efforts. Among this list of distinguished military personnel are Hugh Elmendorf (’24), Commanding General Bruce C. Clarke (’27), Lieutenant General Robert C. Taber (’38), Major General George Bell (L.L.B. 1894) and others.

In time, however, Barton was to become more than just a center for military science. A review of its history shows that the building is steeped in a heritage of colorful events and happenings.

Amongst the more memorable of these events were the traditional Spring Weekend and Junior Prom dances. Throughout the 20’s, 30’s, 40’s and 50’s, Cornell men, appropriately attired in tuxedos and other suitable dress, would escort their coed dates to Barton Hall where they would step in rhythm to the sounds of Benny Goodman, Harry James, Tommy Dorsey, Duke Ellington and just about every other big band of the era.

In addition to dances, Barton also noted numerous sporting events that have left a distinct mark in the Ivy League record books. Included in this category are the Heptagonals of 1953, 1955 and 1958 in which Cornell either won or shared the Ivy League track championship. Cornell athletic experts also fondly recall the Cornell-Princeton game of 1965. In this crucial game, Cornell managed a 70-69 victory over a rugged Princeton team which had the awesome and remarkable Bill Bradley on its roster. In addition to the victory, the game remains a standout because a record breaking 9,500 jammed into a building that normally holds only 8,000 spectators!

But, as history would have it, Barton has also, inadvertently, housed several demonstrations and protests which reflected the rebellious atmosphere that hovered not only over the campus, but the country as well during the late 1960’s and early 1970’s.

When speaking of such occasions, one must recall the Charter Day Convocation which took place on April 27, 1969. On this day, Governor Rockefeller’s speech in Barton Hall was delayed for some time because anti-Vietnam demonstrators had risen from their seats and proceeded to hold up banners and chant in a disruptive fashion. Eventually, they marched outside where they were immediately accosted by egg throwing students perched atop Statler Hall. After a few mild skirmishes, though, the incident quickly ended.

Another Barton Hall protest occurred on May 1, 1969, when members of the Students for a Democratic Society broke into a restricted area and painted slogans on a Navy ROTC deck gun. Fortunately, no violence occurred and destruction was kept to a minimum.

But amidst all the colorful pageantry and tense drama that have taken place throughout its history, there are two traditional events in Barton Hall that have touched upon the lives of every Cornellian.

The first of these events is the annual course registration, in which nervous freshmen run about in near chaos, reluctantly signing up for courses of which they often know nothing about.

The second event, and indeed the more memorable one, is the annual Commencement Exercise which was held in Barton Hall for many years. For the past two years, the ceremony has been moved to Schoellkopf Field. It is a day when seniors, in quiet anticipation of their well deserved degree, sit in mass, for the last time, and peacefully contemplate the bitter-sweet memories that have molded them into the distinct individuals that they are today. And because of this, Barton Hall will always come to mind whenever they reminisce over their Cornell years.
Professor Richard H. Barnes has retired and been named James Jamison Professor of Nutrition Emeritus. He joined the Cornell faculty in 1956 as the first dean of the Graduate School of Nutrition, a post he held until 1973. Dr. Barnes is an authority on the impact of early malnutrition on mental development.

Charles E. Palm, Ph.D. '36, Liberty Hyde Bailey Professor of Agricultural Sciences, has retired after 45 years as student, entomologist, educator and administrator. Professor Palm, Dean of the College from 1959 to 1972, is a member of numerous honorary and professional organizations. He is currently a member of the National Academy of Sciences—National Research Council.

Philip Taietz, on the staff of the College of Agriculture and Life Sciences for twenty-nine years, has been named Professor of Rural Sociology Emeritus upon his retirement. An expert on aging and retirement, he initiated one of the early courses in the sociology of aging at Cornell.

Professor Paul J. Zwerman, an international authority on the management of water on cultivated land, has retired and been named Professor of Soil Conservation Emeritus. He will be joining the Bureau of Land Management of the U.S. Department of the Interior in Socorro, N.M.

Matthew Drosdoff, Cornell University's first professor of tropical soils, has retired and been named Professor of Soil Science Emeritus. Dr. Drosdoff is known for his contribution in forming a consortium of universities to promote education and research in tropical agriculture in the United States and abroad.

William R. Reeder, Ph.D. '47, has been named professor of rural sociology emeritus following his June 30 retirement. His teachings and research have focussed on the directive factors in the decisions and actions of persons and organizations. In Ithaca, Professor Reeder has been active in university, church and community affairs. He expects to continue these activities, as well as his research.

A. Leslie Neal, a biochemist at Cornell University for twenty-nine years has retired and been named Professor Emeritus of the section of biochemistry, molecular and cell biology.

Charles R. Henderson, a pioneer and leader in the genetic improvement of dairy cattle in the United States, has retired from Cornell and been named Professor of Animal Science Emeritus. He was appointed to the Cornell faculty in 1948 to head the division of animal breeding.

Professor Joseph B. Bugliari has received a $500 Chancellor's Award for Excellence in Teaching. Announced by Ernest L. Boyer, chancellor of the State University of New York, the award is given annually to recognize teaching excellence and innovation. Bugliari, a lawyer, teaches courses in business law and taxation in the College's Department of Agricultural Economics and in the Graduate School of Business and Public Administration.

Professor John E. Kinsella of the Department of Food Science has been honored with the Borden Award of the American Dairy Science Association. The award of a gold medal and $1,000 goes to an outstanding research scientist each year. Dr. Kinsella has published numerous papers in the fields of biochemistry, nutrition, and food technology.

Philip A. Minges, professor of vegetable crops in the College's Department of Vegetable Crops, has received the 1976 Carl S. Bittner Extension Award from the American Society for Horticultural Science. He was recognized for outstanding contributions to horticulture through innovative and valuable extension activities. The award, which consists of a plaque and $200 in cash, was given at the Society's annual banquet held at Louisiana State University.

Edgar A. King, '63, has been appointed by Governor Hugh L. Carey to a Deputy Commissioner position in the New York State Department of Agriculture and Markets. King will oversee the Dairy Industry Services, the Division of Animal Industry, the Division of Plant Industry and the Bureau of Weights and Measures.

William J. Jewell has been granted tenure as associate professor of agricultural engineering. In addition to his teaching duties, Dr. Jewell has been involved in several research products dealing with animal waste treatment.

Charles A. Shoup, B.S. '60, M.S. '65, is currently the Dean of Academic Services at Edison College in Piqua, Ohio.

Albert J. McClane, '43, an author who has published several books on fishing, is the Editor of Field and Stream Magazine.

Norman R. Scott, Ph.D. '62, has been promoted to professor of agricultural engineering. A specialist in bio-engineering, Professor Scott is conducting research to learn how chickens regulate body temperature in response to changing environmental conditions.
What will you be doing for the next 20 YEARS?

Don’t wait until you are a senior to begin your job search. Get on the ball and start early in your academic year.

The College Career Planning Center located in Room 16 Roberts Hall is designed to assist students in career planning and job searching. It is sponsored by the College of Agriculture and Life Sciences.

Mike Gerling Placement Coordinator, Edie Streams Career Exploration Coordinator, and Sharon Radcliffe secretary, share the Center’s duties.

Here’s your opportunity to seek out advice on extension or temporary jobs that will increase your individual skills and job opportunities. Come talk to Mike and Edie about your interests so that you can plan a rewarding career. Familiarize yourself with the job market. Know the opportunities and resources available to you.

HERE ARE THE SERVICES AVAILABLE:

- Senior Search Packet
- Resume and Job Workshops
- Monthly job opportunity listings
- Career Information Library
- Student-Alumni Contact Program
- Summer Employment Booklet
- Information on Internships and CO-OP Program
- Communication Channels and Resources through Faculty Representatives selected to assist in Career Planning and Placement.
Cornell's new research partner... Story on page 10
This issue of the Cornell Countryman deals with the constantly changing face of Cornell and the Ithaca community. One important change soon to take place is the addition of the Boyce Thompson Institute for Plant Research to the Cornell campus. Pictured on the cover is an architect's model of the building.

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The arrival of late fall in Ithaca usually brings thoughts of dying leaves, plants becoming dormant, and the imminent arrival of winter.

This is the time of year, though, when plans and preparations are being made to insure the beauty of the next growing season in the gardens around campus.

One garden in particular has been familiar to several generations of Cornell students - the Lua A. Minns Memorial Garden, now located between Tower Road and the Plant Science building. Containing some of the most colorful flowerbeds on campus, this garden is maintained by the Floriculture and Ornamental Horticulture Department as a memorial to Miss Minns and as a living laboratory for students.

The Minns Garden was not always at its present location. Prior to the summer of 1915, the garden site was a vacant lot at the corner of Garden and Tower Roads, where Malott Hall now stands. While still a student and later with the help of her own students, Miss Lua Minns transformed the lot into a garden of herbaceous plants.

The process required huge quantities of topsoil, time, and labor as well as generous amounts of care and affection. Her Floriculture 10 students learned about herbaceous plants by pulling weeds in the hot sun. But with Miss Minns planting peonies and pulling quackgrass right along with them, the students rarely had any opportunity or cause to complain.

For the past several years the garden has been a place for students to identify and study herbaceous plants. The actual planning, planting, and general maintenance, however, are performed by head gardener Ed Carter, whose efforts have yielded the excellent condition of the Minns Garden in recent years.

While Mr. Carter still is responsible for most of the work, floriculture students this year are returning to the tradition of working in the garden. This fall the Herbaceous Plant Materials class taught by Dr. Robert G. (“Woodies”) Mower is active working in the garden and planning next year’s displays. Members of the class can be observed planting some 6,000 tulip bulbs for April’s show, for example. Dr. Mower, who is responsible for the garden, said that other gardening activities are being planned as well.

In the garden, among the Jewels of Opar, the Creeping Zinnia, the Scarlet Ruffles and the Fountain Grass, stands a sundial with the words “In Memory of Lua A. Minns” inscribed on its granite base. This sundial was erected by her friends as a modest recognition of the lady who started the garden and who was the first instructor of herbaceous plant materials at the New York State College of Agriculture and Life Sciences at Cornell.

Lua Minns entered Cornell in 1912 and received her Masters’ degree in Floriculture in 1918. A quiet person, she lovingly devoted her life to her students, to the department of floriculture, and especially to flowers. “She made her department a living thing,” Cornell President Farrand said of Miss Minns at the memorial dedication of the garden after her death in 1935.

When it was announced in 1960 that Malott Hall was to be built where the garden stood, a new site had to be found. The present spot was available and convenient, and arrangements were made to move the garden there.

The new garden was designed by Robert J. Scannell, a Cornell landscape architect. It has a maze arrangement rather than the large rectangular beds of the original garden. The center beds primarily contain changing displays of spring bulbs and annuals, while its long borders area devoted to various perennials.

The garden incorporates both the old and the new, including plants transplanted from the original site as well as many new plants and varieties which add interest to the various flowerbeds. The original sundial base and pedestal were saved from the old garden.

People other than floriculture students take advantage of the Minns Garden. Other classes use it to study such things as plant pathology and insects. During the summer the garden draws students from other schools, garden clubs from all over the state and photographers.

On warm days people will be seen studying, reading, drawing, eating, sleeping, or talking. The Minns Garden hosts several receptions each year and has recently been the site of two weddings.

Miss Minns would probably be delighted to know that so many people find so much enjoyment in the flowers she devoted her life to. She probably would not spend much time taking credit for the beauty, though. She would rather be working in the garden enjoying its Magic Charms and Scarlet Ruffles.

The original Lua A. Minns garden before it was relocated in front of Plant Science.
The nationwide epidemic of grade inflation has hit Cornell. In the Fall semester of 1975, almost 70 percent of grades assigned in the College of Agriculture and Life Sciences were A's and B's. Twenty-three percent of grades were C's. Only seven percent of grades fell below a C. Last spring, a quarter of the College's undergraduates were on the Dean's List.

What ever happened to the "gentlemen's C" that average students used to get? Does a C grade today denote average work, or something far less?

The statistics available provide no obvious answer, though they show definite changes in grading patterns since 1965-66. Letter grades were introduced that year, and tabulations of grades have been kept since then by the College's Office of Resident Instruction and by the University Registrar.

Comparison of the grade distribution reports over the past ten years since letter grades were introduced shows that

- the proportion of A grades has risen from 16 percent to 27 percent;
- B is the most prevalent grade given;
- C grades are down substantially;
- fewer D's and F's are given now than ten years ago.

Further, in a random sample of 35 instructors who taught in the College in 1965-66 and who were still teaching here in 1975-76, all but four gave proportionately more A grades in 1975-76. Twelve instructors in the sample had doubled the proportion of A's they gave; six had tripled the proportion of A's, and three were giving five times as many A's in 1975-76 as they were ten years ago.

What does it all mean? Are today's undergraduates at Cornell a generation of geniuses? Are they better prepared for college when they enter? Are they more serious about their studies? Or are professors less rigorous about grading?

"Students have caught on. They know how to succeed in college," says Prof. C. C. Russell, who has taught at Cornell for almost 20 years. "Students have learned how to meet the needs of writing formal papers. They are more exam-conscious, and know how to study for them." Professor Russell feels that students are brighter, have more creative ideas, and are quicker to grasp concepts. In his view, they are also more sophisticated about the world. "Regarding legislation, politics, and business, they are very sharp."

Professor Russell is well aware, however, of students' faults today. He says that students are not as well informed about history, economics, or the classics. "They demonstrate an amazing deficiency in spelling and sentence structure, too, but if you didn't mark them for those things, research papers in the '70's would show real improvement over those in the '60's."

There is an irony in the grade inflation question at Cornell. Letter grades were instituted here in 1965-66 because the faculty felt that the numerical grades in use tended to be too low. The faculty was afraid that the old grading system was penalizing Cornellians applying to graduate schools. In effect, the faculty voted to raise grades by adopting a letter-grade system. Now some faculty and students wonder if grades are too high rather than too low.

Students have caught on. They know how to succeed in college.

Cornell is not the only place where grades seem unaccountably high. Grade inflation is a nationwide phenomenon. The trend started about 15 years ago and has affected public and private colleges, including prestigious ones. At Vassar recently, 81 percent of all grades were A's and B's; at Amherst, the figure was 85 percent. More than half of the University of Virginia's student body makes the Dean's List. Eighty-two percent of Harvard's Class of 1974 were graduated cum laude or better.

According to grades and honors being awarded these days, the colleges are chock full of superior thinkers. Yet national scores on the Scholastic Achievement Test and other standardized tests have declined steadily.

Nationwide grade inflation may be rendering grades meaningless. Truly superior students may suffer because of this. "Good students want recognition for hard work," says Dr. H. L. Everett, Director of Resident Instruction for the College. "High grades are becoming an issue now among faculty members," Dr. Everett reported. "The median cumulative average for the College's Class of '66 was 2.44. For the Class of '76, it was 2.91. That's a striking difference."
Grades are high, but Dr. Everett thinks they may have reached a plateau. The upward trend in grades may indeed have hit a peak in the Spring of 1975. There were fewer A’s given the following Fall in all Colleges of the University except for the College of Human Ecology and the School of Hotel Administration. The percentage of B grades remained the same, but the percentage of C’s went up. This evidence is hardly conclusive, however, because grades tend to be lower in the Fall than in the Spring.

The rest of the University is being affected, too. Over the past ten years, changes in grade distribution throughout the University have closely paralleled those in the College. University-wide grade levels tend to be slightly higher than in the College of Agriculture.

As things stand, with 70 percent A and B grades in the College, it is hard for excellent students to get the recognition they deserve. Graduate schools and potential employers pay less attention to high grades now and look instead to other indicators of achievement in order to evaluate applicants. The Graduate Record Examination has become much more important than it once was for gaining admission to graduate schools. Grade inflation, whatever the forces behind it, has narrowed the grading scale.

Prof. Henry M. Munger, who has taught Plant Breeding in the College since 1940, thinks the numerical grading system reflects student achievement better than letter grades. “Letters can’t be averaged; you have to assign number values to letter grades when you calculate a student’s average. So why not stay with numbers?”

Professor Munger feels that trying to categorize numerical averages into letter grades leads to high marks. “You’re reluctant to mark a cut-off within a close array of numerical values, so you mark it only when a sharp break occurs among the values. So an A includes people who would get the numerical equivalent of a B.”

If grading has become less rigorous, students may not learn two traditionally valued lessons of college: self-discipline and how to cope with competition.

The changes in grade distribution do not necessarily mean that professors are less rigorous in their grading, however. For example, part of the increase in high grades may be due to the number of incomplete grades that students take. In the Fall of 1966, fewer than three students in 100 took an incomplete. In the Fall of 1975, one out of ten undergraduates in the College took an incomplete. A student who expects a low grade may ask his instructor for an incomplete instead, which keeps the low grade off his transcript and allows him extra time to finish the work. Since incompletes are not included in the grade distribution tallies, the strategy of taking an incomplete may account for a large part of Cornell’s grade inflation.

Whatever the causes of grade inflation, the phenomenon can hurt students as well as colleges’ reputations. It removes a useful evaluative tool from the hands of potential employers and graduate schools, which may result in more subjective and less just evaluations. If grading has become less rigorous, students may also not be learning two traditionally valued lessons of college: self-discipline and how to cope with competition.

Professor Munger believes that the credibility of higher education is at stake, and that the phenomenon of grade inflation demands careful study. “Colleges and universities have to get together and reverse this trend so distinctions can be made between good and bad students. But, like devaluation of money, it’s not a popular thing.”

If grade inflation does require an overhaul of the grading system, it will not be easy. Professor Munger stated the problem:

“One professor can’t make the decision to deflate grades. He would be out of line with the other professors. Nor can the College of Agriculture make the decision. It would be out of line with the University. Nor can the University make the decision. It would be out of line with other universities.”

Do students deserve all the high grades they’re getting? Until the puzzle of grade inflation is solved, nobody will know for sure. For the Class of ’77, good grades may meet with doubt rather than unquestioning respect.
Picture if you can the Cornell of many years ago. On the site where the Arts Quad now stands, a virtual prairie existed, with Ezra Cornell’s farm located near Morrill, McGraw and White Halls. A handful of young male students and an even smaller faculty were led by Mr. Cornell, a stern Quaker born at Westchester Landing, New York, in 1867. Not long after the founding in 1865, the idea of practical coeducation was introduced at Cornell, with the hearty approval of Ezra Cornell and co-founder Andrew Dickson White.

In those days, the physical layout of the University was dictated more by necessity. According to Leonard J. Mirin, professor in the Department of Landscape Architecture, the campus was quite a different looking place, with a much less formal arrangement of space.

Women’s sweeping skirts would inadvertently pick up dirt and litter as they plodded through the thick mud to get to class. Upperclassmen, trying to evoke airs of maturity and responsibility, smoked fat, smelly cigars and chewed tobacco. Young ladies had to gather their skirts up above the level of such dangers underfoot. Soon young elm trees, most ideally suited to the architectural scheme, were in full leaf. Professor Mirin points out that Frederick L. Olmsted, the original landscape architect of the Cornell campus, “wanted to develop an indigenous American style, rather than imitate the English Oxford/Cambridge style of University.” Does today’s campus layout hold true to the original concept?

Professor Mirin sees the passing of the elm trees as a sad example of how radically Cornell has changed since the early days, especially so in recent years. He sees the older styles as more enduring and charming, while eschewing the unimaginative, box-like structures of the newer buildings. Professor Mirin extolls the neogothic style of Barnes and Sage Halls, while “The IBM Card (Olin Library), and The Sewing Machine (The Johnson Art Museum),” receive low ratings on his charm and personal appeal index.

K. C. Parsons, Dean of the College of Architecture for the past five years, disagrees with Professor Mirin. Dean Parsons is “pleased that the University Administration is paying more attention to the buildings and landscape of the campus. I hope the Trustees are supportive of maintaining the older buildings, but I do believe the Johnson Art Museum has an important and unique function and should stand out from the others.”

The rate of change is occurring at Cornell at a more accelerated pace than ever before in the history of the University. For example, in 1866, no one worried about where to park automobiles on campus. Just 10 years ago, the number of cars on campus was limited to faculty, employees, and upperclassmen. Today even freshmen have cars.

The fact remains that a luxuriant growth of foliage, the verdant hillsides, the plunging gorges, and a properly
managed, ecologically preserved campus are important to many Cornellians, past and present. Professor Mirin explains, “We don’t design buildings, we design the spaces between buildings. Spaces that invite or exclude, seeding, signs, bicycle racks... where do they go, and how can we design the campus to facilitate flow, yet preserve a pastoral setting?”

Mirin believes that trees are important. “They provide a canopy of softening and dappling of light, cooling, shading, buffering noise and traffic.” He also states, “Recently I worked on a contract to replant 20,000 trees in New York City. There are 60,000 trees in New York City, outside of Central Park. Many places in New York are much more richly planted than Ithaca.”

The image of the campus is relative to where you’re coming from and how long you plan to stay. Time is a crucial factor in trying to assess the merits of change in a university setting. Older alums may remember the ring road now going around Morrill Hall as a pathway, for example. The Cornell of yesterday is gone. From what Ezra Cornell conceived of as a land grant institution where “Any person can find instruction in any study,” modern land management techniques and technological influence and growth have metamorphosized Cornell into a complex, sprawling mini-city.

**CONTRAST:**

**The Ivy and the Concrete**

1. Ezra Cornell’s farm, complete with his house and barns, once stood on the site now occupied by Sibley and Franklin Halls.
2. The castle-like quality of Barnes Hall provides viewers with an excellent example of the original campus splendor.
3. The old Arts Quad, circa the late 1800’s. Few buildings, deep mud, and the scarcity of coeds dominated the scene.
4. Olin Library, built especially for use by Cornell’s grad students, is also the repository of the University archives.
5. The Johnson Art Museum, formally opened to the public in 1972, provides a stark and stalwart contrast to the old campus.
A NEW BREED OF IVY

The first Ivies at Cornell had a very distinctive appearance before the turn of the century. Women always wore long dresses highlighted by stiff necks, puffed sleeves, and lace. Long hair would be turned up into a severe bun, revealing the fresh face without a trace of make-up.

A distinguished three-piece suit was the order of the day for the Cornell man of 1890. A student with slicked-back hair, occasionally sporting a thin mustache, would always bear the serious expression of an Ivy League academian.

The Cornellian's apparel, like the Cornellian, has undergone many revolutionary changes in the last 100 years. All biologists know that the evolution of populations works towards progress, but the clothes must speak for themselves.

Only the seasons change.

Though once tall and shaded many of today's Ivies intertwine.
Natural selection favors utility over formality.

Diversity breeds diversity.
For years, Cornell scientists have worked closely on many projects with a private, non-profit research firm nestled in the Hudson River Valley. Scientists at the Boyce Thompson Institute for Plant Research (BTI) in Yonkers, New York have long cooperated with Cornell investigators, including early attempts to control Dutch elm disease. Soon, BTI will be located in Ithaca, expanding the cooperative research efforts.

BTI was founded in 1924 by the late Colonel William Boyce Thompson. Six years before he observed that there would soon be two hundred million people in this country. “It is going to be a question of bread, of primary food supply. I think I’ll work out some institution to deal with plant physiology, to help protect the basic needs of the two hundred million.”

With this in mind, he endowed the Institute to solve problems of food and fiber production and consumption. It has operated since that time as a non-profit, tax-exempt corporation with headquarters in Yonkers, 15 miles north of New York City.

Facilities provided under the agreement with Cornell University will include a research lab with 65,000 net square feet of floor space, 15-20,000 gross square feet of greenhouses, and 25 acres of arable land near Ithaca. The buildings will be constructed on Tower Road near Morrison Hall on the campus of the College of Agriculture and Life Sciences.

Like the College, BTI is concerned with basic and applied research in the plant sciences and related fields of biology concerning modern agriculture and the environment. BTI is internationally recognized for its studies in ecosystem analysis and plant growth reactions to air pollution.

The Directors of BTI have been considering a move from Yonkers for over a decade. The area’s rapid urbanization has produced problems for land use along with increased air pollution. In the mid 1960’s College and BTI administrations began discussing the possibility of moving. Dr. W. Keith Kennedy, then Director of Research and currently Dean of the College of Agriculture and Life Sciences, was invited by BTI to participate in these discussions. By late November of 1971, Dr. Charles E. Palm, then Dean of the College, and Cornell University President Dale R. Corson agreed to further

An overview from the North, locating BTI across from the U.S. Plant Soil and Nutrition Lab.

The greenhouses for Boyce Thompson Institute, showing Bradfield Hall in the background.
explore the possibility of affiliating with BTI.
By 1972, BTI management had concluded that a
relocation with a major land-grant university would be
best. Land-grant institutions could provide the strong
support for agricultural and environmental problems
that BTI sought. A number of proposals from major
universities were screened, and by the spring of 1973
BTI had narrowed its choices to Oregon State University
at Corvallis and the New York State College of Agri-
culture and Life Sciences at Cornell University.
The Oregon State Legislature offered BTI a $6.7
million facility on the OSU campus. Not wishing to lose
BTI to another state, the New York State Legislature
then appropriated $8.5 million to move BTI to Cornell.
In October of 1973, the trustees of BTI accepted the
New York State proposal.
The original agreement of May 28, 1974 called for
occupancy by April 1, 1977. There have been several
financial delays. If construction begins late this year or
early next year, it should be completed in time for BTI
to fulfill its commitment to vacate its present facilities
by July 1, 1979.
Cornell is anxious to bring BTI to Ithaca because the
Institute’s resources would be a valuable asset to the
University’s programs. BTI’s transfer to the Cornell
campus would strengthen the College’s research and
graduate study in biology by bringing to Cornell a
group of dedicated and high-caliber scientists. In addi-
tion, BTI’s budget provides substantial funds for
supporting personnel, graduate stipends and other
needs. These funds could be applied flexibly where the
research need is greatest and most challenging.

The Institute will rise five stories on Tower Road,
west of the N.Y.S. College of Veterinary Medicine.

In exchange, BTI would have the extensive facilities
and services of the University available at a lower cost
than is usual for a small, private research organization.
BTI could continue its research into the effects of air
pollution on plant health and the mechanisms of chem-
ical control of pests, for example, with the College’s
resources and personnel right at hand.

Both the College and BTI are involved in researching
unresolved problems in agriculture, forestry, and marine
biology. Teams from each have worked together on
many projects over the last 50 years. College research
in plant pathology, such as the early attempts to control
the spread of Dutch elm disease on campus, were
centered at the Institute. Graduate students work at
both locations.

By moving its headquarters to the Ithaca campus
BTI, in cooperation with the Cornell Graduate School,
will be able to provide more assistantships and fellow-
ships for graduate students. BTI scientists may be invited
by Cornell to accept adjunct professorships. While
Cornell and New York State provide the facilities and
support services, BTI’s private endowment, with assets
of about $35 million, will provide the income to support
its research programs.

The basic premise behind BTI’s research has always
been that a fundamental attack on problems of plant
life will result in benefits to mankind. The collaboration
of BTI and Cornell scientists will help to further the
dream of the late Col. Thompson, “I should like to get
at the real bottom of the phenomena of life processes... By
doing that perhaps I can contribute something real
to the future of mankind.”

A view from the west, showing the main entrance
to BTI’s research facilities.
WOULD YOU RECOGNIZE ITHACA?

by Janet R. Smith Grad.

"For the times, they are a changin'" So prophesied Bob Dylan, songwriting hero of the 1960s. Ithaca heeded the warning and now, some ten years later, has much to show for the effort. Taking into consideration the needs and concerns of the increasing citizenry, the city remodeled the downtown area and is presently enjoying the addition of a new outdoor recreation center, marina and shopping mall in nearby Lansing. Ithaca is truly experiencing an urban revival.

There once was a time when shoppers made monthly pilgrimages to Elmira, Syracuse or Cortland. That was before the arrival of the Ithaca Commons, and more recently, Lansing's Pyramid Mall. Located immediately beyond the intersection of Triphammer Road and the cloverleaf of Route 13, Pyramid offers stores and merchandise as diverse as the area it serves.

The 400,000 square foot enclosure presently features some 48 stores including J.C. Penney, Montgomery Ward, Hickory Farms and Casual Corner. When completed, the mall's 80 stores will include four cinemas, a Beaujolais Cafe and Dimitri's, a Greek restaurant. Cafe Square, a unique theme area, provides the central gathering place for tired shoppers and fidgety children. The focal point of the setting is a white gazebo surrounded by eighteen fast food operations ranging from a frozen yogurt stand to a Chinese carry-out. Colorful ice cream parlor tables and chairs and costumed attendants enhance the Gay Nineties atmosphere of the surrounding decor. Fountains, music, and more than $30,000 worth of plants provide a bright, relaxing setting for shoppers in this latest addition to the area's business community.

Farther down Route 13 there have also been changes. What was once East State Street is now the Ithaca Commons. Bordered by Cayuga and Aurora Streets, the tree-shaded mall is a gathering place for business people, shoppers, students, artists, and farmers.

A typical day on the Commons might include entertainment by a string quartet, an exhibit of arts and crafts, or a farmers' market. The old Rothschild's has been replaced by a sleek two-story brick and glass structure one block west of its predecessor. Browning and King Clothiers is now Simeon's, a posh bar featuring contemporary music in a Victorian setting.

Around the corner from the Commons stands the DeWitt Mall, formerly the DeWitt Junior High School. The street level features a variety of boutiques and cafes; upper levels have been converted into apartments. Clinton House has likewise received a new lease on life thanks to the concern of historic preservationists. The Allen H. Treman State Marine Park, largest of its kind in the state, features launching facilities for more than 330 small boats.
once dilapidated hotel, now home of the DeWitt Historical Society of Tompkins County, remains a polished example of Greek Revival architecture in upstate New York.

A tour of contemporary Ithaca would not be complete without a visit to the lake. Here too there have been many changes, the most recent of which is the Allen H. Treman State Marine Park. Commemorating the contributions of Treman as a member of the Finger Lakes State Parks Commission, the 93 acre park features launching facilities for more than 330 small boats. The largest marina of its kind in the state, it can also accommodate cruisers up to 50 feet in length.

Following its July dedication, the marina hosted the arrival of New York State's Bicentennial Barge, a 250 foot long vehicle carrying historical displays of New York life at the time of the American Revolution. The marine park joins two other Treman family contributions, Buttermilk Falls and Enfield Glen, in providing the Ithaca area with exceptional recreational facilities.

Winner of the 1976 Design Award from the State Association of Architects, the Ithaca Commons (far left) is complemented by the new Rothschild's (upper right) and Simeon's (lower right), formerly Browning and King Clothiers.

Adjacent to the Treman State Marine Park is Cass Park. Named for former city engineer Leon Cass, the low land at the southern tip of Cayuga Lake has become the focal point of community recreation over the past five years. The $1.8 million facility includes a municipal skating rink, Olympic-size outdoor swimming pool, bathhouses and an abundance of picnic and playground equipment.

Despite all these additions, the old municipal air terminal remains as a reminder of the city's colorful past. Instead of serving travelers, it now caters to patrons of the arts as the Hangar Theatre. Long an Ithaca landmark, the "flats" continue to provide an appropriate complement to the rocky shores of Cayuga Lake and the bustle of downtown Ithaca.

Ithaca's innovators have carefully blended an appreciation of the past with the needs of the future. Continued concern to maintain such equilibrium can only insure that those returning to the city will enjoy the nostalgia of the familiar and the excitement of exploring the new.
The Real World of SID MESIBOV

by Barbara Buoymaster '77

Remember the Marx Brother's movie "A Night at the Opera"? There's a scene with Groucho and a hotel detective. Groucho is accused of having people in his room who haven't paid.

The detective enters. Groucho is sitting at a breakfast table set for four, while his brothers hide in the next room.

Insisting that Groucho isn't alone, the detective says accusingly, "but the table is set for four."

"That's nothing," Groucho counters. "My alarm clock is set for seven."

Sid Mesibov wrote that bit for the Marx Brothers. Sid got into writing by pure accident. A producer friend was in a bind: his writers had quit and he had to have a script done in two days. Gags came easy to Sid so he gave it a try. People thought his material was funny and that was the beginning.

He wrote for the Marx Brothers, was publicity director at Paramount Pictures for 15 years, and worked at the ABC network for nine. This is just part of the real life experience Sid Mesibov is sharing with Cornell students this semester.

How does he like teaching? "I'm having a real ball." And the students? "They're terrific."

Six years ago, Mesibov and his wife bought a house in Spencer. They wanted to get out of New York City and when they made the move found themselves with nothing to do. Sid was soon, as he put it, tangled up with the Ithaca Journal and producing local T.V. for Ceracche cable. Last spring he got an offer from Cornell. Sid figured, "Why not?" and is now teaching writing for radio and television in the communication arts department.

"I'm actually a frustrated doctor," he says, "I got my B.S. in biology, had a year of post-grad in bacteriology, but couldn't complete med school because of money difficulties. I drifted into public relations work by discovering I had a half-baked talent for words."

That "half-baked" talent got polished along the way, but it took a long time. Mesibov hopes he can make the way easier for his students. He remembers when he was at the network getting stacks of resumes each June.

"Few made it. I'm glad to be in the position of alerting them. I tell them, 'This is what you're going to have to face."

"Very little out there coincides with what you learn out of a textbook. Rules are bent. Student idealism can get an abrupt shattering when you step off campus into a station."

Asked if anyone can learn to write, he answered, "No. It has to come out of your head and heart. A teacher can correct mistakes and furnish general guidelines, but either a person grasps the idea of writing or never makes it. If you don't have the talent it can be a heartbreaker."

What else does Sid do? "I think of ways to do nothing. I'm useless around the house, hate gardening. But I love good wit, a good argument, good conversation and most of all a good joke."

Since Mesibov has had real life experience that he enthusiastically shares with his students in class, students are able to grasp concepts that will help them get a foot in the door.

For example, he tells his students that if they have an idea for a TV show, "Do not go to the networks." Instead Mesibov advises taking a couple of scripts and a synopsis to the program's ad agency. "Don't worry about them not reading it," says Mesibov. He assures his classes that the agencies are looking for good scripts. This insight is just part of the real world — according to Sid Mesibov.
Prof. Walter H. Kender, chairman of the Department of Pomology at the N.Y. State College of Agriculture and Life Sciences, has been elected a Fellow of the American Society for Horticultural Science. He was recognized for his outstanding professional achievements in the field of horticultural science and for his meritorious service to the Society. Professor Kender, who also heads the Department of Pomology and Viticulture at the N.Y. State Agricultural Experiment Station at Geneva, was among 11 scientists so honored this year. His research activities at Geneva included work on the effects of growth regulators of fruit crops. Recently he developed methods of protecting grapevines from injurious air pollutants.

Professor Works With Miracle Rice

Prof. Peter L. Steponkus, Department of Floriculture and Ornamental Horticulture, will visit the International Rice Research Institute (IRRI) in the Philippines in order to coordinate a research project with the IRRI, the Boyce Thompson Institute for Plant Research, and Cornell scientists. The project is aimed at developing drought-resistant upland rice varieties. The “miracle rice,” so named because it is grown without irrigation, originated from the IRRI and has resulted in large increases in rice production. However, these new varieties fail to show yield advantage in areas experiencing dry periods. Research will therefore concentrate on basic aspects of drought resistance and breeding in an attempt to alleviate that problem.

The Division of Biological Sciences has named Prof. Kraig Adler as chairman of the neurobiology and behavior section for three years. Before joining the faculty of the N.Y. State College of Agriculture and Life Sciences in 1972, Professor Adler was an assistant professor of biology at the University of Notre Dame. Professor Adler teaches the large introductory biology course, 101-102. He was honored for his teaching ability at Notre Dame with the Thomas P. Madden Excellence in Teaching Award, and in 1975 he received a grant for innovative teaching from the State University of New York. At Cornell, Adler’s research focuses on studies of light receptors and orientation mechanisms in amphibians and reptiles, with special attention to unusual receptors outside the normal eye that are used to perceive polarized light. The National Science Foundation supports this work.

Eddy L. LaDue, B.S. ’64, was promoted to associate professor in the Department of Agricultural Economics. Professor LaDue was appointed to the staff in 1971 and currently teaches a seminar in advanced agricultural finance for undergraduates and a course in production economics for graduate students. Using his expertise in the field, LaDue has conducted research on the application of the computer in farm management and in finance.

Merck & Co., Inc. has named Dr. Donald S. Marshall, Ph.D. ’51, senior development biologist in Product Development & Service Laboratories, Merck Chemical Division. Dr. Marshall joined Merck in 1970 to investigate new application possibilities for Merck agricultural products. He will continue to work closely with Merck Chemical Division customers to aid them in their effective use of Merck agricultural chemicals. Dr. Marshall will also coordinate activities with state and federal governments.

Zilversmit Wins Nutrition Award

Prof. Donald B. Zilversmit was presented with the 1976 Borden Award of the American Institute of Nutrition for his discoveries in the field of cholesterol absorption. Zilversmit, a professor in the Division of Nutritional Sciences, and in the Division of Biological Sciences, is the author of about 200 publications in the areas of atherosclerosis, lipid metabolism and other related fields. A member of the Cornell faculty since 1966, Professor Zilversmit is currently on the editorial boards of “Biochimica et Biophysica Acta,” and the “Proceedings of the Society of Experimental Biology and Medicine.”

John M. Staatz, M.S. ’75, is one of three graduate students in the nation to be recognized by the American Agricultural Economics Association. His Outstanding Master’s Program Award was accepted by his former faculty advisor, Professor Daniel G. Sisler, since Staatz is presently working in the Ivory Coast for the University of Michigan.

The Department of Floriculture and Ornamental Horticulture has advanced Ernest F. Schaufler to full professor. Professor Schaufler is responsible for 4-H and youth programs in ornamental horticulture. Among his many innovative and educational programs, Schaufler has developed a “Talking Plant.” This model explains the importance of plants to man and his environment. It has been used by nearly 1,000 teachers in the last two years and has reached more than 80,000 school children. Professor Schaufler is the author of more than forty youth-oriented publications on horticulture and is well known to gardeners because of a ten year radio program called the “Cornell Gardener.” In 1974, the Federated Garden Clubs of New York State presented Schaufler with the Alice Doscher Horticultural Bronze Medal in recognition of his many achievements in the field of horticulture.
Good teachers are naturally important to students who want the best education. But the talented teacher can become too rare a species in a research-oriented university such as Cornell. That's why the College of Agriculture and Life Sciences is dedicated to creating an environment where good teaching in all of its diversity can continue.

Right now the College is working hard to make a strong faculty even better. Through grants from the State University of New York, the College Fund, and the Office of Resident Instruction, the College encourages professors to enrich old courses or invent new ones. Audio-visual equipment and computers are put to the test, as teachers try to find helpful ways to appraise their own teaching efforts.

For example, thanks to a proposal from Professor Kraig Adler and Dr. Jon C. Glase, students in an otherwise crowded introductory biology course can have their own seats on the reviewing stand for a "Parade of Kingdoms." They sample the diversity of life each week in a virtually private lecture/demonstration provided by a slide and tape, or film loop presentation, combined with exhibits of micro-organisms, live snakes and lizards, birds, fungi, algae, ferns and exotic fishes.

In another area, the College sponsors a series of seminars designed to help new faculty and graduate students teach more effectively.

Looking to the future, the Committee on Scholarship in Teaching, a panel of outstanding teachers, has proposed a plan to guide the continued upward evolution of teaching and learning in the College.
WOMEN AT CORNELL
ABOUT THE COVER

Our cover is an attempt to reflect the very real presence of women at Cornell, and the diverse ways in which women shape the Cornell experience.

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EDITORS
Helene Vigorita
Linda Adams

ASSISTANT EDITOR
Cliff Cockerham

ART EDITORS
Janet Smith
Cathy Ferrand

PHOTOGRAPHY EDITOR
Bruce Crispell

EDITORIAL STAFF
Bruce Berkman
Barbara Buymaster
Bruce Carson
Karen Esposito
Steve Grandin
William Gray
Cathy Rogers
Lori Shapiro
Paula Shuster
Debbie Slotnick
Elisabeth Varak

We erred in the November Countryman in crediting the photographs that appeared with the article on the Boyce Thompson Institute. The credits should have read: Architect: Ulrich Franzen and Associates; Model by: Ulrich Franzen and Associates; Photographs by: Lionel Freedman. We apologize for any problems caused by this error.

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WOMEN'S STUDIES HERE TO STAY
by Cathy Rogers '77

Not long ago, classes at Cornell were dominated
by men in most departments, women weren't encour-
aged to enter certain fields, and professors addressed
their co-educational classes as "Gentlemen." Instances
like these created a new awareness in women of their
roles in society and prompted the development of the
Women's Studies Program. Today Women's Studies is
an established interdisciplinary program in the College
of Arts and Sciences.

The Women's Studies Program grew to its present
level from ideas discussed at a conference on the status
of women held at Cornell in 1969. The first stage was a
Human Ecology course entitled "The Evolution of the
Female Personality: History and Prospects." This was
Cornell's first course related to women and the first
interdisciplinary course on women given for credit at a
major university. In 1970, an experimental program
was created called "Female Studies" which evolved into
the Women's Studies Program in 1972. After a four
year trial period, there was a faculty evaluation and in
1976 Women's Studies officially became a permanent
program. It is designed to offer both men and women a
better understanding of women's roles.

Johanna Ettin, acting director of the Women's Studies
Program, pointed out that women have existed through-
out history, yet little is taught about their contributions.
The women's movement has made great strides to end
discrimination against women, yet the educational system
is still a drawback. The system focuses on men’s achieve-
ments, and places less emphasis on women's contribu-
tions in the development of our country, technology,
the arts, and other fields. "The history of women has
been ignored," said Ettin. For example, one of the most
widely used textbooks on American history contains
only one page on the women's suffrage movement, a
major event affecting women's participation in politics
and government, but includes pages on Prohibition.

The Women's Studies Program hopes to correct the
absence of women in the educational system and
encourage women to be aware of their roles. Ettin said
biases still exist, often unconsciously, and feels programs
like Women's Studies can equalize them.

Women's Studies is not an independent department
or an undergraduate major, but an interdisciplinary
program. Courses combine the history of women and
women's roles with literature, fine art, and religion,
as well as other disciplines. The courses offer diverse
combinations that generate new insights into a woman's
feelings about herself. Course titles range from "African
and Caribbean Women in Literature" and "Women at
Work" to "Remedies to Inequality."

Each semester, about 25 courses are offered. They
are taught by members of the faculty from 13 university
divisions and by lecturers hired by the program. The
enrollment for the program averages about 350 students
in a semester, of which 20 percent are men. Professors
teaching in the program wish more men would take the
courses. Ettin suggested that by being in a minority,
men may be afraid of being attacked intellectually by
the women in the class, which discourages them from
registering. Men who have taken Women's Studies
courses feel they were worthwhile and that they opened
their eyes to things they weren't previously aware of
about women.

Ettin said a particular concern of the Women's Studies
program has been the scarcity of tenured women faculty
members who could serve as role models for undergrad-
uate and graduate women. Prof. Jennie Farley, past
director of the program and a professor in the School
of Industrial and Labor Relations, finds that the pres-
ence of women teachers as role models "has an incalcu-
lable effect on women students who have never had a
woman professor." Studies have shown direct relation-
ships between how well women do professionally and
the number of women professors they have had. This
is one reason why women from women's colleges attain
higher status positions in shorter time. The small
number of women professors at Cornell gives women
students few strong role models to look up to. Similarly,
there are few women for women students to turn to for
inspiration and help in career planning and guidance at
(Continued on page 15)
“What is this delicious dish I am eating?” Told that it was cabbage, the senator replied, “Why, I never eat cabbage, but you may give me more.” Another senator thought the accompanying salad was also memorable.

In 1907, Martha Van Rensselaer served the historic meal of scalloped cabbage and a salad—a meal that was to shape the future of women’s education at Cornell. Two committees from the State Legislature were on a tour of inspection of the campus. Their reactions would decide the future of home economics at Cornell University. Miss Van Rensselaer was called upon to cook for 50 guests and the only place to serve them was a long, ugly, undorned hall on the fourth floor of Roberts Hall. Despite the surroundings, she impressed her guests.

Three years later, in April 1910, Miss Van Rensselaer presented her views on home economics at Cornell to the Legislature. She wanted money to construct a home economics building.

“I want to vote for the women who made that salad,” exclaimed one senator.

Another shouted, “I want to vote for the women who taught me to eat cabbage.”

Within 20 minutes, the Legislature approved the building project and appropriated $154,000 for a home economics building.

Martha Van Rensselaer was not called to Cornell to cook, nor was this the first time cooks at Cornell marked important milestones. The Morrill Land Grant Act of 1862 established a fund “to teach branches of learning as are related to agriculture.” At a conference held at Lake Placid in 1899, Mr. and Mrs. Melvil Dewey, two persons of broad educational background, and Liberty Hyde Bailey, professor of horticulture, discussed the possibility of introducing home economics at Cornell. This is when Cornell President Jacob Gould Schurman balked, “Cooks on the Cornell faculty—never!” Nonetheless, a resolution was adopted asking that “the State... give to household arts and home economics the same practical encouragement which is now given to agriculture and the mechanic arts in State schools and colleges.”

Within the next year, Liberty Hyde Bailey, later Director of the College of Agriculture, began his search for someone who shared his concern about women on farms and who could help him organize a reading course for women. “If home conditions are not right, farming cannot be right,” said Bailey. “Stable agriculture depends on keeping the native stock on the farms contented and happy.”

Miss Van Rensselaer was called to Cornell by Director Bailey from her work as School Commissioner in Cattaraugus County. As School Commissioner, she often traveled on dusty roads from township to township. When she stopped at farm houses, she made mental notes of what she saw: tired, work-worn mothers and undernourished children, and a lack of labor-saving devices. From her dealings with the farmers’ wives, she began to understand their daily activities. As she became familiar with their needs, she realized that farmers’ wives could be less like drudges and more like happy people only through a scientific approach to correct housekeeping.

Martha Van Rensselaer believed in women. Her desire to help them became her goal in life. She lacked a college education, but the job required a fresh approach and she came to it without any preconceived ideas. At Cornell, she found herself assigned to a small basement room in Morrill Hall. Her office was meager: two wooden chairs, a letter file, and a kitchen table with a single drawer to hold pens, pencils, and paper. The office was amply decorated—with exposed pipes.

The first step in bringing the farmers’ reading course into being was taken in 1900. Dr. Bailey sent a letter to over 5,000 women in the state. “In all the vocations of life, there are none in which success depends so much upon the wife as in farming...we do not intend that you should be left out in helping the farmer.” The letter introduced the first bulletin called “Saving Steps” and asked for replies. More than 2,000 women responded.

Miss Van Rensselaer studied the replies and searched for answers to the women’s questions and problems. She told a bacteriologist, “I would like to learn about the bacteriology of the dishcloth so that I can explain to farm women the importance of its cleanliness.” His reply was, “Oh, they do not need to learn about bacteria.
Teach them to keep the dishcloth clean because it is
nicer that way." Despite his lack of insight, she registered
for a course in bacteriology.

Martha Van Rensselaer wrote many bulletins and sent
them to the farmers' wives. Topics ranged from human
nutrition, decorating, canning and preserving, and dust
as related to food and to laundry. The overwhelming
gratitude felt by the women was represented by one
letter in particular: "I cannot tell you what it means to
me to think that someone cares. My life is made up of
men, men and mud, mud. Send me the bulletins and
remember me in your prayers."

Another farmer's wife wrote, "I weigh 120 pounds. I
milk seven or eight cows night and morning; run a separ-
ator; get breakfast, dinner and supper; do most of the
cooking and do all the washing and cleaning."

One woman appreciated the ideas on home income.
"I have cleared $2.44 from 30 hens this last year by your
book on home industries. This year I have three indus-
tries, the profit from two sheep, 35 hens and a patch of
strawberries."

Susan B. Anthony, president of the National American
Women's Suffrage Association, wrote Miss Van Rens-
selaer and asked, "How do you succeed in getting farmers' 
wives to talk? I should like very much to be at one of
your meetings and be like a mouse in the wall, to see and
hear how you get on for I find it the hardest work to get
women to talk on any subject in a public meeting."

The first resident courses relating to home and family
life were offered for credit in the College of Agriculture
in 1903. They were entitled "The Homestead—Externals
of a Farm Home," taught by Professor Bailey; "Women's
Work and Home Economics," by Miss Van Rensselaer;
and "Literature and Art for the Farm Home," by Anna
Botsford Comstock. These survey courses were designed
for students with other primary interests.

During the following year, 1904, the New York State
College of Agriculture was established at Cornell and
an appropriation of $250,000 was made by the state for
its housing. Home economics was included by implication.

With one-fifth of the population of New York State
engaged in the business of homemaking, a winter course
in home economics was introduced in 1906. The course
consisted of a series of lectures by about 20 leading
women in the field of home economics; Flora Rose, a
specialist in foods and nutrition, was one of the guest
lecturers. During Miss Rose's two-week stay at Cornell,
she talked with Director Bailey about the possibilities of
the development of home economics in the College.

Director Bailey asked Miss Rose to suggest someone to
organize a home economics department at Cornell and
Miss Rose replied, "Why not Miss Van Rensselaer? Her
qualities of leadership, her enthusiasm and initiative
and her forward-looking views on education have greatly
impressed me." He hesitated, perhaps because of Miss
Van Rensselaer's lack of a college degree. Miss Rose
pointed out that it was not too late for Miss Van Ren-
selaer to get a college degree.

Director Bailey asked Miss Rose to come to Cornell in
the fall of 1908 to organize the department. She had a
formal college education but she refused to accept the
title of Department Head. So Director Bailey told the
two women that they could share the responsibility. But
he was dubious. "Quite frankly," he said, "I have not
found two people, especially two women, who could for
long work together successfully and on equal footing."

For the next twenty-five years, these two women worked
together for the same cause—establishing home eco-
nomics as a respected and necessary course of study at
Cornell. In 1908, home economics became a department
in the State College of Agriculture. The department
became a school of home economics in 1919, and in
1925 by legislative action it became a college. In 1932,
Miss Van Rensselaer died. Two years later, in 1934,
the present Martha Van Rensselaer Hall was dedicated.
Some faculty felt that it should be called Van Rensselaer-
Rose Hall, but Miss Rose declined. At the dedication,
one of Miss Van Rensselaer's friends said: "That she did
not live to see its completion should not be regretted.
Her spirit vitalized every part of the building. In her
vision she saw the part it was to play in improving human
welfare. In her heart it was completed."

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*Early home economists at Cornell prepare for a home demonstration trip in the first Extension Service car (1915). Second from left is Martha Van Rensselaer, then co-director of the School of Home Economics at Cornell.*
"Men's programs are what they are because of what's evolved in the last 100 years," Cornell Director of Athletics Richard Schultz said. "Women's programs have only been evolving for five or six years."

But in those five or six years of evolution, women's sports have come a long way—especially at Cornell. In the past 13 years, Cornell has increased its women's program from just two teams to 17. And although the number of sports offered has leveled off, the quality of the current Red sports has been increasing by leaps and bounds.

Martha Arnett, Director of Physical Education for Women, believes the turning point for Cornell women's athletics came when Helen Newman Hall was built in 1963. Prior to that, only field hockey and tennis were offered on an intercollegiate basis. The women's athletic offices were located in Balch Hall, women athletes had only sporadic use of the Teagle Hall facilities, and they were often forced to use offcampus facilities. "Things were pretty bad," Arnett admitted. "That was probably the low ebb."

Since the opening of the women's athletic facilities, basketball, bowling, cross country, gymnastics, ice hockey, lacrosse, polo, sailing, skiing, softball, swimming, track, and volleyball have all started. Fencing and crew have been on the Cornell campus since the post-World War I days, but only in the last decade have they become intercollegiate.

But the years of great improvement may be numbered because of one word—money.

Both Arnett and Schultz agree that finances are the major problem, but at the same time, they feel that very little can be done immediately. "It's just an absence of money," Arnett said. She pointed to the current state of the national economy as a primary reason for the problem.

Schultz said that he originally submitted a 1977-78 women's athletic budget calling for a 12 percent increase over this year. But the proposed increase was immediately "whacked in half," he said. The dilemma stems from the fact that other university departments, including nonathletic ones, are receiving just a 3 percent hike. Schultz admits that a 6 percent increase for women's athletics may just barely cover the rising cost of inflation. He added, however, that he is "thankful for small favors"—considering that the women's increase is twice what other departments appear to be getting. Men's athletics will be getting only a 3 percent increase next year, Schultz said.

Both Schultz and Arnett also agree that fund-raising is the best way out of the current financial crunch. But fund-raising for women's sports has been difficult. Schultz has recognized that fact and has authorized the establishment of a post that would deal largely with fund-raising and development for both men's and women's sports. The post, Director of Public Affairs for Intercollegiate Athletics and Physical Education, would oversee the planning and operating of fund-raising activities. Women's fund-raising has been done only on a small scale, according to Arnett. Activities such as a cookie sale and a "run-a-thon" are typical of the money-making projects women's sports have had to use to supplement their budgets.

The best way to raise money, according to both Schultz and Arnett, is to identify possible donors, such as former athletes, and solicit money from them. But again, problems have arisen. The rapid growth of women's sports has enabled a great number of women to participate but, due to the lack of sports several years ago, there aren't many former Cornell women athletes. Arnett added that many of the former athletes are recent graduates, just starting out in business or with a family. These women are often unable to contribute amounts needed to give the programs a cushion. Many of the older alumni are not interested in giving money because they remember the early days of women's sports when the few programs Cornell offered were not adequately funded or recognized, according to Arnett.

Currently, Cornell has some of the best women's teams in the country. Two prime examples are the Red fencing and ice hockey squads. The Cornell fencers have taken the national title five times, while the skaters, under Coach Bill Duthie, a former Cornell men's hockey captain, have quickly risen to the top of the athletic ladder. In skiing, swimming, tennis, and volleyball, Cornell women have always been among the tops in New York State.

Perhaps the most exciting new Cornell women's sport is gymnastics. Coached by Gretchen Dowsing, one of the nation's top mentors, the Red gymnasts have several

... AND ON THE FIELD

by Steve Grandin '77
Cornell women's athletics come in many different shapes and sizes. The women's gymnastics team, thanks to an influx of highly regarded freshmen, will be one of the top squads in New York, while the women's basketball team, also featuring a host of new talent, is eager to prove they are more than a team of just 6'ers. Combined, the two teams form a highly successful one. It's moving that way already.

women who have competed in international competition, including freshman Renee Hack, the U.S. Senior National Balance Beam champion. In just a few years, Dowsing has brought her team from virtually nowhere to be possibly one of the best in New York State.

This year has been a productive year off the field for women's athletics. For the first time, there is a trainer located in Helen Newman Hall to serve injured athletes. The job nearly fell through, though, since the budget called for only "one-half trainer" and supplied no money to equip a training room. Schultz, who just took over his post in July, was forced to "run around and try to find money" to make the women's trainer and training room a reality. Arnett also notes a marked improvement in the quality of women's sports information this year.

Cornell's location hinders its women's athletics. Ithaca is too far from Boston, Providence, Philadelphia, Hanover, Princeton, New Haven, and New York City to economically play a competitive Ivy League schedule. For example, the Red field hockey team traveled to Harvard this fall for a game and spent nearly 50 percent of its entire budget on the trip, according to Arnett. But many local schools, such as Ithaca College, Wells, Elmira, William Smith, Keuka, and Cortland State provide excellent competition in some sports.

The Ivy League is attempting to solve the transportation problem by sponsoring league tournaments, so schools will only have to make one long trip a year, but still have league status. Tournaments are run in cross country, basketball, gymnastics, ice hockey, and track.

Surprisingly, the controversial Title IX rule has not had a significant influence on the strengthening of women's sports at Cornell in the last few years. Title IX is a federal ruling that prohibits discrimination by sex in schools that receive federal money. "There is a misconception about Title IX," Schultz said. "It does not mean equality of funding, but rather equality of opportunity." Changes instituted to conform with Title IX have been the addition of a women's trainer, the extension of football gate passes to women athletes, and an increased availability of men's athletic facilities to women.

Cornell appears to have reached its limit in the number of women's sports it can offer. Now the Cornell administration is looking to strengthen the existing programs. With some luck and a lot of financial relief, Cornell's already extensive program of women's sports can be made a highly successful one. It's moving that way already.
"Pack up your troubles in your old kit bag and smile, smile, smile." There's no fighting it—after the parties and the fun, between football on Saturday and Happy Hour on Friday, all students face the task that first brought them to Cornell—study. And whether it's off to Uris Libe for last-minute research or down to the Ivy Room for some munchies, a student has to carry around the tools of the trade. A quick glimpse around the campus revealed many solutions to this unavoidable concern. Smile!
A. Bookbags come in all sizes, shapes and brand names.

B. Greeting the new day outside Mary Donlon Hall.

C. It's a long climb up to Martha Van Rensselaer Hall.

D. An ever-present "Harvard Bag" waits patiently for its owner to finish reading in Uris Library.

E. Leaving the Straight, bookbag in hand.

F. Roberts Hall bench provides a resting place for students and bookbags.

G. Taking a short rest between classes outside of Olin Library.

H. The Cornell Campus Store provides a wide selection of bookbags in many styles.
The cry—"Quick Henry, the Flit!"—used to strike fear into the hearts of hungry bugs. But despite the many advantages of chemicals such as DDT, their drawbacks demanded that scientists look for other ways to control insects.

Last summer, Cornell scientists announced the discovery of two different but equally promising natural forms of insect control. A group of researchers headed by Dr. William S. Bowers, an entomologist at the N.Y. State Agricultural Experiment Station at Geneva, discovered a chemical in the common blue ageratum which, by upsetting the hormonal balance of certain insects, affects the rate and quality of their maturation.

The other announcement came from Eric A. Pillemer and Dr. Ward M. Tingey, who found that certain leaf hairs in some bean varieties literally stab and capture insects feeding on the leaves.

Tingey, an assistant professor of Entomology at Cornell, has been working on natural bug controls for several years, researching and teaching about plant resistance to insects. He currently teaches a course in conjunction with Dr. Vernon Gracen of Plant Breeding on pest resistance in crop plants.

Pillemer, who conducted most of the studies on this insect defense mechanism, is a graduate student at Cornell in Plant Breeding. This research constitutes a portion of his Ph.D. thesis on the resistance of dry beans to leafhoppers.

Pillemer and Tingey began their research of physical plant barriers to insects as part of a cooperative effort with the International Center for Tropical Agriculture (CIAT) in Cali, Colombia. Insect damage to dry beans is a severe problem in Central and South America, where the crop constitutes a prime source of protein in human diets.

Empoaasca kraemeri, a close relative of the potato leafhopper of North America, seriously limits the production of dry beans in Latin America. Infestations of the pest are so frequent and intense, however, that application of enough pesticides to be effective would endanger both humans and the environment.

Pillemer and Tingey began to study the natural resistance of certain varieties of dry beans to leafhoppers. While examining the damage done to leaves by feeding bugs, they noticed leafhoppers clinging to the leaves of some of the plants. Using a microscope, they found the insects to be impaled on hooked leaf hairs, called hooked trichomes. "As leafhoppers are very active, we concluded that the insects became entangled in the hairs as they moved rapidly over the leaf surface," Pillemer says.

The scientists set out to explore the mechanism by which the hairs control the young leafhoppers, or nymphs, and particularly the effect of the density and angle of the hooked trichomes on the leaf. They found that the higher the density of the hairs, the higher the number of leafhopper nymphs captured. Small young leaves, those most delectable to the bugs and most susceptible to damage, have a higher density of hairs than older, larger leaves, and are thus better protected.

Tingey and Pillemer seem too benevolent to be searching for ways to entangle, puncture, tear and kill. But they don’t mind pointing out some gory details of the trichome mechanism. Using a scanning electron microscope, they observed and photographed the methods by which the hooked trichomes fight insects. They found that the leafhoppers, especially the nymphs, often are impaled in the tender abdomen. This usually proves fatal, as the bugs tend to mortally wound themselves during their struggles to escape.

The abdomen is not the only dangerous place to get caught on a hooked leaf hair. Leafhoppers captured by their leg parts stop feeding and struggle to free themselves from the trichome, frequently becoming impaled on other trichomes during the escape struggle. If unable to escape, the insect usually dies because of dehydration and starvation.

The blue ageratum extract developed by Dr. Bowers could someday be packaged as a spray and sold alongside other insecticides. Its chemical structure is relatively simple and could be synthesized fairly easily. The extract consists of two precocenes, or anti-juvenile hormones, which force insect nymphs to mature early.

Although the extract is as dangerous as the hooked trichomes to insects, it is as safe as the trichomes for the environment and for humans.

The work which led to the discovery of the extract began over ten years ago. Bowers was searching for a

by Bruce Carson '77

“Quick, Henry — the Blue Ageratum!”
biochemical difference between humans and insects, one which could be exploited to control bugs without damaging other forms of life. He found that difference to be juvenile hormones that occur naturally at various periods of the insect’s life and that prevent the insect from maturing as long as the hormones are present.

Juvenile hormones have been used successfully to control mosquitoes and flies, but they have been of little use in agronomy since they work only during the short periods when the insects lack them. Also, most of the damage done to crops occurs during the larval stage of the insect. In 1972, Bowers set out to find an anti-juvenile hormone which would shorten the larval stage of the insect. “Frankly, it was an act of faith, a long shot,” he says. But with a grant from the Rockefeller Foundation and his choice of some 18,000 different plant seeds, Bowers and three associates—Dr. Tomihisa Ohta, Ms. Jeanne S. Cleere and Ms. Patricia A. Marsella—began to test the effects of various plant extracts on immature insects.

“In the course of our studies, we found several plant extracts that inhibited feeding, interfered with molting and were generally toxic (to insects),” Bowers notes. Finally the team of scientists found extracts with the effects they were looking for, the anti-juvenile hormones. They discovered that Hemiptera, especially milkweed bugs and cotton stainers, were most susceptible to the hormones.

Spraying the hormones during the larval stage causes the bugs to mature early, shortening their most damaging eating stage. Application of the chemicals to adult females sterilizes them and blocks the release of sex attractants. The hormones also cause the yolks of eggs in pregnant females to be resorbed. If the eggs do survive and hatch, the nymphs will mature early. Adults which contact the hormone may be forced into diapause, a form of hibernation.

This all means that the precocenes could be applied to a population of bugs in mixed stages of development and affect the entire species’ population without endangering other forms of life.

According to Bowers, the hormones’ partial specificity has two implications. It means that a breakthrough in chemical structure will be needed to control other insects to a full extent. On the other hand, the existence of partial specificity may lead to the discovery or development of hormones that control specific selected species of pests.

What about the future of trichomes and anti-juvenile hormones? Pillemer and Tingey are checking the possibility of breeding the trichome defense into beans with characteristics that fit farmer and consumer requirements in various countries. Their discoveries concerning hooked trichome resistance will be tested to determine the effects of the trichomes in large plantings of dry beans.

Tingey, Pillemer and other specialists in entomology and plant breeding are researching another type of trichome defense as well, this one a combination of chemical and physical mechanisms. This mechanism has been identified in a wild South American potato species which is “exceedingly resistant” to the green peach aphid, a chronic potato pest world-wide.

The defense mechanism consists of a number of “glandular” leaf hairs, or “glandular trichomes.” When an insect touches the glandular head of the trichome, the head expels a sticky substance which physically hampers the bug’s activities by coating its legs, mouth parts and ovipositer (egg laying organ).

The scientists say that although development of potato varieties with glandular trichome resistance may take up to 15 years, it would be worthwhile. Since a trichome is one of the first plant structures with which an insect comes in contact and since it has an immediate effect, the leaves are largely protected from contact with the insect. This could be especially important in reducing disease transmission by infective insects.

Pillemer and Tingey expect that their research into the mechanisms of physical bug barriers will help in the breeding of more insect-resistant crop plants of world-wide usefulness to agriculture.

Bowers is continuing to test the effectiveness and safety of anti-juvenile hormones as an insect control. “We hope it will guide the way to the emergence of a fourth generation of safe and insect-specific pesticides,” he believes that some day farmers will have these hormones as a method to control insect pests. Because they are chemical pesticides, however, proper testing and government approval will take a minimum of seven to nine years and will cost in the neighborhood of $10 million.

So, if you find a worm in your tomatoes, don’t call for the can of “Blue Ageratum” yet. But hang on—it’s coming.
JUNE FESSENDEN-RADEN

The Versatile Vice Provost
by Cliff Cockerham '78

Students are more willing to venture towards the inner recesses of Day Hall these days. In the heart of the University's central administration stronghold, on the third floor, they now look for the open door of Vice Provost June Fessenden-Raden.

The many roles she fills at Cornell seem to add to her overall credibility on campus. As a successful researcher, respected educator, leading academic innovator, and advocate of equal rights for women and minorities, she is often the prime recourse for students with problems. And despite the varied and time-consuming roles she fulfills on campus, June Raden still places prime importance on her job of mother at home.

Raden graduated at the top of the Class of '59 at Brown University. After a one-year stint at Tufts Medical School that ended in disillusionment, she transferred to the graduate school to study biochemistry—her undergraduate honors research field. The doctorate led her to three more years of pure research before accepting her first faculty position as an Assistant Professor of Biochemistry at Cornell in 1966.

"I need to teach," explained Raden. "This contact with students is enjoyable and fulfilling. At Cornell I've taught several biochemistry lab courses for undergraduates and graduates, and given undergraduate seminars."

Tenure was granted in 1973 and a year later Raden became the Associate Director for Academic Affairs in the Division of Biological Sciences. In 1975, Raden accepted the broad challenge to improve the quality of undergraduate education at Cornell as the new Vice Provost.

Her shift from educator to educational innovator is an interesting one. She first became concerned when seniors she had known in her courses for only two or three weeks requested recommendations from her for medical schools because they knew no other professors. Raden then recognized the need to bring students and professors at Cornell back in touch with each other.

"Size is one of our problems," said Raden, discussing the plight of Cornell's biology students. "The Division of Biological Sciences has almost 100 professors spread out in 20 buildings for over 1600 undergraduates."

On March 6, 1974, then Associate Professor June Raden wrote Division Director Richard O'Brien advocating the formation of a biology center to give the Division, and most particularly undergraduate biology majors, a "home."

According to Raden, she sought help from the faculty and administration, whose reaction was: "It sounds great, but do you think the students would be interested?" Raden placed an advertisement in the Cornell Daily Sun which attracted some 50 students to an organizational meeting. When she put the proposal of a biology center to them, the reply was: "It sounds great, but do you think the faculty and administration would be interested?"

Relying on a wide base of support, Raden succeeded in the effort within 11 months. Space was allotted, funds were earmarked, and the present Biology Center in Stimson Hall was established. At the same time, June Raden took on the role of Associate Director for Academic Affairs.

As Raden worked to improve undergraduate education in the Division of Biological Sciences, she gained renown with the students. They elected her to the student-selected faculty seat on the University Board of Trustees. In 1975, University Provost David Knapp decided that all the undergraduates would benefit from her special interest in improving education if she were Vice Provost.

"You've been complaining enough; now do something about undergraduate education." That's what it seemed like they were saying when they offered me the Vice Provost's position," Raden recalled. "I love teaching, but I knew if I didn't take the job, I would have to keep silent, because I wouldn't have any right to complain."

Raden's sweeping task as Vice Provost is to improve undergraduate education at Cornell. Though her efforts mainly focus on freshmen and sophomores, they also involve graduate teaching assistants and faculty. The emphasis is on the communications gap.

"One of the great things about Cornell is diversity, but a perceived inaccessibility keeps the students from availing themselves of everything on the campus. Communication will have to combat shyness and ignorance at all levels, including the pre-frosh. And we also have to remember that communications is a two-way street."

Building a communication bridge between the students and faculty is her primary goal. Raden actively encourages undergraduates to have the "willingness,
motivation, and perseverance to go after that Cornell education." Through the faculty and special programs, Raden wants to identify the academic resources and create roads of access.

Vice Provost Raden views her position as that of a facilitator. She searches throughout the Cornell community for constructive new ideas from educators facing real problems in their respective fields, and then she works to implement them.

Despite Raden's responsibilities as one of Day Hall's key figures, she refuses to abandon teaching. This past fall, she served as teaching assistant in Biology 430, which is the modular biochemical laboratory methods course that she worked to establish before entering the administration. Next spring, the Vice Provost will be teaching an undergraduate seminar with Prof. William Provine on the History of Biology.

While the laboratory is an important part of her life, many colleagues and students feel that the demand for her time is more pressing in the Vice Provost's office. Although Raden has not yet reconciled herself with the idea of giving up an exciting and important area of research, she feels that the chances are about 90 percent that she will stay in administration. "In the administration," Raden explained, "I can have input and see the outcome. Because I have support here and chances to be creative, I find it gratifying."

A woman like Raden, active in the administration and on the Board of Trustees, is naturally viewed by people on campus as an advocate of equal rights for women and minorities. Raden cannot help serving as a symbol for many; however, she holds no formal administrative role in this vein.

"One can't help but be cognizant of the problems women have on this campus," noted Raden. "Women and minorities at Cornell have not yet gained equal opportunity. There is a long way to go in the need for sensitivity and education. Some have come a long way and those who have succeeded have a burden to educate their colleagues by providing the demonstration of doing their jobs well and assisting the career development of their peers."

For Cornell, Raden wants the efforts the University wishes to invest in minorities and women clearly defined and then put into effect. Affirmative Action programs, according to Raden, should seek out qualified women and minorities, and give them an equal opportunity to demonstrate their ability.

Vice Provost Raden is not only a successful professional woman, but also a dedicated mother. A widow, she knows the difficulty of raising a child as a single parent. At the same time, she feels it has been easier for her in some ways. "A woman with a child but no husband," she said, "doesn't have to justify working for a living and as a result, people are more supportive."

Conflicts between her roles as professional and mother arise only rarely. Her time commitment choices fall either way under different circumstances but, according to Raden, they never seem to border on neglect of any one part of her life.

Raden said, "A woman doesn't have to make a choice between a full-time career and a family. She can do both, but it requires understanding and support from family and professional colleagues. Then she has to learn to budget her time."

During the transition from Academic Affairs to the Vice Provost's office, Raden held three jobs simultaneously. She remembers her then nine-year-old son commenting at the end of that hectic period: "It's nice that you only have two jobs now instead of three, but I wonder what it would be like if you had only one."
STRETCHING
THE BIG RED
DOLLAR
by Cathy Ferrand '78

The next time an advisor can't find your transcript, ask where his secretary is. Or the next time there aren't any paper towels in the restroom, ask the dorm staff about it. These are two signs of the current trend at Cornell—money saving!

According to a release published by the Office of Public Information, many units at Cornell recorded savings over their planned budgets for the 1975-76 year. For the endowed units, the total accounting surplus was approximately $2,967,000. However, the University still had to dip into $3.4 million of capital reserves and $728,000 of unrestricted bequests which would previously have gone into endowment.

Cornell's aim has been to save money by cutting unnecessary spending. It has been successful in a number of ways. One area of saving cited by University Treasurer Arthur H. Peterson was that of vacant jobs. Consolidating jobs and not filling vacant jobs immediately saved $575,000 more than the original estimate of $340,000. If your advisor really couldn't find your transcript, don't worry; at least you still have an advisor.

Cornell increased its current investment income by about $560,000. According to Peterson, roughly half was due to improved money management which allowed a larger part of the University's money to be invested for interest. Much of the improvement in the year-end budget figure resulted from efficient management.

Part of the University's savings came from accumulation of maintenance projects which have been left undone in recent years. According to University President Dale R. Corson, "It has been estimated that we have from $7.5 to $10 million in such projects that are of an emergency nature." A campus as large as Cornell requires continuous maintenance of buildings, sidewalks, roads, and lighting. So when you fall in a pothole because of the poor lighting in some obscure corner of campus, just remember that you're boosting the financial cause.

Several budget areas showed surpluses. In designated funds, much improvement was made through savings by deans and managers. This money was reappropriated into their budgets for the current year.

Some accounts had smaller deficits than were expected. The $1.5 million deficit originally anticipated in general purpose funds was revised down twice to a final figure of $620,000. As shivering students on campus might expect, the Central Heating Plant showed a $580,000 improvement. However, the plant still ended 1975-76 $175,000 in the red.

Physical Plant Operations showed a marked improvement, too. It began the year with an $885,064 deficit which it brought up to an almost break-even position. How did they do it? One method used was pasting stickers near light switches reminding students and faculty to turn off the lights when leaving the room.

According to Peterson, enterprise units of Cornell changed pricing policies to catch up with negative balances in their accounts. If food or items purchased on campus seem a little more expensive than in the past, that may be why. Peterson said, "Essentially the University was able during 1975-76 to make substantial progress towards achieving financial equilibrium, whereas we had feared we would lose ground."

The state of the national economy greatly influenced the finances at Cornell, too. Peterson explained that "The budget for the year was prepared almost two years ago, during the worst of the recession, so that in part one might attribute the results to improvements in the economy." But the University's financial condition is still not healthy. Cornell used up $37.5 million in capital funds over the last 11 years to support operations. This slightly exceeded the amount received from gifts and market gains available for the support of operations. As President Corson said, "the University will need to continue its austerity programs for several years to catch up, even with such fine performances as 1975-76."

To whom does the credit for saving belong? President Corson gave the credit "to people at all the operating levels of the University, to deans, to department heads, to faculty members and to the support staff, people who have taken seriously Cornell's problems and been zealous in their efforts to cut costs and increase income." And credit also belongs to the students braving the cutbacks.
Jane S. Tutton, '68, had an article published in last May's issue of The Western Horseman. The article, "4-H Polo: Hybrid Sport," is an upbeat description of this new sport designed for young horsepeople. Ms. Tutton is an illustrator for Cornell's Department of Animal Science, and lives in Ithaca.

A. C. Davis, Ph.D. '50, has been promoted to a full professorship in Cornell's Entomology Department. He has long been considered the leading authority on Northeast vegetable pests and their control. He is also a government consultant on insect study and pesticide regulation.

Raymond C. Nichols, '52, received a Distinguished Service Award from the National Association of County Agricultural Agents. He was nominated by his fellow agents for his leadership achievements. Nichols has served on state-level committees and task forces for the coordination of Extension and Cornell faculty research.

Dr. Leroy Coggins, professor of virology and director of the Research Laboratory for Equine Infectious Diseases at the New York State College of Veterinary Medicine, has recently received patents for two areas of his work. The patents involve Dr. Coggins' invention of a new test for "swamp fever," or equine infectious anemia (EIA), a disease affecting horses. The test is generally known as the "Coggins Test." Both the production of the EIA antigen and the EIA diagnostic test are now protected by patents. Dr. Coggins is presently spending 12 months at the Federal Institute for Virus Diseases of Animals at Tubingen, West Germany, as a result of his being awarded the Humboldt Award for Senior U.S. Scientists.

The Northeast Section of the Wildlife Society has honored Patricia Rixinger, '76, with the P.F. English Award. The award is given annually to the outstanding wildlife student in the Northeast. Ms. Rixinger, who was a major in the Department of Natural Resources at Cornell, has served as a teaching assistant in wildlife courses, as president of the Cornell Conservation Club and at the Iroquois National Wildlife Refuge.

Claire Garrett, '70, whose major was communication arts, is now the Plant Lady in the Boston area. Ms. Garrett writes a column on plant culture for the Marblehead Reporter and also wrote "Keep Your Greens in the Pink," a column for The Waterfront Era. Her business includes lectures, house calls to diagnose sick plants, designing interior landscapes and teaching adult education courses on plants. Claire can be heard on WESX radio where she answers gardeners' questions.

E. Walter Cowen, Jr. has been appointed chairman of the Department of Rural Sociology at the N.Y. State College of Agriculture and Life Sciences. Professor Cowen joined the staff in 1973. He served as associate director of the Northeast Center for Rural Development last year. He received his B.S. degree from Delaware Valley College and his M.S. and Ph.D. degrees from Iowa State University.

Cornell graduate Ernest H. Cowen, '65, has been named executive director of the Agribusiness Institute of Florida. In his role of executive director, Cowen will lead and coordinate all the Institute's activities. The Agribusiness Institute of Florida is a non-profit organization serving as an information and public relations unit for Florida agriculture. Women's Studies

(Continued from page 3)

Cornell. It is discouraging for women when they run into only men at the top positions in their field. "It tends to make them feel they are doing something they shouldn't be."

The Women's Studies Program is trying to combat this situation by encouraging women to apply for university positions so there will be more positive models for women. Ettin felt that just the presence of the program has tended to make those doing the hiring consider women for jobs that otherwise might have gone to men without discussion or thought of women.

Besides the courses, the other main activity of the program is the sponsorship of Friday seminars featuring topics of interest for and about women. The seminars are open to the public and serve to spread the ideas of Women's Studies out into the community. In 1975, more than 3,000 people attended the lectures. This year, topics included "Women and Affirmative Action," "Women's Magazines in 1976," "Career Ladders for Women in Clerical Jobs," and "Women in Traditionally Male Professions."

Women's Studies is an important step forward for Cornell women. It is pledged to provide women with information they need to adapt to their changing roles in today's society. For the future, Ettin summed up with the need for more courses and more women professors. Ettin admitted there are gaps in the program which the program directors are striving to fill. More courses are needed in literature, government, and the ideology and theory of the feminist movement. "Steps must be taken to solidify the gains the program has already made. Too many courses come and go because they are taught only one semester by a visiting lecturer," she added. The Women's Studies Program is off to a good start and promises to be a solid educational discipline that will give both men and women a more accurate picture of women's roles.
"The University is fortunate indeed to have a person of Constance Cook's qualifications to take on this important responsibility for Cornell," said President Dale R. Corson. "Her knowledge of state government and her legal and administrative talents will be of great benefit to the University in fulfilling its land grant responsibilities."

CORNELL STRENGTHENS LAND GRANT MISSION

To strengthen the land grant mission, Cornell University's Board of Trustees has appointed Constance E. Cook, lawyer, former member of the New York State Assembly, and former Cornell University trustee, to fill the newly-created position of Vice President for Land Grant Affairs. She assumed the new office on November 1, 1976.

Since the major objective of land grant universities is to "teach such branches of learning as are related to agriculture and the mechanic arts," the College of Agriculture and Life Sciences, through extensive research and development, has been a principal force in extending the benefits of the land grant idea to the public.

Cook will be responsible for promoting Cornell's land grant programs through development and coordination of public service efforts of the endowed and statutory colleges at Cornell. The duties of the new Vice President will include coordinating relationships among the statutory colleges at Cornell, the State University, the New York State legislature, and executive agencies. The new position will also involve the development and execution of the annual statutory operating and capital budgets.
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ON THE COVER

This issue of the Cornell Countryman deals with the history, activities, and controversy associated with Cornell's land grant status. Featured on the cover are student proposals for the re-landscape of the Ag. Quad.

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MORRILL LAND GRANT ACT OF 1862

by CATHARINE L. ROGERS '77

"...to promote the liberal and practical education..."

Like many great ventures, the story of Cornell's founding weaves the chances of fate and the dedication and foresight of men into an intriguing story. Cornell owes its existence to the generosity and sagacity of Ezra Cornell, the perseverance of Andrew D. White, and the vision of Justin Smith Morrill, sponsor of the Morrill Land Grant Act.

By receiving the land grant from the Morrill Act, Cornell became one of 68 institutions of higher education in the United States founded during the latter part of the nineteenth century. The Morrill Act proved to be an important development in education and made it possible for the educational system to flourish into what it is today.

Our state universities, primarily land grant institutions, are attended by one out of five students. They confer 40% of all doctoral degrees, all of those in agriculture, half of those in science and engineering, and a quarter of those in the arts and languages. Should it be thought that the universities neglect quality for quantity, 25 Nobel Prize winners have been from land grant colleges.

The influence of the land grant institutions extends into the daily lives of people all over the world. Discoveries in science and medicine, technical advances, and research into new and profitable ways of food production have come out of these institutions. Billions of dollars have been added to the nation in return for the comparatively small initial investment. This record of achievement supports the land grant idea that a society that supports public universities is the chief beneficiary in terms of increased wealth, better health, and general well being.

The Morrill Act was particularly significant for two reasons. First, it promoted the idea that anyone with the ability for a higher education should have the chance for one and secondly it provided the incentive to bring this equal educational opportunity idea to life. The Land Grant Act reversed the traditional idea that only the wealthy had access to education.

The purpose of the Morrill Act was to provide for "...one college in each state to teach agriculture and the mechanic arts... in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

Terms of the act gave each state a grant of Federal land. The land was allotted on the basis of 30,000 acres for each member of Congress in the state. The profits from the sale of the land were to go to the university for investment. If federal public lands existed within a state, these could be claimed. If there were no public lands, the government issued land scrip in undeveloped states equal to the number of acres allowed.

Concern arose over the fact that eastern states could locate a great block of land in a western state and in a sense establish a colony. To avoid this, the act required that land scrip be sold and the proceeds invested in safe stocks with the dividends going to a college for agriculture. Each state was required to provide one such college or forfeit the grant.

The first time Morrill's bill was brought up for a vote, it was passed by the Congress but vetoed by President Buchanan. However, in 1860 the southern states seceded from the union and the climate for passing the bill grew more favorable. Without the southern opposition, Morrill introduced a second bill which proposed studies not only in the agricultural and mechanic arts but military tactics as well. With the War Between the States fast approaching, the bill was signed into law on July 2, 1862 by President Abraham Lincoln.

When the Morrill Act was passed in 1862, Cornell University was no more than a dream in Andrew White's head and 300 acres of farm land owned by Ezra Cornell. New York was the most populated state in the union. With its total of 33 senators and representatives, it was continued next page
With the land grant fund totally available, Cornell proposed that the college be located in Ithaca.

Committee on Literature. Despite their different background, White and Cornell soon realized their common educational goal. Events leading to Cornell University’s founding began with a resolution by White that the People’s College, major contender for the grant, be investigated to see if it could meet the necessary requirement. To satisfy the requirement, the college had to acquire ten professors, accommodations for 250 students, operate a farm of at least 200 acres, and add a library and laboratory facilities. The People’s College was hopelessly inadequate and the proposal’s needs wouldn’t be met within the specified time period. The grant was withdrawn.

With the land grant fund totally available, Cornell proposed that the college be located in Ithaca. He offered his farm of 300 acres as the site, to erect suitable buildings, and give an additional sum of $300,000 on the condition that the Congressional College Fund endow the college with $30,000 a year.

White introduced a bill “to establish Cornell University and to appropriate to it the income from the sale of public lands.” Friends of the People’s College and other small colleges who had some hope of obtaining a portion of the grant rallied against the proposal. Cornell and White instigated some practical politics to get their proposal passed; bargains, concessions and unwritten promises. It was passed with a few revisions and signed by Governor Fenton on April 27, 1865, signalling the official birth of Cornell University.

Once the land was allotted for the university, the question was how to make the most of it. Cornell bought 100,000 acres of land scrip from New York for $30,000, buying the remaining land certificates for 20c an acre down payment, with the agreement that as the land was resold, he would pay the additional cost per acre. The university would reimburse him and any surplus would go to the Cornell Endowment Fund.

Thus the University Endowment Fund existed in three parts. The first was known as the Founder’s Fund and included Cornell’s initial gift of $500,000 and donation of the site. Supplementing the Founder’s Fund was the College Land Scrip Fund, financed through the sale of the land scrip by the state to Cornell. Lastly, there was the Cornell Endowment Fund, to be drawn from eventual profits on the land sales.

Cornell realized the importance of carefully choosing his land. He knew the value of the timber lands of Wisconsin and spent his own time and money to carefully select the best possible tracts to make his investment as lucrative as possible. His intelligence in the management of the land scrip and the sale of his lands brought benefits for Cornell and New York State that were far greater than any of the other states. Most states converted their scrip immediately to cash, flooding the market and lowering the prices. Cornell was wise enough to realize the future value of the land and held out against the continuous pressure to sell the land quickly for cash.

Cornell’s prudence can be seen in comparing the returns from the land scrip for other states compared to the overall returns on Cornell’s carefully managed sales. For instance, Illinois received 480,000 acres of scrip and sold it for $648,442. Rutgers received 210,000 acres; the sale price for the land in scrip was $115,945. Pennsylvania received 730,000 acres and sold them for $439,186.

Cornell University, however, was fortunate to have an able financier in Ezra Cornell. His practical dealings with New York’s 990,000 acres gained a sum of over $5,460,038 for the university. The original scrip purchased by Cornell was $688,576 but yielded the largest sum from resale. Cornell insisted on holding on to his land and waiting as it increased in value. His shrewdness is reflected in the size of the eventual endowment to the University.

The history of Cornell, like so many other universities, was dependent on the Morrill Land Grant Act. The act proved to be a far sighted proposal, benefiting not only students but the entire nation. Morrill Hall, a tangible tribute to the man and his vision, adorns numerous college campuses, a constant reminder of the contribution of Justin Morrill and the Morrill Act.
“The only reason the Finger Lakes Region of New York has the most acid rain in North America is because of pollution blown in from practically everywhere west of us.” This is a statement from Dr. F. Harvey Pough, a herpetologist in the Division of Biological Sciences at the New York State College of Agriculture and Life Sciences.

Acid rain is a term describing precipitation that has a low pH, the result of burning fossil fuels in homes and factories, releasing of automobile exhaust into the air, and other sources of sulfates and nitrates that come from combustion. These chemicals are dispersed into the air and later washed out by rain, filling the temporary ponds where salamanders and other amphibians must lay eggs.

Studies conducted in the Adirondacks revealed that about 50 percent of the lakes lying above elevations of about 2,000 feet are quite acidic, having a pH of less than 5. Of these lakes, 90 percent lack fish life. In other areas of New York State, brook trout and white suckers have been found to be particularly vulnerable to acid rain.

Fish are not the only victims of acid rain. Professor Pough’s research has shown that amphibians, such as the spotted and Jefferson salamander, are adversely affected by acid rain in the Ithaca area. According to Professor Pough, the temperature and acidity of the water affects salamander embryos. Since amphibians must lay their eggs in water, the early embryo is sensitive to harmful acids in the water. Most spotted salamanders hatch successfully at a pH of 7, while the Jefferson salamander requires a pH of at least 5 to hatch normally. Due to the low pH of 3 or less found in temporary ponds affected by acid rain, both spotted and the Jefferson salamanders have high abnormality and mortality rates.

The decreased size of salamander populations has severe ecological ramifications. According to Dr. Pough, “One Ambystoma (spotted salamander) eats 80 midge larvae a day, and these are the top vertebrate predators where there aren’t any fish.” In addition, birds, rodents and other small mammals rely on salamanders as a part of their food supply, thus creating a worrisome gap in a highly complex food web.

Putting the problem in an international perspective, Dr. Pough commented that “The acid rain problem was recognized as a severe problem in Scandinavia at least two decades ago.” Researchers G. F. Hendrey and R. F. Wright at the Norwegian Institute for Water Research in Oslo found that “A lake or a river, often overpopulated with large numbers of small or stunted fish, is subjected to a long-term decrease of the pH.”

The first American research into the problem was conducted in 1974 when Professor Gene E. Likens of Cornell found that winds from the Midwest carry industrial pollutants over Ithaca, where rain washes it down to form acid precipitation.

What is the solution? Dumping huge quantities of limestone into lakes to act as a mitigating agent after the damage has been done is “hardly a solution,” according to Dr. Pough. It wouldn’t help the Ithaca salamanders, anyway, because of their temporary pond habitat, which dries up in the summer. The salamanders lay their eggs only during the early spring. Besides, dumping large quantities of limestone into lakes is expensive. People simply wouldn’t be willing to pay such a prohibitive price, according to Dr. Pough. He is convinced that “you must go to the source to solve this world-wide problem.” Of course, getting industry and automobiles to stop polluting the air, and consequently stop the acid rain problem is easier said than done.

Professor Pough’s research has shown that the spotted salamander is adversely affected by acid rain.
New York City got a taste of rural America last summer through a special program in urban gardening developed by Cooperative Extension. Dan Goldman '78, in the New York State College of Agriculture and Life Sciences at Cornell and Tina Isaris '77, spent this past summer working in a pilot program on gardening in vacant lots, backyards, and rooftops at various sites in Brooklyn and Manhattan.

Dan and Tina met extension agents at Cornell last year and learned of the pilot program planned in cooperation with 4-H to develop demonstration gardens for city-dwelling kids. Cooperative Extension had previously worked with agencies in Brooklyn through programs in nutrition, consumer education, and youth development. Last spring, the U.S. Department of Agriculture allocated $38,000 to Cooperative Extension to be used for this urban gardening project.

The program sounded like an intriguing challenge to Dan and Tina who were hired as student assistants. John Ameroso, formerly a Peace Corps agronomist in Viet Nam, was hired as the year-round gardening specialist. Lawrence Lewis, an assistant holding a Master's degree in pomology from Cornell, concentrated on fruit crop problems. The group's combined knowledge covered all facets of gardening, from general plant sciences to floriculture. “We made a great team,” Dan related. “Tina knew all about the flowers and ground cover while I knew more of the fine points of the vegetable crops.”

The group had to start the program from scratch. “All we had was money,” explained Dan. They were located in an office in a YWCA building on Third Avenue in Brooklyn and had to begin by buying all the fundamentals, including office supplies. Phil Pepe, the 4-H Youth Development Coordinator and their link with Cooperative Extension, assisted in the educational program, providing inspiration and “a constant supply of energy.” As a result of the group's efforts, 133 young people between the ages of six and 13 saw how a garden grows during the summer of 1976.

Garden sites had to be prepared during the month of June, before the city schools were out. Dan “moved a lot of dirt” in the process; converting a vacant lot into a fertile field is no small task. “Each site is a story in itself,” and there were about 12 of them. The first lot was at the foot of the Manhattan Bridge. Once it was trash-free, Dan and an assistant from the neighborhood started to dig. What felt like bedrock turned out to be chunks of a brick wall covered by a few feet of dirt. Dan insists “an archaeologist would have had a ball. We found glass, boots, cans, lots of flea market items.” A sofa and remnants of a refrigerator were even unearthed in the process.

After the sites were cleaned up, topsoil was delivered. The first site, for instance, required 40 cubic yards or two large dumptrucks full of soil. The group tried to get the neighborhood kids involved since they would take over the care of the garden once it was prepared. Curious children stuck their noses through the fence and were captivated the minute they saw a few caterpillars crawl by. Adults became involved, too, especially when they realized that flowers and vegetables were really growing.

Though most of the demonstration gardens were located in rather rough neighborhoods, the group encountered few problems. There was only one site where any vandalism occurred and this was not of a serious nature. According to Dan, most people would just stop and stare in amazement when they saw “five foot corn in the middle of a metropolis.” Passing truck drivers got a kick out of the whole project, shouting comments like, “Right on, tomato power!” as they drove by.

A large part of the summer pilot program involved “hands on” learning. The gardens were a fine opportunity for kids to participate in a group project while gaining respect for nature and the environment. Many came to the gardens ignorant of how plants grow.

The staff taught gardening skills to children drawn from day-care groups, the Police Athletic League, the Youth Corps, the Tree Corps, the Magnolia Tree Earth Center and other city organizations. Other children were members of an organization called A Tree Grows in Brooklyn, which was started by Betty Smith, author of the book by the same name.

The kids attended two gardening skills sessions. The first took place indoors and was basically a “how to” session in preparation for the actual gardening. They learned about tool safety, watched slides of trees and plants, and looked at pictures of insects. Most kids had
A large part of the summer pilot program involved “hands on” learning.

no concept of how things grew. For instance, after seeing a slide of a young corn plant, which was mostly foliage, one little boy said quizzically, “I thought corn was yellow.” The kids dissected lima beans and planted seeds in milk containers to take home. They also received pamphlets prepared by the staff. At the end of the first session, the kids explored the rooftop garden atop the YWCA. Here they observed some of the limitations of their urban environment - air pollution, rain run-off, wind and tall buildings which blocked the sun.

One week later, the kids returned for the outdoor session. They usually traveled to the Boreum Hill garden where a staff member explained such phenomena as how fruits grow out of flowers or why squash leaves are so rough. The kids exercised all their senses — they smelled herbs, felt soil and examined different vegetable plants.

The group learned quickly that there are special problems in metropolitan gardening. Since the sun travels east to west across the sky, a garden that runs north to south and is in between tall buildings gets only two to three hours of direct sunlight a day. The group became very conscious of the sun’s movements and planted those plants which take the shade, such as cucumbers and mint.

What do you do about squirrels who love to pull up cucumber seedlings? Well, squirrels happen to hate the smell of blood. The solution was to sprinkle dried blood meal, a good organic fertilizer, over the soil. And what do you do when the sewer on the corner of your lot backs up and floods your garden? Extra attention to proper drainage proved to be the answer. What do you do when you get termites in your turnips? Termites have not traditionally been considered an agricultural hazard and the problem even stumped vegetable crops specialists at Cornell.

Using fertilizers and other chemical soil treatments, aroused protests from many neighbors. Dan found that people were initially “paranoid” about the use of any chemical or insecticide and resented them being used, no matter how harmless they were. Nor could urban gardeners forget that the gardens were in heavily populated areas. After all, “How could you spread manure underneath someone’s window?” That was obviously out of the question.

All these challenges added to the excitement of the harvest. There is a special sense of achievement from picking sweet corn and zucchini squash from gardens that were once battered asphalt lots. The program turned out to be a successful effort by the U.S. Department of Agriculture to help big cities. In addition to educational pursuits, Edwin L. Kirby, administrator of the Agriculture Department’s Extension Service, noted that this program demonstrated “what can be done in helping low-income urban residents to produce some of their own food.”

In the future, Director of New York City Programs, Dr. Eugene Ezersky, hopes to coordinate a greatly expanded program. He expects to receive funding of about $500,000 and envisions “somewhere around 100 gardens” next spring. Dan and Tina were thrilled to learn of the program’s expansion in light of their participation in the pilot program. In the words of Dan Goldman, “If we didn’t do anything else this (past) summer, there are 133 kids in Brooklyn who now know that corn plants are green, not yellow.”

Despite their urban environment, the gardens thrived quite beautifully.
Charles Rote, archives assistant, examines some of the photos in the library's collection.

Down in the depths of Olin Library, you can find several battle axes and swords that Willard Straight brought back from China, or the old black hat once worn by Isaac P. Roberts, former Dean of the School of Agriculture over three-quarters of a century ago, or even Cornell beer mugs from the year 1912.

These objects are just a sampling of the many treasures housed in Cornell University's "attic."

"This campus was designed for carriages. It was once a beautiful, charming campus. These roads were never meant for cars," Gould P. Colman commented, shaking his head nostalgically. Colman is a University Archivist and Chairman of the Department of Manuscripts in the Cornell Archives.

The question that people constantly ask is "What does the Archivist save and what does he throw out?"

Where does the Archives staff draw the line between priceless gems and secondhand junk? Archivists must anticipate the needs of future researchers, shape the course that research will eventually take and respond to the needs of present researchers.

"Since everything that we collect for our Archives is unique, we try to answer the question of marginal utility: Will the cost of preserving the records be justified? The gems are priceless... the junk is junk," Colman explained.

"We throw away very little except for any duplicates (i.e. pamphlets and carbon copies). Basically what we accept, we keep. There are so many different research projects that many of our collections are frequently in use," explained Kathleen Jacklin, Archivist at Cornell for the past 25 years.

A renewed interest in Cornell University's past, black history and women are examples of the new and popular topics of study. Archivists generate some of the research interest, but much of the interest is due largely to current American interests.

Today students are interested in the University's history. Students ask "What was college life like back then?", "What did the students wear?", "What courses were offered?" and "What did the campus look like?"

The Cornell Archives has become everybody's attic. Cornell students, Ithaca residents, New York State residents, visitors from across the continent take advantage of the vast resources that are housed in the Archives. Even genealogists come to study their family lineage here. The Archives tries to use many non-manuscript materials for display. Among some frequent borrowers have been the Smithsonian Collection and the Museum of American Folk Art in New York City.

The manuscript materials collected include those of Ezra Cornell, Andrew D. White, Jacob Gould Schurman, third President of Cornell and later United States Minister to China and Ambassador to Germany, Professors John Henry Comstock and Robert Henry Thurston.

So the pendulum swings back and forth. When you become familiar with Cornell's "attic," you begin to see the value of all that's accumulated over the years.

"I wonder why Great-Grandfather collected these funny looking Thanksgiving cards?" a younger might ask while rummaging through a musty attic. Yet to Colman and Jacklin, these few Thanksgiving cards, once popular around 1900-1910, are unique. According to Jacklin, such treasures are not included in the manuscript collection but are housed in a special "museum" section.

Wouldn't it be fascinating to read a log written by a young British midshipman who fought in the Napoleonic Wars? Imagine reading about the daily activities on board ship. The midshipman also referred to the type of naval disciplines in the year 1815: "punished 2 men with 36 lashes, all for drunkenness..."

These relics are the common threads that spice up and bind together research. The sources are original, the subjects timely and thus, they can provide valuable and interesting information to researchers.

So, if you are debating whether to throw out your great-grandfather's Cornell banner—Don't! Think before you junk what you consider to be a set of irrelevant photographs and scrapbooks that your great-aunt once cherished. Instead, donate those worn, frayed and tattered documents to Cornell's attic.

From Your Attic
to the Archives by DEBRA SLOTNICK '78
Did you know studies have indicated that the average American family throws away between 10 and 13 percent of the food they buy? Or that most teenagers are concerned about losing weight quickly? And did you know that EFNEP is the official abbreviation for the 4-H Expanded Food Nutritional Education Program - a program being used to reach people with limited resources? If you didn’t know, you aren’t alone. Thanks to the efforts of Martha Mapes and the Extension faculty of the Division of Nutritional Sciences, more people are finding out the answers to these and other questions.

Martha C. Mapes, College of Human Ecology Senior Extension Associate and the Division Extension Leader, explained that nearly every department in the statutory colleges at Cornell has three divisions (undergraduate, research, and extension) that help carry out the university’s land grant mission. “My position serves as a point of contact for two groups,” noted Mapes. “I act as a leader for the Extension faculty in Nutritional Sciences as we work with college faculty and agent field staff to design effective nutritional education programs and I serve as a contact for people who are seeking information.”

Her personal interest and professional responsibility concentrates on reaching youth, ages 9 to 19, of New York State who need, but are often resistant to, nutrition help. This concern led to a special grant from the College of Human Ecology to investigate alternate approaches in reaching older youth who haven’t been especially attracted to information on nutrition.

“I wanted to find out what their thoughts were on nutrition and health, so I asked them!” she explained. Mapes’s first step was to survey nearly 1,000 youth across New York State, asking them what their nutritional concerns were. The replies were overwhelming. Teens indicated that losing weight quickly and the pros and cons of snacking were, by far, their most important concerns. However, questions about acne, drugs and nutrition, and diets during pregnancy were also raised.

From this survey came three innovations. The first was a comic book, *Gulp!*, that presented nutrition information to older youth in a manner that was more attractive to them. Next, a *Fad-Diet Portfolio* was developed for nutrition professionals to use in reaching concerned audiences. Her final endeavor on this grant was a film and video program, *Light and Easy*. Produced in coordination with the “Galloping Gourmet,” Graham Kerr, the film shows how to prepare tasty and nutritious food, achieve that filled feeling and still curb calories.

The first grant ran out, but Martha Mapes’s enthusiasm and ideas did not. Recently, she completed two projects, one on snacking and one on breakfast. Working with a 4-H agent, Mapes also developed a *Snack Resource Packet* for professionals to use with “Snack Wisely,” a new youth project. Another Mapes innovation is “Food in the Morning,” a youth project emphasizing the variety of nutritious morning foods. Go ahead and eat a cold pork chop or a cheese sandwich for breakfast - just be sure to eat a morning meal that includes protein and fat as well as carbohydrates.

Mapes is even more excited about her soon-to-be released slide set on food waste entitled “Trash Tells a Tale.” She is also looking forward to a two-day meeting that she and a colleague, Dr. Christine Olson, are planning for May 10 and 11, 1977. Entitled, “Nutrition, Growth, and Reproduction: Reducing the Risk of Mothers and Infants,” the program will explore the pressing need in the United States to find “better approaches to adolescent health care as it affects infants survival and the future nutritional status of the mother.”

Martha Mapes sees the purpose of the land grant institutions as an important challenge to herself and the others carrying outreach responsibilities through Cooperative Extension. “There are so many different types of people with nutrition problems - the pregnant teenager, the obese executive, the family with limited resources, the eighth grade home economics teacher - that we are constantly researching better ways to disseminate reliable information for people. But they must realize that the carefully planned study takes time,” said Mapes. “It is exciting to try and find ways to model information so it is attractive to look at, easy to get to, reliable to use, and effective in fulfilling the needs of people with nutritional problems.”
Return of the Raptors

Dr. Cade holds an adult peregrine, while two eyasses watch.

The bald eagle, symbol of freedom and strength, is returning to the northeastern United States. So is the peregrine falcon. They are coming back with the help of Cornell's Laboratory of Ornithology.

The peregrine and other predatory birds once nested over all of North America. That was before they became the victims of an expanding urban society, of toxic chemicals such as DDT and of the destruction of their wild habitat, especially in the heavily populated Northeast. In New York State, where the peregrine once dominated the cliffs of the Shawangunk Mountains above the Hudson River Valley and the Taughannock Falls gorge near Ithaca, no wild peregrines have nested for over twenty years.

Likewise the bald, or American, eagle was prevalent in New York. At one time 41 active nests of American eagles existed in the state, but only one nesting pair remains. Located in Western New York, the pair has fledged only one offspring in the last 10 years.

In the early 1970’s, Dr. Tom Cade, Professor of Ecology and Systematics in the College of Agriculture and Life Sciences at Cornell, began attempting to breed and raise peregrine falcons in captivity. After several tries, the first eyasses, or young peregrines, successfully conceived in captivity were born in 1973.

Encouraged by this success, Cade and his co-workers carried the experiment further, and in the summer of 1975 they placed 16 young peregrines in natural and man-made eyries, or nesting sites, in Massachusetts, New York, New Jersey and Maryland.

This past summer the Cornell ornithologists used techniques developed in Cade's peregrine hacking program in an attempt to reinstate the bald eagle as a wild breeding species in New York. Elizabeth Milburn, a graduate student in wildlife science at Cornell, spent the summer helping two eaglets settle into a new home at the Montezuma Wildlife Refuge.

Beginning June 27, Elizabeth, better known as Tina, camped with her two dogs near the 35 foot tower built as a nesting site for the birds. While taking special precautions to keep them from realizing that she was their caretaker, Tina provided the eaglets with food and protection against both predators and the hazards of early flights. She left carp and small animals killed along the road where the birds could easily find them. Refuge officials lowered the level of the ponds near the site earlier than they normally would so that swimming carp would be visible to the eaglets. They got the idea and soon were hunting on their own.

After August 6, Tina commuted from Ithaca to the refuge several times a week, each time leaving food and checking on the birds. It was hoped that making food gathering easy for them as winter approached would keep the young eagles from migrating, thus protecting them from the dangers associated with such travels. On October 16, the pair left the sanctuary. They have yet to be sighted.

Despite the uncertainty of the eagles' well being and whereabouts, Tina remains enthusiastic about the program. Reflecting on her summer with the eagles, Tina comments, "The most important aspect of my summer's work was to show that procedures perfected at Cornell for returning peregrines to their native habitats can be adapted to bald eagles." Though it will be some time before anyone knows how successful Tina's eagles will be in establishing a breeding pair, two more eaglets may be released in the Refuge this year.

Meanwhile, the peregrine program continues in Ithaca, at the facilities in Chester Springs, Pennsylvania and at the Colorado State Wildlife Research Station at Fort Collins. Encouraged by success so far, according to Steve Sherrod of Cornell's Ornithology Lab, 50 percent of the birds hacked in 1975 returned to an eyrie in 1976 as compared to a 65 percent mortality rate for falcons raised in the wild -- preparations are now being made to place one or two peregrines in each of approximately 30 different sites this spring and summer.

Northeasterners, and in fact all North Americans, will soon again be able to watch wild peregrine falcons soar and roll into breathtaking swoops near their ancient eyries. Thanks to the efforts by people such as Dr. Cade, Tina Milburn and Steve Sherrod, the return of the raptors is fast becoming a reality.
Real educators know the value of beautiful surroundings for an institution of learning, and for this reason well-considered plans have been worked out for the embellishment of the Cornell Campus. They know that every alumnus will remember these waterfalls and wooded ravines, these well kept grassy lawns and shaded walks, long after their words of instruction have passed into oblivion. A.J. Lamoureux, February 1921.

In 1870 the Cornell Campus was bare of trees. By 1921, the roadways were lined with maple and elm. "Plantings everywhere transformed the open hillside into a great park...a perfect setting for the great University that has grown up in its midst," observed Lamoureux, a former reference librarian at the Agriculture College at Cornell University.

On top of the hill, toward the east, stood the Agriculture Campus which had richer soil, causing it to develop more rapidly than any other area of the campus. Later a canopy of elms graced the quadrangle faithfully until Dutch elm disease and phloem necrosis began to infect trees in the 1950's.

Prompt removal of the trees proved to be the best method for fighting the disease. "Within two to three years, most of the elms were cut down. People were in a state of shock," said Landscape Architecture Professor Marvin I. Adleman. "After the trees disappeared people began to realize that the elms had a softening effect."

In October 1975, Dean W. Keith Kennedy set up a committee to work on the Agriculture Quadrangle’s restoration. It consisted of: Professor Carl F. Gortzig, chairman of the Department of Floriculture and Ornamental Horticulture; Professor Marvin I. Adleman, program coordinator, Landscape Architecture; Professor David M. Bates, director, L.H. Bailey Hortorium; and James W. Yarnell, staff planner in the Division of Planning and Facilities. The committee's purpose was to investigate the restoration of the trees, the modernization of paths and new areas for reading, relaxing and sunning.

During the summer of 1976, Pamela Rooney, a senior in Landscape Architecture, worked with Professor Adleman on a detailed site analysis of the quadrangle which included maps of existing vegetation, sun angles, pedestrian circulation and other features. The site analysis was a starting point for Professor Adleman's Senior Landscape Course 491, "Plants and Design" as a studio project. Eighteen students' proposals were presented to Dean Kennedy and his staff who have since reviewed them. The committee also presented the proposals to the College of Agriculture and Life Sciences Faculty at its November meeting.

An exhibit of the restoration proposals was displayed in Mann Library during December, in order to get input from the faculty, staff and students. Suggestions ranged from a lily pond or Zen rock garden to approval of the informal planting of trees in the Agriculture Quad. The final restoration design will be selected by the Dean in consultation with the College faculty.

The final plan is scheduled to be developed by January 1977, with subsequent planting of the canopy trees planned to begin late this winter. "Successive stages will be completed as rapidly as College funds and contributions from alumni and friends are received," said Professor Gortzig.

A plaque, similar to the one in Day Hall, will mark and explain the type of trees donated and be placed in the lobby of Mann Library. Pins will locate specific trees and tell the donors' name of the person for whom the tree was given as a living memorial.

As Cornellians, we should heed the advice given by Lamoureux in 1921. "Let us respect the dreams of Ezra Cornell and Andrew D. White; who saw the beautiful possibilities of this almost barren hillside, and then let us remember that all this is the priceless possession of every Cornellian, to preserve as well as to embellish."

photos on next page
NG PATHS
An interview with
Cornell's new Vice President
for Land Grant Affairs

The Woman
for the Job

by BARBARA BUOYMASTER '77

These aren't easy times for colleges and universities. They all have felt the recession of the '70's and many are facing financial crisis. Cornell is no exception. This financial crunch affects the entire Cornell community, particularly the Vice-President for Land Grant Affairs who has to find the funds to keep the university going. Constance E. Cook was recently appointed to this position and is uniquely qualified to do just that.

Why? Well, besides being an alumna of the College of Arts and Sciences and the Cornell Law School, she was a member of the Board of Trustees. She chaired the Education Committee for six of her 12 years in the New York State Assembly; served a four-year term on the Education Commission of the States, a national policy-making organization; and was a member of the Regents' Advisory Commission on the Financial Problems of Post-Secondary Institutions. This experience has given her a thorough understanding of education and the legislative process.

"The fact that I was intimately connected with the legislature has given me the ability to use Cornell's resources effectively," she explained. Because of its history, many of Cornell's financial decisions are made by the New York State Legislature. Cornell's endowment came from the sale of lands received from the Morrill Land Grant Act which Lincoln signed into law in 1862. Several state-supported colleges were established at Cornell over the years: Veterinary Medicine in 1894, Agriculture in 1904, Home Economics in 1924, and Industrial and Labor Relations in 1944.

These four colleges became affiliated with the State University of New York system (SUNY), when it was founded in 1948, but are still part of the land-grant university. All of Cornell's colleges, both state-supported and privately endowed, comprise the land grant university of New York State.

This means that a lot of Cornell's funding comes from Albany, where the university has to compete with other demands on tax dollars. Education is not the highest priority in the legislature these days. "It did enjoy that position for several years," Ms. Cook remembers, "during the building of SUNY. Those were expansion years which were badly needed; we had a lot of catching up to do, but when a period of expansion ends, it disappoints a lot of people."

"If I read what most politicians in the state are saying, particularly the governor, I think they put economic development as the highest priority and for good reason. I believe some work Cornell does will along these lines. Energy is probably their second priority and again I'm hoping Cornell will have a role in solving this problem."

New York's needs for economic development and new sources of energy are known to every state resident. Post-secondary education has popular support, but because it is a less tangible concern than unemployment or the price of fuel its bid for tax dollars is easier to ignore.

Until recently, most colleges haven't taken the time to explain their programs. "Colleges will have to develop the capacity to explain what they're doing to the people and the legislature," Ms. Cook said.

"Fortunately, Cornell realized this some time ago. The first step was to create this office to coordinate these efforts. There are a lot of people who are doing an excellent job. The governor and lieutenant governor are on our board and that's very helpful. But we need to involve the public and our own constituency."

"Colleges will have to develop the capacity to explain what they're doing to the people and the legislature."
"I think we're going to be under severe budgetary limitation for years. I hope that it will stabilize."

Although Cornell's teaching and research have been highly regarded for more than a century, the university's public service programs which benefit many thousands of individuals in every area of the state are not widely recognized. One of Cook's objectives is to make these public service programs better known.

Because Cornell's budget timetable is prepared by the legislature, Cook doesn't have, as she said, "the luxury of sitting down and establishing my own list of priorities." She expects the development of the legislative program and improvement of faculty salaries to absorb a lot of her time, and sees a more independent control of funds as another important objective. When asked how this will affect the students, Ms. Cook answered, "I feel we'll be able to improve the quality of education of those that are here and I hope we'll enable more worthy students to come."

But in spite of recent serious efforts to economize, Cornell is faced with a potential deficit which makes such improvements hard to envision. The legislature cut 41 teaching positions in the College of Agriculture and Life Sciences alone last year (to be spread over several years) and the governor has taken the position that to bring overall spending down, there have to be cutbacks.

How does Ms. Cook feel these cuts will affect the quality of Cornell's education? "I think it's unfortunate that we have to reduce our program," she said. "These cuts are being done as carefully as possible to avoid a drastic effect, but they can't help but have some effect. Reduced dollars started four years ago. If there was any fat they had gotten rid of it. I think we're going to be under severe budgetary limitation for years. I hope that it will stabilize."

That's a dismal forecast, but Cook senses a strong underlying belief in education. "Most of the legislators don't come from very affluent backgrounds," she elaborated, "and education has made them what they are. So they are very supportive, but not blindly supportive, of it. Cornell's support has changed. When I first went to Albany on Governor Dewey's staff, there were a large number of Cornell alumni sitting in the Assembly.

It often used to seem like a Cornell alumni reunion. This has changed; the number of alumni has gone way down, and that in itself has made quite a difference."

Of course Albany is not the only source of funding. Federal grants play an important role in Cornell's finances as do alumni contributions. The national economic slow-down affected these funds, but not to the extent expected. "We had expected a decrease in research funds, but actually had an increase of nine to ten per cent.

"But," Ms. Cook added, "the recession is especially hard on the student body and their ability to pay."

The increase in the cost of running the university cannot be absorbed by increased tuition, because students just don't have the money.

Does she think she'll enjoy her new job? "To tell you the truth," she said thoughtfully, "I don't see it as so different. I was in the Assembly to improve education in the State of New York, among other things, so this job is very closely related. I know I'll enjoy it."

Connie Cook's career is a record of firsts and stamina, her politics always keenly intelligent. In a very complimentary feature written in 1970, the New York Times described her as "an exceedingly apt politician with a slightly off-beat quality."

"I'm not sure what they meant by off-beat," Connie smiled. "I don't consider myself a maverick because I work within the system. I consider myself an independent; I like to make my own decisions."

Whether her approach is off-beat or independent, she is clearly the woman for the job. If anyone can maintain the quality of education at Cornell over the next few years, it is Connie Cook.
What Happened to State Street?
by CATHY FERRAND '78

Fountains and playgrounds on State Street? People strolling along Tioga Street admiring the trees? What happened to Ithaca? The Ithaca Commons! The $1.2 million open-air mall was completed over a year ago as a replacement for two blocks of State Street and one block of Tioga Street in the central business district.

The Commons was designed to rejuvenate the center of Ithaca, which was losing business to shopping plazas outside the city. Mayor Ed Conley, a firm supporter of the Commons, described its purpose as “making it (the downtown area) a people place” and “creating life in the central business district.” When asked if he thought the Commons was fulfilling this purpose, Conley replied, “It’s doing what we want it to do.”

The idea behind the Commons was to beautify a part of Ithaca and create a place people would enjoy. The Commons accomplishes this through its universal appeal. Small playgrounds with slides and structures to climb are provided for children. Trees, fountains and benches dot the length of the mall. Telephone booths and drinking fountains are provided. To insure that the Commons remains a pedestrian mall, dogs, littering and alcoholic beverages are not allowed. Motor vehicles are only allowed on the Commons with permits, and cyclists are requested to walk their bikes to the nearest rack.

The Commons has brought more to Ithaca than a change in appearance. Some changes are just becoming apparent after the Commons’ first year of existence. The mall has slowed the pace of downtown Ithaca. Where pedestrians once streamed down the street and traffic clogged the intersections, people are now taking time to stop and view a temporary art show, a quiet contrast to the din of State Street traffic.

The Commons’ show space encourages different activities in downtown Ithaca. Craft fairs offering leather goods, glassware, jewelry and other items are occasionally held. Musicians playing everything from dhakabellas (Brazilian drums) to flutes or banjos are frequently seen. During the Christmas season, groups play and sing carols up and down the mall against a backdrop of twinkling lights.

According to Conley, the Commons is helping to upgrade the stores in the downtown area. Competition between the shopping plazas and the Commons is strong, but the downtown merchants are changing to serve people more efficiently. For example, a new Rothschild’s building was completed in the summer of 1975, and drive-in banking facilities installed to serve customers more conveniently. The Commons has a number of individual merchants, as opposed to large chain stores,

The Commons’ architectural blend of old and new provides a gracious setting for area Christmas shoppers.
Winner of numerous design awards, the Commons is, above all, a people place.

thus distinguishing it from the local plazas.

The effect that the Commons will have on business is a long-term one. Several salespeople interviewed stated that business had definitely increased since the Commons was built, perhaps due to the novelty of the area. Others could see no change. Some merchants dislike having craft fairs and similar activities on the Commons. The merchants claim that while such events attract people to the mall, they also take business away from the established stores. This problem was something they didn’t have to contend with before construction of the Commons, and it adds to the competition among downtown merchants.

While the Commons has positively affected downtown Ithaca, it has also initiated some unfavorable changes. It has proved to be an inconvenience for the handicapped. While such people used to park in front of a particular store, they are now forced to walk from parking to and around the Commons. Changes in traffic patterns have resulted in much heavier flows at the east and west ends where vehicles coming from the octopus or down the hill must go around the Commons.

More changes are planned for the Commons; some are designed to deal with these problems. A traffic circulation plan to handle the traffic tie-ups at the ends of the mall has been initiated. The city also hopes to beautify the streets surrounding the Commons in an effort to improve the looks of the entire business area.

One section of the Commons has not yet been completed. Plans have been made to build a small mall in the lot between the Home Dairy and the new Rothschild's building. It would be made up of individual shops, and would increase the variety of the Commons.

The Commons has altered the appearance of downtown Ithaca, but how is it being received? For the most part, its first year has been hailed as a success. The Commons has received a number of design awards including ones from the American Concrete Institute and the American Institute of Architects, and is being included in a film highlighting ten malls around the world. Maybe Mayor Conley sums up the Commons best when he says, "Everybody has a perception of what it should be, and it varies." Above all, the Commons is a people place.
THE LAND GRANT.

by CLIFFORD COCKERHAM '78

The appointment of a new vice president for land grant affairs last semester raised a question of priorities with some students and alumni. "Why does Cornell need another high-level administrator just to represent the statutory colleges in Albany?" they ask.

This simplistic approach often lays the blame on "Cornell's sprawling bureaucracy," but the real answer can be found in Vice President Constance Cook's official job description. "The Vice President has responsibility for the development and coordination of public service efforts within the endowed and statutory colleges, and will play a leadership role in effecting communication of Cornell's land grant mission."

These words make today's Cornellians very conscious of the University's ongoing effort to meet its obligations to the Morrill Land Grant Act. Signed into law by President Abraham Lincoln in 1862, the bill attempted to provide funds, through grants of federal land, for education of the working class.

The Morrill Act's broad mandate requires that land grant universities and colleges, like Cornell, work "without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislature of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." This leaves considerable latitude for interpretation.

Many Cornell administrators feel that the Land Grant Mission of the University is simply met by providing education in the fields listed. But on the other end of the spectrum, there are those who advocate that the University make a significantly greater commitment to the education of working people throughout New York State, using endowed college resources.

The Plane Commission Report, a presidentially appointed one-year evaluation of the University's fulfillment of the Land Grant Mission, resulted in several positive recommendations for future action. In the words of the study committee, "We believe the basic thrust for a land grant university of the future should be to strengthen the connection between more traditional forms of education and educational service to a broader public."

The Plane Commission Report places an emphasis upon the total University's land grant commitment explaining, "There is increasing interest in public service within the endowed units at Cornell and it should be fostered. It is through the interdisciplinary combination of the statutory and endowed portions of Cornell that the most significant advances in land grant programs can be realized in the future."

More recently, Director Bryant Robey, Cornell Office of Public Information, released a new publication entitled, "A Broader Mission: Cornell University and the People of New York State." The booklet describes and illustrates the many ways Cornell attempts to fulfill its land grant obligations to New York State. "As New York's land grant university," Robey explains in the introduction of this public statement, "Cornell recognizes a broader mission: to extend the benefits of its research and knowledge to all the people of New York State."

Central to Cornell's public service outreach program is David Call '54, director of New York State's Cooperative Extension. Though directly concerned with the informal statewide education from the New York State Colleges of Agriculture and Life Sciences and Human

David Call works at the heart of Cornell's land-grant efforts as Director of Cooperative Extension.
Ecology, Call's views echo the sentiments of the Plane Commission Report.

"I think Cornell should make an effort to extend its total knowledge resources to the people of the State," explained Call. "Cornell is a storehouse of knowledge, so we should apply the Land Grant Mission to other colleges (endowed), with modifications."

He cautions, however, that not all university programs are suited to this, adding, "Cornell's total resources should be applied as they relate to the needs of the people. It's got to be need-based, because there is no justification for taking anything out there if there is no need for it."

Cooperative Extension relies on continuing community involvement for establishing specific programs to meet the needs of the people. Cooperative Extension County Associations, and the county agents are a key factor in the grass-roots identification of needs in the New York State communities. Call believes that this program is a possible model for public service work in other colleges.

Call explained, "Knowledge is to be shared from—not stored in—the land grant institution. Cooperative Extension is a major form of technology transfer, but Cornell University had outreach efforts as part of the philosophy of the University before extension was established (1914). Because Cornell was the land grant university of New York State there were obligations going back to the charter to get information to the people."

Call cites many examples of non-statutory college programs which can be considered public service work in fulfillment of the University's land grant obligations. But, he still acknowledges the validity of alternative attempts to link more endowed college faculty resources to the needs of the people.

"I could see an office for the endowed colleges to promote, develop, and facilitate off-campus efforts," said Call. "You could do it for the rest of the University, or on a per college basis since colleges have strong individual identities on the lower campus."

Constance Cook '41 fills the key role, which may signify a new level of focus for Cornell, as the Vice President for Land Grant Affairs. Though heavy with the tasks of state relations and administrative duties, her broadly defined job includes the specific responsibility for development of endowed college public service efforts and coordination with statutory college extension activities.

"It is our interest and intent to use the resources of the entire University in fulfilling our land grant obligations," said Cook. "Funding is a problem. There are all kinds of possibilities and I will work hard to explore them."

Still the effort to develop Cornell's broader mission will take time—especially as the new vice president turns her attention to "more immediate financial problems relating to the state colleges and Albany."

One hundred years elapsed before Cornell publicly defined its interpreted land grant obligations to include the humanities, in the Plane Commission Report. Close to three years passed before the University made its first move to implement some of the report's recommendations with the appointment of a Vice President for Land Grant Affairs. In the words of Daniel Leahy, former director of the Cornell Human Affairs program, there is a clear indication of "Cornell's current failure to live up to its mandate for public service and the need to re-orient the University direction."

When the endowed colleges will actually increase their fulfillment of the public service mandate given to Cornell as New York State's land grant university, can not be predicted. But clearly, the time between cause and effect is markedly decreasing.
International agriculture has been part of the scene at Cornell since the university opened its doors. Cornell taught its first course in agriculture in 1868, and a Russian student was among those enrolled in it.

By 1900, Cornell was attracting students from Canada, Switzerland, Japan, and Turkey. In 1908, 17 foreign students from 11 countries were studying agriculture at Cornell, and faculty had traveled to China to assist one of the provincial governments there. From 1924 to 1931, despite massive political strife in China, Cornell and the University of Nanking maintained a program of technical cooperation in plant breeding and crop improvement that worked on the major food crops of central and northern China. This was the first formal international agriculture program at Cornell, and it paved the way for post-World War II technical assistance programs.

Cornell's largest single effort in international agriculture was its assistance in rebuilding the University of the Philippines' College of Agriculture (UPCA) at Los Banos. The college had been nearly destroyed during World War II. Its buildings had been bombed or burned down, its stock butchered for food, its orchard trees cut for firewood. Cornell and the University of the Philippines began a joint effort to rebuild the college in 1952—an effort which was to last eight years.

In 1962, UPCA asked Cornell's help in another long-range project, that of developing a graduate education program. By 1972, when this project was completed, UPCA was a modern teaching and research institution, and the foremost agricultural college serving Southeast Asia. Its strong resources led the Rockefeller Foundation and the Ford Foundation to choose Los Banos as the site for the jointly funded International Rice Research Institute (IRRI) in 1962. IRRI has since become the rice research and training center of the world.

One idea that Cornell brought to UPCA was the land grant concept of public service through resident instruction, problem-solving research, and extension. The concept had a slow beginning in the Philippines due to limited funds and an overloaded staff, but it became an important part of the Los Banos effort.

Cornell gained, too, from its nearly 20 years of association with UPCA. The graduate education development program became an integral part of the University's research, teaching, and extension programs. By doing so, it strengthened Cornell's international activities and its faculty.

According to Kenneth L. Turk, who was long associated with the Los Banos projects, "Faculty members who lived and worked in the Philippines came home with a much broader point of view and a deeper appreciation and understanding of the problems faced by the world's peoples. . . Without exception, they are better informed, more competent scientists and teachers." In all, about one-fifth of the College's faculty participated in the Los Banos effort.

The UP-Cornell Graduate Program also provided the training ground for many Cornell graduate students in international agriculture. By 1974, 14 of the 23 Cornell graduate students who participated in the program held important positions with foundations, international research and training centers, and universities. Furthermore, most of them were credited with two years of overseas experience by their employers, and thus started their careers at higher than normal salaries. In addition, UPCA faculty and graduate students have brought their knowledge and experience to Ithaca for the benefit of students here.

Charles E. Palm, Dean of the College during the life of the UP-Cornell Graduate Education Program, called the Cornell-Los Banos cooperative effort an adventure, and one of the highlights of the history of the College of Agriculture and Life Sciences. He said that the Los Banos experience gave Cornell faculty "a different concept of responsibility to the society of nations than we had before."

In 1963, the year in which the UP-Cornell Graduate Education Program got underway, Cornell instituted the International Agricultural Development Program. This program integrates the many course offerings spread throughout the College which focus on topics in international agriculture. Directed at training students from both the United States and abroad for active
careers in world agriculture, it offers a graduate minor and a Master of Professional Studies degree program in the Field of International Agriculture and Rural Development. Its faculty is composed of 58 professors from disciplines throughout the University.

Virtually every department in the College plays some role in the program, since international agriculture requires expertise in everything from soil science and plant breeding to animal husbandry, nutrition, and public information. Last year, courses dealing with international topics attracted 757 undergraduates and 496 graduate students.

Only about 25 undergraduates have a secondary specialization in international agriculture, but about 300 American and foreign students are doing graduate level work in the area of international agriculture and rural development. Most of these students will enter the field professionally.

The program sponsors five graduate level interdisciplinary courses — in international agriculture, Philippine agricultural development, problems of agriculture in the tropics, and the administration of agricultural and rural development.

The core course in tropical agriculture began in 1968 with support from a Ford Foundation grant. It meets in the spring semester following a two-week trip to the humid tropics with the six faculty who jointly teach the course. This year, as last year, about 30 students in the course will travel to Mexico for two weeks to study.

Cornell undergraduates in the College can study agriculture abroad in a student exchange program administered by the International Agriculture office. Last year, eight undergraduates studied in England, Ireland, Sweden, and Mexico.

The program is also involved with the Peace Corps, helping it in its future Agricultural Research Manpower (FARM) program in the Philippines. FARM is an effort to enhance career development opportunities for Peace Corps volunteers.

Solving world food problems is, of course, a major thrust of international agriculture. Last year, the program co-sponsored a series of seminars with the University's Center for International Studies. The series, entitled STEPS, featured talks on scientific, technological, economic, political, and sociological steps to a better understanding of world hunger.

In August of 1976, the program received a three-year grant from the Division of International Education of the U.S. Office of Education for the establishment of a Center for the Analysis of World Food Issues (CAWFI). "The new Center will strengthen on-campus educational programs on world food problems, encourage research in agriculture and rural development, and attempt to generate public interest in world food issues," said Prof. Edwin B. Oyer, Director of the Program in International Agriculture since August 1974.

In January 1977, Dr. Joseph F. Metz, Jr., was named the new Director of both the Program in International Agriculture and CAWFI. Dr. Metz will be assisted by L.W. Zuidema, Assistant Director of the International Agriculture program, and by a system of committees which will focus on the curriculum, an outreach program, and African agricultural development studies. The activities of the Center will expand upon the existing Program in International Agriculture, serve to enhance the Graduate Field of International Agriculture and Rural Development, and offer educational opportunities through an outreach program.

Course offerings will expand due to the Center, and may include a new lecture series on agriculture in Southeast Asia, crop protection in the tropics, an introduction to tropical agriculture for social science students, and planned agricultural resettlement. The Center plans new publications on world food issues and on the administration of agricultural and rural programs.

Most of the diverse activities connected with international agriculture seem remote from New York State farming. But many grants that fund international agricultural research benefit New Yorkers as well as the College and its international colleagues. For instance, grants for international agriculture have resulted in the genetic improvement of several crops, the introduction of sources of resistance to plant pests, and the exportation of livestock from New York State.

Through the Program in International Agriculture, Cornell's long history of agricultural research that germinated and grew in Ithaca is now yielding important solutions to worldwide agricultural problems. "We all feel proud about Cornell's efforts in international agriculture," said Dr. Oyer. "The continued building of human resources is the most important element of the solution to world food problems."
WHO LIVES HERE?

by CATHY FERRAND '78

Dr. Morse and students use the observation feeding station to study the vision, taste sense and behavior of honey bees.

From the beginning of fall classes until October, passersby are puzzled by the white wooden shack standing on the ag quad. The shack contains a beehive and is used by the students in Entomology 262, Biology of the Honey Bee.

Entomology 262, a one credit hour fall semester course, is taught by Dr. Roger Morse. According to Dr. Morse, the beehive is used to teach students how to establish an observation hive, feed and mark bees, and study the wag-tail dance (which indicates the distance and direction of food from the hive), color vision of honey bees, and the taste sense of bees.

To study the wag-tail dance, students move the feeding station from the Warren Hall side of the ag quad toward the Plant Science side and observe the bees' behavior. As the station nears Plant Science the bees change from the round-tail dance to the wag-tail dance.

The color vision of the bees is studied by using colored feeding boxes. The sense of taste is also studied. It has been found that bees can't taste quinine, a bitter substance, but they can detect different levels of sweetness.

The project involves completing thirteen labs and one term paper. According to the university's course description, "Laboratories include demonstration of sex attractant, swarm orientation, the natural nest, and a study of wasp, bumble bee, and other social insects."

Labs are done on weekends, and, because of the behavior of honey bees, can only be done when it’s sunny. Students may do three or more labs in one day. The labs usually go for only the first half of the semester; the course ends when the labs and term paper are completed, which allows students to finish early.

According to Dr. Morse, Entomology 262 is "intended as a very introductory course in honey bee biology." Although many of the students in it either have taken or are planning to take his other introductory course, 262 has no prerequisite courses and is not limited to entomology majors. Dr. Morse also said, "I try to conduct it in such a way that students don't get stung," a common concern when working with bees.

Dr. Morse tries to limit the course to an enrollment of 15 since he feels students learn more from a lab course if it's small. He has been working with the course for about the past 15 years.

Four Students Receive Honundekah Awards

Four students received awards at the Ho-Nun-De-Kah Barbecue held last September. Judithann R. Hartman, '79, with a 4.11 average, received the Alpha Zeta key for the sophomore with the highest average at the end of the freshman year. Ms. Hartman is an Animal Science major. Microbiology major David L. Conrad, '77, was given the College of Agriculture and Life Sciences award for the senior who had transferred into the College as a junior and had achieved the highest cumulative average at the end of the junior year. His cumulative average was 4.05. Gerald A. West, '78, a Biological Sciences major with a 4.12 average, won the Alumni Prize for the junior with the highest cumulative average at the end of the sophomore year. Barbara Spector, '77, received the Alumni Prize for the senior with the highest cumulative average at the end of the junior year. Ms. Spector carried a 4.07 average.

Gary Fisher, '70, now in sales with WABC in New York City, presented a course for the New York University Adult Education Division last fall entitled, "Introduction to Radio Broadcasting: Skills and Techniques." Before joining ABC, Fisher held radio positions in Binghamton, Long Island, and with CBS.
Young Appointed Chairman

Professor Robert J. Young has been appointed chairman of the Department of Animal Science at the New York State College of Agriculture and Life Sciences. Prof. Young, who took the chair on November 1, has been chairman of the Department of Poultry Science for the past 11 years. He received a B.S.A. with honors from the University of British Columbia, and earned his Ph.D. in Animal Nutrition at Cornell. Prof. Young joined the staff at Cornell as an associate professor in 1960. He is coauthor of the book, *Nutrition of the Chicken*.

Margaret Bair, '77, Mary Joy, '77, and Lisa Savino, '77, have proved beyond a doubt that Cornellians know their cheese and ice cream. The trio were members of the Cornell University diary products judging team, which participated with 22 other teams in national competition in Atlantic City on October 11. The team placed fifth overall, placing second in ice cream judging and third in cottage cheese. Coaching the team was Professor Frank Shipe of the Department of Food Science.

Three College of Agriculture and Life Sciences students have received $500 each in scholarships from Dairylea. The three are Sandra Lee Darrow '78, Charles D. Leonard '80, and Gregory L. Seblink '80. To receive the award, candidates must major in dairy research, agribusiness, agricultural education or home economics. They must also be members of Dairylea employees' families. Since 1966, $31,500 has been awarded.

W. Lewis Perdue, '72, a Communication Arts graduate, has recently had his first novel published. Entitled *The Trinity Implosion*, the book was coauthored by Robin Moore, author of *The French Connection*.

The Eastern Frosted Foods Association, Inc., has provided four $500 scholarships to students in the College of Agriculture and Life Sciences for 1976-77. Students who received scholarships were Antony Gardy, '77; Jean Ann Koberlein, '78; Glenna J. Kopher, '77, and Leslie J. Herzog, '77. Pictured below at the EFFA fall meeting are (l. to r.): Alfred Leffel, EFFA Co-Chairman; Bradford Carruth, '68, of the College Alumni Association; Antony Gardy; Glenna Kopher; Frank Apicella, EFFA President; Jean Ann Koberlein; Leslie Herzog; and Sidney Schwartz, EFFA Education Co-Director.
If the thought of four years in Ithaca leaves you with little more than soggy shoes and chronic congestion, consider studying agriculture abroad. You get credit towards your Cornell degree while learning about the people, customs and agriculture of another country firsthand. You have a choice of four different programs in Mexico, Sweden, England or Ireland.

Last year nine women and four men participated in programs abroad. "All those who've participated have been enthusiastic - even ecstatic - about their experience," according to Larry Zuidema of the Office of International Agriculture. The programs combine the educational opportunity with a good time. As a result, Zuidema described the personal growth and development of most participants as striking.

HERE'S HOW TO DO IT

Any student in the College of Agriculture and Life Sciences with a C+ average or better can apply to the program. Don't panic if you don't know the language of the country before you go. It's not a prerequisite and there's usually plenty of time to learn. Costs and credits vary depending on the particular program, but the total for tuition, room and board is normally comparable to or less than the cost of an academic year at Cornell. Students are usually responsible for their own transportation and personal expenses.

Letters about the programs are sent to freshmen and sophomores, but the best advertisement for the programs is word of mouth. The Office of International Agriculture in 252 Roberts Hall can give you names and addresses of students who have participated in past years.

So if spending a Cornell year on a farm outside of Stockholm or near a castle in Dublin sounds intriguing, consider agriculture abroad.
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Cathy Ferrand
Paula Cimini Shuster

ASSISTANT EDITORS:
Nancy Ryan
Nancy Tomkins

ART EDITORS:
Gary Barnes
Barbara Buoymaster
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ABOUT THE ISSUE:
Our issue is an attempt to reflect
student life and some of the various
activities that students share at Cornell.
Our new format is designed to give
The Cornell Countryman a fresh look.

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1927. The Roaring Twenties. Raccoon coats and Model T's. "Silent Cal" Coolidge occasionally spoke from the White House, reassuring Americans that they would stay at peace and that the economy would remain strong. "Lucky Lindy" flew a non-stop, solo flight from New York to Paris, and Henry Ford was turning out a car every ten seconds.

But what of Cornell students? What were they doing to amuse themselves in those bright days now 50 years gone? They weren't drinking, at least not legally. Prohibition, that old spoil-sport, would be around for another six years. And of course they weren't watching television. But what else was there to do, when the sun was out and one didn't feel like studying.

For one thing there was the downtown theater, advertising "The Best Photo Plays," where one might watch the silent motions of Buster Keaton or Rudolph Valentino. But that was a long walk and cost a dime. What was there on campus?

Certainly there were sports. One student from the Class of '27 wrote, "Before the commencement of classes, there was a football game to attend." And Cornell football, in those days before plastic helmets and padding, was something to cheer about. Besides football, there was baseball, hockey, lacrosse, soccer, tennis, track and wrestling. Cornell, in the 1920's, was the site of the First Annual Indoor Intercollegiate Tennis Tournament, held in that famous Cornell landmark, Drill Hall. You may know it as Barton Hall. Besides the varsity teams, one could always scrape up an after-class game on the campus lawns, complete with cheerleaders.

In 1927 there were 63 fraternities and 14 sororities on campus, and they supplied most of the social activities. Formal rushing season started early in those days, and many hopeful membership candidates spent evenings trying to look acceptable at smokes, dinners or dances.

One of the high points of sorority life was "Hades Night", described in the following manner by one young lady who attended: "The sophomores were all dressed as red devils, and they took us through a mock Hades where they made us do stunts. We had a good time and lots to eat afterwards."

Of course, young ladies and gentlemen, being much the same then as now, found many interesting ways to while away the hours together. A couple might walk hand-in-hand to beautiful Beebe Lake, where a recent incident had prompted the University to erect a "No Slapping Allowed" sign. Or they might go to Fuertes Observatory for an evening of observing. The stars, that is.

For those students with artistic interests, plays by such authors as Eugene O'Neill, George Bernard Shaw and George M. Cohan were ably presented. For literary comedy, there was the Cornell Graphic, which was about to die an untimely death. And there was the Cornell Sun, at that time featuring a heated debate between students and professors concerning the shape of the earth.

Student clubs were prominent, and included the Hermits, the Skulls, and Knickerbocker. The Cambridge Debate Club held court in Bailey Hall. Each year the Annual Spring Day Festival hosted crew races on the inlet of Cayuga Lake.

There were sundry other activities, including games of bridge on Sage roof, games of poker in various fraternities, freshman cap burnings, penny-pitching on the arts quad, and greased pole-climbing. All in all, it was a pretty interesting place for a young man or woman to spend four years.

Occasionally there were even a few odd moments for studying. Things really haven't changed that much over the years.
In the past, regretfully, more than a few Cornellians found that they could not cope with the Cornell environment. The only solution for some seemed to be the extreme of leaving this environment entirely. Obviously this is not the conviction of all. For many Cornellians the answer is that they must regularly "break-out" of the environment that bogs them down and causes short sightedness.

What's the "break-out" formula? For 400 Cornell undergrads and grad students, it's the Cornell Outing Club.

The University Student Organization Directory, states that the club, "Sponsors outdoor trips and teaches outdoor skills." However, the Outing Club's president, Roxanne Nersesian, claims that its importance goes far deeper than trips and skills.

"We're not only a recreational organization. The Outing Club is also an educational and a social organization. And the thing that makes it unique is the diversity of people involved."

At a weekly meeting you undoubtedly have the opportunity to bump into a "typical farm Aggie" or a "committed Double E" or even a "cultured Artsie." But there's even more to it than that. The Outing Club appears to be a successful "break-out" formula because it sets the stage for getting to know other Cornellians. Roxanne explains, "Most of the best
people that I know at Cornell are people that I've gotten to know through the Outing Club."

Does this mean that all Cornellians worth meeting are in the Cornell Outing Club? No, of course not! But it does imply that the Outing Club treats the system of the "Great Cornell Machine" which seems to alienate people from others.

No doubt, if you are presently a student on any campus of Cornell, you can relate to this attraction. And, very likely, you discovered for yourself one of many campus organizations or activities which remedied the problem. Certainly the Outing Club is not the only "break-out" solution.

However, it is interesting to note that Cornellians have been using it as such for over 40 years. Only 40 years ago you would have found it in the Organization Directory as the Johnny Parsons' Club. Activities then consisted primarily of day trips and local hikes.

As the years rolled along, the Cornell Outing Club continued to offer a "break-out" by introducing students to one another as people. Presently, it is able to continue this on a much more expanded basis. It changed its size, its number of activities, and the extent of its outings.

Now the Outing Club is likely to be the most diversified organization on campus and is definitely the largest with 400 members. Its activities include backpacking, canoeing, bicycling, rock climbing, kayaking, caving, cross-country skiing, snowshoeing, rock climbing, and winter mountaineering. You might even catch one of its monthly square dances.

Day trips have been extended to weekend outings and even week-long trips are taken during school vacations. By the end of each year, students will have had the opportunity to live with and get to know other people as they adventure to the Everglades, Mt. Washington, Maine, and the mountains of West Virginia and North Carolina. Repeated trips are taken in the Catskills and the Adirondacks, offering a nearer adventure.

Anybody may join the Cornell Outing Club by simply paying a membership fee of $5 per year or $3 per semester, and the club's membership isn't limited to students.

Opportunities are still available for non-members. The club regularly sponsors a Red Cross Advanced First Aid course. There is the annual chance to buy new camping equipment at a group discount up to 15 percent. The club also schedules regular trail maintenance and repair on the two gorge trails.

Being the president of such an active organization is a solid commitment. Why invest so much of your time in this club as opposed to doing other things? Roxanne answers, "It's the devotion of everyone else to the club that makes me feel like any commitment I make is worthwhile."

The year when Beede Lake froze over, the club was told by Cornell that their canoe docks had to be removed from the ice at a cost of $50 unless they could do it themselves. An ambitious crew tackled the three sessions weighing 1,000 pounds each and worked all day Saturday of finals week chopping them out with axes.

Who says Cornellians are bored? Have you had difficulty getting to know a person on campus? Maybe you have become a victim of the "Great Cornell Machine" that alienates people from people. Word has it that Cornell is actually loaded with people that are interesting and are interested in really getting to know other people as people.
Safety Division
Meeting a Challenge
by Marleen Bicknese '78

When Lieutenant Elbert Smith first joined the Cornell Safety Division 23 years ago, he swelled the ranks to seven members. Today, Safety has six times that number on its force—42 employees—and they could use more. The need for this increase reflects both the changing student life at Cornell and the changing attitude of Safety toward protecting the campus.

The Safety Division, with its headquarters in Barton Hall, is a 24-hour police force. Its members are assigned ranks; it has its chief, its lieutenants, its sergeants, just as in a military unit. Not only is the Division governed by Cornell's rules and regulations, but by the penal law of New York State as well.

When an individual is apprehended on campus for a crime, Safety has the authority to do two things: it can send the person to Cornell's Judicial Administrator, who handles misdemeanors and more minor incidents, or to the local criminal courts. A double standard arises. A non-Cornellian must be tried by the state courts for any crime and automatically gets a criminal record while a Cornell student is tried by the University for lesser offenses and therefore does not receive a police record.

Today, that's an advantage to a student, but before 1969, when the Safety Division had a "hot-line" to the Proctor, who had the authority to issue penalties, committing a serious crime could suspend or expel an individual from Cornell. Because of these strict punishments, many students would have preferred to have been tried by the state courts and incur a police record rather than be thrown out of the University. But now campus penalties for similar crimes committed a few years ago are more lenient. Individuals can still be suspended or dismissed, but these measures are less likely to be taken. Instead, offenders are usually given a written reprimand, fined, put on probation, or asked to do 100 hours of community service, which ranges from maintaining the gorges to helping the Ithaca halfway houses.

Since the 1950's, the amount of crime has increased at Cornell, following the national trend. The type of crime, though, differs from the '50's. Today, it is more likely to be directed against a person—assault or robbery—whereas 25 years ago much of it had less malicious intent. Jack Williams, who has been on the force since the early '50's, recalls that many of the past crimes were actually pranks—panty raids, breaking curfews, the Architecture College's annual St. Patrick's day antics, and the like.

Lt. Smith recalls an incident in the '50's on the eve of a big Fall Weekend football game with arch rival Syracuse. Coeds had a curfew then, so when he spotted a girl and a boy near Schoellkopf Stadium at 3 a.m., he knew he would have to reprimand the couple. But it wasn't what he expected—the girl was actually a guy in a dress! Both students had water bottles under their arms with hoses leading to the pavement. They were in the process of making a trail of orange footprints in honor of the game.

Alumni from the '50's also remember the carefree atmosphere around campus; they could walk safely at night and leave their doors unlocked, assured that their possessions were secure. Today, greater precautions must be taken to insure such confidence.

There are several reasons for the rise in crime on campus. The student population has risen more than 50 percent. In '55 there were less than 10,000 students, while in '76 over 16,500 registered. As a result, the number of faculty and staff has had to increase. And where there are more people, there is likely to be more crime.

New educational facilities and living units have been built since the early '50's. That makes a greater target area for crime and a greater area for Safety to patrol and protect.

The abolishing of dorm and social regulations and curfews has also affected the crime rate. Ruth W. Darling, Associate Dean of Students, recalls that in the '50's all girls at Cornell were required to live on campus unless their family home was within a specified radius. They lived either in a sorority, at Sage, or on North Campus, since West Campus was strictly for men and North Campus for women. Each girl had to sign in and out every night, and "desk girls" were hired to keep track of the procedure. "Night girls" let latecomers in. These curfew breakers were reported to the Women's Judiciary Board,

Chuck Grimes, one of 18 students in the Safety Division, directs rush hour traffic.
which dealt harshly with dorm infractions. In line with the social norms of the times, men were not bound by these curfews and West Campus doors were never locked.

Moreover, in the '50s and early '60s, all organizations sponsoring social events, including fraternities and sororities, were required to register at the Dean of Students' Office. These events had to be chaperoned by people whose names were left with the Dean. Thus, Safety knew in advance what was happening on campus and who was responsible, and could plan accordingly.

In the late '50s the students started to openly protest the strict regulations supported by the Faculty Committee on Student Affairs. Several hundred people marched to President Malott's home in opposition to these overprotective rules and the lack of student participation allowed in the administration.

"As the '60s progressed, there were a number of changes, slow changes," recalls Ruth Darling. One of the first was in 1963. The senior women's curfew was removed; they were allowed to return to their dorms whenever they pleased. A budget cut eliminated the desk girl's position, although sign in's and out's remained in effect except for seniors. Seniors were still encouraged to voluntarily report when they would return to the dorm, but cooperation was poor.

After the seniors' curfew was lifted, juniors, sophomores, and freshmen questioned the reasons they were restricted and found no satisfactory answers. Class by class, the curfews and the sign in's and out's disappeared, and by 1969, all these restrictions had been lifted. Beginning about this time many dorms became co-ed. Thus ended Cornell's role as "in locus parentis." By 1972 even the residence requirement for freshmen was dropped. "All these changes increased the degree of responsibility students must assume in the conduct of their personal lives," remarked Ms. Darling.

All these changes also made it harder for Safety to do its job. Whereas before Safety could readily recognize whether a person should be on North or West Campus, today they cannot even be sure who should be in a dorm without requiring identification. People from outside Cornell can easily enter. Moreover, the elimination of curfews helped to create the greatest need for Safety patrols between 10:00 p.m. and 2:00 a.m., a much later hour than 20 years ago.

But Lt. Smith says he would be reluctant to see restrictions reimposed upon the Cornell community. He commented, "Graduating high school seniors are more mature and more aware of their freedom today than 25 or even 10 years ago. Young people learn responsibility—to account for themselves quicker—under this system."

Safety is adapting to the changing student life. "Before the Proctor's office was dissolved," observed Lt. Smith, "prior to the Straight takeover, students had an image of Safety as 'the big, bad policemen.' Since 1969, Safety has become more student oriented. We want to break down the barriers in order to work more effectively among students, and we'd like to think that the students realize that."

Last fall, 8 "blue lights" were installed to help prevent crime. These lights were put in strategic places, as at the suspension bridge and behind the engineering quad. They mark phones that anyone can use anytime to contact Safety in emergency situations or just for information.

Safety also wants to make people more aware of campus crime so as to motivate them to take necessary precautions. They are holding "rap sessions" with students and showing movies on crime prevention. When possible, "You could have been ripped off" cards are left under items that people leave unguarded. They encourage students to ride the night buses between West and North Campuses. This spring or next fall, Chief McDaniel hopes to have crime prevention advertisements on Cornell's milk cartons.

Students are also helping Safety. Eighteen of them put in 20 hours or less a week helping direct traffic, patrol the dorms, and make medical transports. However, when they are on patrol, they do not have the authority to apprehend individuals themselves. They spot potential trouble and notify the dispatcher at headquarters. With the help of this Student Patrol, the officers can take more time to thoroughly follow up cases and do their ever-increasing paper work.

The Safety Division has more people to protect, more area to patrol, and more serious crimes to deal with than in the '50's. The changes in the force reflect the changes on campus over the years, including the changing attitudes and student life.
American Food
from Foreign Perspectives

by Lucy Bodanza '78

Dining habits in individual cultures are usually taken for granted by the members of that culture. Most Americans accept the fluffy bread, greasy fried foods, and predominance of beef in our meals without thinking twice. To many, they are the best parts of our diet. But to those from other cultures, these same foods are often the most disliked.

Cornell University's population includes a large number of foreign students. Many of these students eat in the University dining halls; others cook for themselves or form groups and do their cooking together. Most foreign students don't like the American food they have found in Ithaca. Their feelings range from "dreadful" to "edible", but most agree on one point: American food is not very tasty.

David Mao, a student from Taiwan, put it this way. "It may be nutritious, but it doesn't taste very good." He said basically food is the same everywhere, and different ways of preparation are what distinguish cuisines of different countries.

Since most people like best the cuisine of their childhood, David felt any cuisine other than that one would take some getting used to. Then he added, "Well, how do you define American Food?"

The question is a good one, but hard to answer. American food is based on the cuisines of many countries, and it reflects them all. Perhaps that "melting pot" is part of the problem. Without any clearcut guidelines, American food has become a conglomerate of many tastes—and not always good ones. Most Cornell students grow up on American food, and hardly think about what they eat. It is simply food.

But a student from Sweden didn't think he could ever adjust to American food. "The bread is so awful here," he lamented. He said there is too much emphasis on hot foods, and the cold meats and cheeses which he loves are secondary food items. He also disliked the many fried foods typical of the fast food chains. He feels American food in general is too fatty, and hard to enjoy.

Peter Hrechdakian, a student from Lebanon, was less particular about his own dislikes. "Over all, it's terribly bad," he said. While he admits American food is edible, he also feels it's tasteless.

American food is similar to the cuisines of some other countries, and Douglas Turnbull, from Australia said that in many ways our food is close to what he is used to. While Australians eat more lamb than beef, and the foods are prepared differently, they are basically the same as in this country. "However," he said, "American food is certainly not very interesting."

Another student from Africa said simply, "American food? It's dreadful."

Determining exactly what makes the food so poor is difficult. Perhaps, as David Mao said, the problem is merely a matter of personal taste. Or perhaps it is the emphasis on fatty foods, airy baked products, and industrially prepared convenience foods.

For whatever the reasons, American food is not what attracts students from other countries to Cornell. One can only conclude that, though the meals may be poor for the body, the feast must be great for the mind.
Getting By
by Keith Kushner '77

Gary’s a mason. . .
Bill’s a folk singer. . .
Leslie’s a lab technician. . .

What do these three people from obviously different backgrounds have in common? They are all students, and are helping to put themselves through school by working at a part-time job. Many students find this necessary to help meet the rising costs of their education. Jobs around the Ithaca area are increasingly difficult to find, and students sometimes have to come up with strange solutions to their financial problems.

Peter Myer, ’77, is in mechanical engineering and is also a Naval ROTC midshipman. Pete is also the “dirt man” out at the Stables Inn on Dryden Road. He shares the responsibility of cleaning up the restaurant with one of his roommates. “The job is seven days a week, but it pays for the groceries,” he said. “Sharing the job with someone else is the only way we could do it. When one of us has classes the other person can fill in,” Pete added.

“We did have a little problem at the end of last semester when I got in an accident with my roommate’s car. We had to borrow one till the end of the term or else give up working.”

If a student is unable to find employment off campus, the University itself has a strong student working force. Cornell has about 2000 students on a work-study program called SEMP. The jobs are given out according to financial need, and students in the program are working all over campus.

Pete Dennington, Hotel ’79, is in the SEMP program and works in Olin Library. “I work as a page in the Southeast Asia section, and in the stacks,” he said. “The program’s a great thing. I don’t feel so dependent on my parents, and I study more once I get done with work since I’m already at the library.”

Not all student held jobs on campus are involved with the work-study program. Leslie Branch, Arts ’77, is a lab technician, working with Neurospora (bread mold). She crosses mates the mold, isolates spores, and sets up genetic experiments. “I started out doing research for credit, but found out I could work here over the summer and get paid for it,” she said. “I’ve been supporting myself since April.”

Students have found some interesting ways of getting by financially.

Steve Liguori, Agriculture and Life Sciences ’77, enjoys breakfast number 36; looks forward to 44 more.

Leslie Branch, Arts and Sciences ’77, prepares test tubes for genetic experiments on neurospora.

Peter Myer, Engineering ’77, keeps busy at the Stables Inn restaurant, where he works as “dirt man.”
Like any of the schools and Colleges at Cornell, the College of Agriculture and Life Sciences annually depends on contributions and gifts from its 26,328 alumni and friends. The annual problem is: how to create awareness of the needs and opportunities for alumni to give support to “the College of your choice.”

While Cornell was in the midst of the Centennial campaign during the ‘60’s, none of the statutory colleges was involved. No one had seen a need for development programs in the statutory colleges, since it was assumed the state would handle their needs.

In 1969 the College of Agriculture and Life Sciences Fund (CALS Fund) was established. Although Ag College alumni had contributed support to Cornell, there had been no major Ag College fund-raising efforts before the CALS Fund. Its initial goal was $1 million. With the enthusiastic support and leadership of alumni such as Joseph P. King, ’36, Chairman of the College Development Advisory Committee and Myron Fuerst, ’29, that goal was achieved in 1972.

Brad Carruth, ’68, Assistant to the Dean for Development and Alumni Affairs, believes that student participation can be a key factor in the future success of the Fund. This year five undergraduates serve on the Development Advisory Committee with alumni and faculty. While students have been Committee members since the Fund’s inception, the recent expansion of student representation from two to five was heartily endorsed by Committee members. A major reason for student involvement? According to Carruth, “To increase their awareness of the benefits and potentials of the CALS Fund and how it aids their education.”

The present Fund goal is to establish endowments that will provide $1 million annually for the College. During the 1976-77 academic year, the Fund will assist 440 undergraduates with $164,440 in scholarships. This help is only the beginning, since the College’s undergraduates must secure loans in excess of $750,000 to meet their annual educational expenses. Along with scholarship support, the Fund supports the creation and expansion of innovative teaching programs by College faculty. It has supported 29 innovative teaching projects in the last five years totaling over $35,000.

Carruth explained that if alumni are to be aware of the CALS Fund, they must first know about the present student body and faculty. “People will not make commitments unless they are aware of and interested in the future of the College,” he said. “We have a strong link with alumni - they were students here once. We have to increase their awareness, interest, and involvement with the College today.”

Carruth cited an example of a student who well remembers the scholarships he received—Morton Adams, ’33, now a University trustee. Carruth said, “Mr. Adams readily admits he could not have continued his education during the Depression if he hadn’t received a scholarship.” In honor of its retired president, in 1976 the Curtice-Burns Company established the Morton Adams Scholarship Fund - a $50,000 endowment. During 1976-77, $3,500 was awarded in scholarships to 17 students as a result.

The five students currently serving on the Development Advisory Committee were appointed by Dean W. Keith Kennedy and represent a cross section of majors and graduating classes. They are Susan Riedman ’77, David Tretter ’78, Marilyn Groll ’78, Robert Weiss ’79, and Bradley Grainger, ’79.

Since the Fund’s inception, students’ opinions and involvement have been solicited. How does Carruth feel about the student involvement with the Fund? He considers it “extremely worthwhile.”

During one recent meeting with Joseph King and Myron Fuerst, students offered the following suggestions to continue to improve communication with students about the CALS Fund—a display in Mann library showing some of the Fund’s accomplishments and contributions to the College, adding Fund information on registration materials, and designing labels with the Fund’s logo for all equipment provided by the Fund to improve undergraduate teaching programs.

Carruth emphasized that he would like to see further student participation with the Committee and the Fund. One possibility is the development of a student organization as a branch of the Fund - one that would primarily
Keeping alumni and friends of the College of Agriculture informed and interested in their alma mater is a continuous process. Brad Carruth offers many new and interesting ways which incorporate increased student involvement. Participation in the activities of the CALS Fund offers very tangible returns for students. As Carruth said, “With greater student involvement in the development program, alumni and friends can work with students and continue to improve the educational programs of the College of Agriculture and Life Sciences.”

assist in promotion. Carruth has a number of specific suggestions concerning increased student involvement in fund-raising. One is the introduction of a newsletter for alumni that could spotlight important facets of students, faculty, and research that is being done in the Ag College.

Broad student participation would be needed in helping design and prepare such a newsletter to represent as many departments and fields of study as possible. Students could help research material such as alumni profiles, for example. According to Carruth, “This kind of a newsletter could be an effective way of introducing and updating information about the Fund.”

When alumni visit the campus, Carruth said, “They’re usually extremely eager to talk with students from their college. They want to know what’s happening in the Ag College today. Student volunteers are needed to talk with these alumni and to be student representatives at regional alumni association functions away from the campus.”

Audiovisual equipment provided by CALS Fund to meet increased student enrollment in Professor Paolilla’s plant anatomy course.
Don't let school stand in the way of your education. Mark Twain said that. But we all think of it a number of times during four years at Cornell. It's hard to see how chemistry or calculus make anybody more of a somebody and we long for a course that matters.

Cornell's Experimental College tries to offer courses that do; courses that teach you something you want to know, for you. They're sponsored by the University Student Unions.

Their listing begins with amateur radio licensing and ends 34 courses later with yoga. Ballroom dancing, bartending, bellydancing, and bicycle maintenance, vegetarian cooking, gardening, and theater; there's something for everyone.

Students concentrate on the fine points of yoga techniques, above and right. Does relaxing help you study?

Instructor Jerry Krushin describes the fine points of tuning your car.
Dancing's a great way to let off steam. If you'd like to try the intricacies of bellydancing, instructor Jude Lomas will show you how.

Ballroom dancing is having a comeback. These students are learning it's fun to dance together.

Following the process of turning a handful of clay into a pot, using a wheel, absorbs this student's attention.
When not studying, Cornell students manage to find time for a wide variety of extra-curricular activities. One of these activities is WVBR, a radio station run predominantly by Cornell students, which unlike most student activities, functions 24 hours a day all year round and deals in thousands of dollars each year.

WVBR is not an average college radio station. Over 90 people, mostly Cornell students, work there and it takes in over $120,000 a year in advertising revenue. Unlike most college stations, WVBR broadcasts 24 hours a day all year round.

Even with its large billing, WVBR is not a profitmaking organization. Station president and general manager Larry Epstein, B & PA '78, explained the station’s objectives as follows: “As long as we’re training people, making enough money to operate, and serving the public, that’s really why we’re here.”

Epstein is responsible for overseeing the overall operation of the station, a task requiring considerable time and energy. His duties range from making sure “the building doesn’t turn into a pit” to insuring that the program, music, and news directors keep coming up with new ideas.

Since it first started, WVBR has undergone numerous transitions before becoming the big business it is today. It began as The Cornell Radio Guild in 1935, broadcasting a few hours of programs daily over WESG (now WHCU), a university-owned radio station. In 1940, the Guild set up studios in Willard Straight Hall and began broadcasting over a station of its own, WCRG.

The Guild became a membership corporation and in 1946 changed its call letters to WVBR, the “Voice of the Big Red.” By 1958, WVBR had an FM license and in 1966, a new transmitter. A dual polarized antenna (a significant technical improvement) enabled the station to become the first in the Southern Finger Lakes region capable of stereophonic broadcasting.

In 1973, the station moved from the Straight to its present Linden Avenue location in Collegetown. The studio facilities on Linden Avenue were designed and built by staff members. Work continues as parts of the complex are still unfinished.

Corporation members, who own and manage the station, must be Cornell students. About half the staff is disc jockeys. Most of the remaining staff is on the news staff and the remaining members are in the technical department. Only the full-time receptionist gets a full salary from the station.

In contrast to most college stations, WVBR does not aim its programming only at college students. “We’re after the 18-34 age group,” explained Epstein. By aiming for a broader audience than just college students, WVBR is able to broadcast even during vacations when Cornell is closed. During vacations, staff members are paid to stay in Ithaca and keep the station going; the only time staff members are paid a salary.

On campus, reaction to WVBR is mixed but generally favorable. Its diverse album-rock format does not appeal to everyone. “It’s too freaky,” said Anne Moss, ‘78, who is not a fan of the station. Kevin Wandryk, ‘78, agrees, “I don’t like all that progressive bull.”

Diane O’Connell, ‘80, sees WVBR as the lesser of two evils. “Compared to the other one (cross-town rival WICB), it’s less bubblegum,” she said.

Rose Gutfeld, ‘78, has her own reason for listening to WVBR. “It’s the only station on when I come home from the Sun,” she said, explaining that as a reporter for The Cornell Daily Sun, she often doesn’t get back from the paper until the early morning. WVBR is the only station still broadcasting then.

“The announcing is bad,” said Elliott Paull, ‘77, who listens to the station because he likes the music. Chris Looram, ‘78, also likes the music but doesn’t enjoy the “local commercials.”
Disc jockey Dave Schiller works the controls while on the air.

While it is not the overwhelming favorite of Cornell students, WVBR does have a strong base of support among them, and has also succeeded in reaching the rest of the 18-34 age group. According to Epstein, a recent professional survey initiated by the station showed the station is first among the 18-34 group during the day, is first overall in Tompkins County at night, and is first among the 18-34 male group all the time.

Like any other successful organization, WVBR owes its success to the people who work for it. Many of the staff members hope to use their WVBR experience to obtain jobs in either the broadcast media or the music business when they graduate. Among the more noteworthy station alumni are: Dr. Joyce Brothers; Joel Chaseman, president of Westinghouse Corporation; Bettina Gregory, a reporter for ABC television and radio in New York City; and Larry Kleinman, a disc jockey for WLIR on Long Island.

A brief look at some of the staff members shows what makes WVBR tick. Joel Meltzer, '78, former news director for the station, is now its Community Affairs director. Meltzer terms WVBR “a great experience. It teaches you how a radio station works.” He is hopeful of landing a job with a radio station after graduating.

Music director Alan Posklenksy, '77, has a very desirable job. He listens to 30-40 new albums sent to the station each week, choosing the suitable ones for air time. “Anything that's good for music is good for WVBR,” said Posklenksy, who hopes his contacts within the record industry will be useful in helping him find a job with a record company in the future.

Rick Danzker, '78, a disc jockey, calls WVBR a real work situation. "It goes farther than a classroom. You can really learn about the radio business.” In addition to announcing, Danzker has also written and produced commercials for a local nightspot, an experience he has found invaluable. He expects this will aid him in getting a job in the broadcast industry.

However, people do not work at WVBR simply to get a job when they graduate. Peter Schacknow, '78, a newscaster, also enjoys the social life at the station and spends much of his free time there. Schacknow, who has also broadcast sports and been a disc jockey, enjoys working at the station "a lot more than classes.” He has been a DJ on several all-night shows (2-6 a.m.) and found that they “ruin you for classes the next day,” adding, "You get lots of weird phone calls.”

Schacknow enjoys the relaxed atmosphere at the station, and related one incident which he remembers especially well. "The DJs try to make newscasters laugh on the air all the time. One night they put a plastic duck on the turntable while I was reading the news. It looked hilarious, but I kept from cracking up on the air.”

High staff morale is important, since no one works at WVBR to get rich. Currently, WVBR is running into increased competition from its rival, Ithaca College's WICB, which has expanded its power wattage and undergone dramatic program revisions. In response, WVBR has adopted a better mix of music, with popular songs dispersed more evenly among the progressive music. "Competition makes everyone work harder,” said Epstein, who is confident his station will retain its popularity.

The most important part of WVBR is its training program, for that is the station's lifeblood. “WVBR needs people just as much as we need a license and money,” said Epstein. The station has a training program each semester, upon which the staff places heavy emphasis.

What lies in the future for WVBR? The station has undergone several major format changes in the past and will certainly undergo more in the future. No matter what the future holds, WVBR has made it in Ithaca and is here to stay. Secured in its own building with an enthusiastic and competent staff, the future for WVBR is a bright one.

Station president and general manager, Larry Epstein, reflects on the business operation.
Music for Credit
by Cathy Ferrand '78

The place: a high school auditorium in the Washington, D.C. area. The crowd quiets as a man walks from the wings and stands before the group on the stage. He raises his arm—and another concert by the Cornell University Wind Ensemble begins.

The Wind Ensemble is a 60-piece concert band under the direction of Professor Marice Stith and graduate assistant Jim Gibson. When Mr. Stith, Associate Professor of Music and Director of Bands at Cornell University, came to Cornell 11 years ago he found a concert band and a repertory band. From these he started the Wind Ensemble, selecting woodwind, brass, and percussion players by audition. The ensemble is made up of students from all colleges of the University, and it includes all ages—from freshmen to graduate students.

Wind Ensemble is given as a one-credit hour course each spring; some students take it for credit and others audit it. Members are expected to attend two rehearsals per week (totaling over three hours of rehearsal time), and many practice on their own. Several concerts are presented on campus. The music the Wind Ensemble plays at these concerts is unique. In addition to performing pieces by such notable composers as Copland, Hindemith, Stravinsky, and Ives, the group premiers many new pieces. Mr. Stith said, “I like to discover new compositions.” Broadening the appreciation of contemporary music and giving beginning composers a start are two of his goals for the group.

There are several ways in which new pieces come to the attention of the Wind Ensemble. Students or former students from Cornell often bring their manuscripts for Mr. Stith to look at. For example, Philip Krasiczky, a graduate student who is currently playing with the group, had his arrangement of Joplin’s “The Easy Winners” premiered at the March 6 concert. Another member, Daniel Dorff, '78, premiered his “Concertino Molto Grosso” this year. In his office Mr. Stith has a pile of manuscripts sent from all over the country by composers who hope their pieces will be used by the Wind Ensemble. Sometimes the Wind Ensemble commissions a composer to write a piece especially for them. Such was the case with Pulitzer prize winner Karel Husa’s “Concerto for Saxophone and Band,” the first band piece ever written by Mr. Husa.

The Wind Ensemble does not confine itself to being an on-campus, one-semester course. After classes and finals end in May, the group spends three or four days traveling and giving concerts. Mr. Stith views the tour as something which “keeps us playing” and as a reward for the time and work Wind Ensemble members put in during the semester. In past years, the group has gone to such areas as Washington, D.C. and Philadelphia. Sometimes the area alumni invite the group to perform, and other times the stops for the tour are chosen because a specific high school expressed an interest in hearing the group. The tours serve as a form of goodwill from Cornell, as well as a source of enjoyment for the musicians. This year the tour will include Holland, N.Y. and Toronto.

Once the Wind Ensemble is back in Ithaca they present an outdoor concert by the Johnson Art Museum, and then play their last performance of the season—commencement. The group plays for both the ROTC commencement and the University commencement. During the University commencement the Wind Ensemble is required to play about 40 minutes of processional music while the graduates file in.

Even when the last piece for graduation is over, the work for Wind Ensemble goes on. Mr. Stith, who is a licensed recording engineer, takes tapes he recorded of the group’s concerts and edits them for record albums. The Cornell University Wind Ensemble Record Series has 18 albums, featuring many of the premieres and pieces by contemporary composers performed by the group. The series is a non-profit project. The records are sent to 35 countries, including all over the United States and to every university in Canada. According to Mr. Stith, three new albums will be added to the series before the end of this year. More information about the series can be obtained by writing:

Band Office
Lincoln Hall
Cornell University
Ithaca, N.Y. 14853

Wind Ensemble has many diverse purposes. Mr. Stith feels its major contribution lies in “giving serious musicians a chance to play a variety of music.” It introduces both its members and the public to contemporary pieces and new composers. While serving the University through its performance at graduation and through the tour, Wind Ensemble is also intended as a pleasant experience for its members. Some students regard it as a means of keeping in practice, a way to meet people, or a diversion from work. And as one member said, “I guess everyone gets a thrill out of being in a performance. . . .”
"Yes Sir Ma’am!"
Women in Officer Education
by Paula Cimini Shuster ’77

Before the middle 1960s, Cornell enjoyed a long history of compulsory Officer Education training for male students through the Reserve Officers Training Corps (ROTC). Interest in joining fell off after the Vietnam war era, and so the ROTC requirement was dropped. By the early 1970’s, when the draft was abolished, ROTC participation by students was at a low ebb. Equal opportunity legislation coupled with a combination of high attrition rates in the military, new concerns with an ever tightening job market, and the influence of the women’s movement allowed the first woman to enter Air Force ROTC in 1970.

Today, Officer Education programs at Cornell have 42 women enrolled: 22 Army, 12 Air Force, and 8 Navy. Still, the number of women participants is far from ideal. Patricia Kim, a senior from a suburb outside of Cleveland, Ohio in the Navy ROTC program, reported that “It’s a unique experience because I’ve never felt what it was like to be in the minority ‘til now.” Scholarship student, Midshipman Gail Lusk, a sophomore from New Orleans, Louisiana in Navy ROTC, remarked that “Of course, there are times when being a female, you feel out of place, especially at first.”

In all three ROTC divisions, cadets and midshipmen are admitted either as scholarship students (with all four year’s tuition and books paid for plus $100 a month subsistence allowance) or non-scholarship students, who receive $100 a month during their junior and senior years. In addition, there is an officer education program which commences in the students’ junior year which also leads to commissioning as an officer.

All ROTC students must learn military customs and courtesies to the point where it becomes second nature. They must attend drill sessions conducted in Barton Hall every Thursday or Wednesday. Correct wear of the uniform is stressed throughout the training experience. As future officers, women cadets and midshipmen learn that skirts are to be no more than two inches above the knee and that spit-polished, plain black pumps or oxfords, nylons, and a minimum of makeup and jewelry is the norm. In addition to curriculum specified for the students’ respective majors, required military science courses, offered by each ROTC Unit, must be taken each semester throughout their four years of undergraduate study.

Summer training is one aspect of the respective programs that the women find most exciting. It’s really a working experience that provides an insight into how officers live and function which helps students to decide if they wish to continue with the program or not. Army and Air Force “ROTC-CEES” are sent to a variety of bases and posts during the summer after sophomore year, while women in Navy ROTC must go on three different “cruises” at the end of their freshman, sophomore, and junior years. Ms. Kim in describing her third summer cruise said “I was sent to Naval Investigative Service (NIS) headquarters in Alexandria, Virginia. NIS deals with crime on a naval station and its personnel is comprised of a combination of naval officers and special agents involved in port security and counterintelligence activities.” Women attending Army summer training face such challenges as the confidence building test (where one must climb a rope 40 feet above water and drop), ducking at the last moment under protective concrete walls to avoid an on coming tank, and learning weapon use. Air Force ROTC cadets may copilot either a T-37 or T-38, which are both pilot trainers. Boring, it isn’t!

A good paying job is appealing in a time when the U.S. economy appears to be in a static condition. Captain Tom H. Warren Jr., Professor of Naval Science and Commanding Officer of the NROTC Unit explained that “The starting salary for an ensign or second lieutenant is over $900 a month, plus medical, insurance and retirement benefits.” With a smile he added that “Advancement with increased pay comes after the first 18 months of competent service which is as easily accomplished as breathing normally.”

After college, officers are obligated to serve a minimum of four to three years in the service according to the programs in which they were enrolled. Commitments may increase, however, dependent on job specialties selected by each active duty officer.
As Cornell's hockey team competes in the Eastern championships this month, many fans will undoubtedly reminisce about the golden decade of Big Red hockey during the late sixties and early seventies. During a ten year period, the skaters at Lynah Rink won eight consecutive Ivy League Titles, five ECAC championships, and a pair of national crowns. Although Cornell no longer dominates eastern competition, and must scrap for one of the top eight spots, the winning tradition has continued.

Cornell hockey and "success" are synonymous at a quick glance. The winning tradition is a brief one however, when one considers that hockey teams have competed at Cornell since the turn of the century. The players were just as dedicated during the first fifty years, but the ice was much rougher, and the victories a lot fewer. Before Lynah Rink was built in 1957, the Big Red teams played on the natural ice of Beebe Lake. Due to the weather conditions, very few games were actually played. During a few seasons, none were played at all due to thaw or the lack of any ice.

"If the ice looked promising," recalls Ray McElwee '40, "we grabbed some cars and drove to Syracuse to practice at the old Coliseum." The team often kept in shape by running at Barton Hall. Anticipating a game, the players would throw linoleum on the floor and practice shooting against the goalie.

Very often team members had to clean the ice themselves with hand scrapers made of wooden boards. The snow was then shovelled to the perimeter of the rink where it would often melt during a warm spell. "I can recall taking a spill in six inches of water," McElwee recollected. "That was cold!"

"It was primitive hockey," said Dave Cutting, '49, who was a wing for Cornell before and after World War II. "We had six inch boards and the ice had many cracks." Due largely to the maintenance expense, Cornell discontinued its use of Beebe Lake in the mid 1940's. "We lost a tractor through the ice once," Cutting recalled, "I think that bothered them."

During the '47-'48 season, the team used the area behind the Polo Barn for its one home game, after failing in an attempt to flood Upper Alumni Field. Most of the games during these years were played on the road. "Teams would laugh at us," Cutting reflected, "A lot of teams had artificial rinks."

During the early 70's, students did anything for season hockey tickets, even sleeping over at Barton Hall.

Nicky Bawlf coached the Big Red hockey teams from 1920 to 1948. Over that period, the hard fighting, but often inferior, Cornell teams compiled a record of 42-72-4. McElwee remembers the scant game attendance. "There were girl friends, parents, and a few coaches," the alumnus said, "that was about it."

Hockey was dropped from the athletic program following the '48 season and was not reinstated until ten years later. At this time, Paul Patten, a former coach at St. Lawrence University, joined the Cornell staff and supervised the construction of Lynah Rink.

With an indoor arena, the Red could now play a full schedule and host half of the contests. Patten coached the team with limited success for six years and left the job in 1963 with a 38-68-3 record behind him. During the '59-'60 campaign, Cornell lost 19 of 21 games.

One hundred and fifty miles away in the small town of Troy, a coach by the name of Ned Harkness had built a power-house at RPI. After Patten resigned his post, Cornell convinced Harkness to come to Ithaca and build a program on the East Hill. In his seven seasons at Cornell, Harkness put together a string of won-loss records that will go unmatched in collegiate hockey for some time. After winning 12 and losing ten in his initial campaign, the Big Red went 151-17-1 before Harkness left Ithaca to coach the Detroit Red Wings.

One reason for the tremendous success of Cornell teams was the ability of Harkness to recruit in Canada where hockey was a developed sport. Not many cities had valid programs to develop youngsters in the United States at this time. An equally impor-
Lynah Rink, named after James Lynah, Cornell’s director of Athletics from 1935 to 1943, was built in 1957 at a cost of $500,000.

to Lynah Rink:

Tradition by Steve Klein '77

tant factor was the man himself. According to Peter Tufford, ’69, "Harkness could get you to do anything. He instilled the need to perform highly, no matter who the team."

During the last season Harkness coached, the Big Red went undefeated on the way to recapture the national championship. One of the captains of the 29-0 team, Dick Bertrand, succeeded Harkness as coach and has been at the helm ever since.

The won-loss records and the feelings of the players cannot alone recapture all the enthusiasm and interest generated by hockey during the Harkness years, which witnessed 63 consecutive wins at Lynah Rink.

The Pee-Wee Hockey League, which started in the late fifties with 47 children, expanded to over 450 members during the Harkness era. Harkness also got the adult community involved and helped organize the Cornell Hockey Boosters. Still a strong organization today, the boosters offer spiritual and financial support to the program.

Much of the excitement surrounding Cornell hockey at this time centered around getting tickets for the games. With few reserved seats available, student and Ithacans alike would line up in mid-afternoon to await the sale of tickets at five o’clock. When the rink was full, the doors closed. "People would take out food from Kentucky Fried Chicken or McDonald's, and have dinner while they waited for the game,” Tufford remembered.

As reserved tickets became more available in the 70’s, the mob scene moved to Barton Hall, where students would sleep overnight to secure season tickets. Today, most of the seats are reserved and anyone can buy a season ticket without much hassle. Most of the spectators don’t show up until game time. "Something’s been lost," said Tufford, looking back at the sixties.

Cornell’s dominance of college hockey has also been lost. The Ivy League title, a given during the Harkness era and early Bertrand years, had eluded the Big Red for three consecutive seasons. Cornell’s pre-season challenge in recent years has been to finish high enough to receive a post season tournament bid.

The end of the Cornell dynasty is by no means a reflection of inferior talent, but a result of the evolution of a sport. "The quality of teams is much improved," Tufford pointed out. "Any team in the top eight or so can knock off another on a given night."

Many coaches across the nation took notice of the success Harkness enjoyed recruiting in Canada and started looking across the border for talent themselves. In addition, the development of American hockey has helped balance the teams and improve the overall calibre of play.

Despite the absence of ticket lines and championships, there is still a lot of support for the Big Red team which has finished fourth or better in the east every year under Coach Bertrand.

Bob Julian, President of the Booster Club, reports that membership is as high as ever. The club charters buses for several away games during the year and meets with the coach and players after designated home games. The club has also played a role in maintaining the high quality of the program through monetary contributions. Some of the club’s accomplishments include refurbishing the lockerroom, hockey offices, and providing homes for many of the players.

The boosters have also provided some less visible help. "We bring the oranges and bubble gum for the games," said Julian. "Over a season, that saves a few hundred dollars."

There are those fans who were spoiled by the success of the sixties and complain about the present program. Julian believes these people are living in the past. "There’s no guarantee that Ned Harkness would be able to do any better if he were here today," Julian said. "This is a new era."
The bartender reached up to adjust the volume on the TV set over the bar so the patrons could hear it over the clamor of the crowd out on College Avenue. Suddenly an immense, bearded Viking dressed in full battle garb, complete with horns and spiked club, jogged into the bar, laid down his weapons, and quickly "chugged" the glass of beer put before him. Wiping his chin with one armored gauntlet, he nodded a thank you and lumbered back onto the street.

The bartender's only reaction was a slight shake of the head and a smile. "I was pretty surprised when Groucho Marx came in," he explained, "but after the six-foot bluebird, the cavemen, and the guy on the unicycle, nothing fazes me!"

That comment might lead you to think that the barkeeper had been sampling his own wares in the middle of the day, but then you might not be familiar with the "Phi Psi 500", the fund-raising event for charity that has become Cornell's biggest spring event for students.

What do beer-drinking Vikings and Groucho Marx have to do with a charity event? They were all members of some of the 90 teams that were sponsored by local merchants or friends to run a 1.1-mile footrace through the streets of Collegetown. That would normally present a sizeable challenge to most people, but to make things even more interesting the runners must stop five times along the way to down an eight-ounce beer before continuing (hopefully!) to the finish.

The "500," which will run on Saturday, April 30th this year, has been run at Cornell for only two years. Other chapters of the national fraternity that runs the race, Phi Kappa Psi, however, hold similar events across the country. For example, Arizona State University sponsors a tricycle race for their "500", while at the University of Rhode Island the contestants run the course bouncing basketballs.

Cornell's race is divided into three competitive divisions: Fraternity, Sorority, and Independent, and a Masters' division (over 30 only) is being considered for this year's race. A small fee paid by either the three-person teams themselves, or an interested sponsor, garbs the runners in flashy "500" T-shirts (de rigueur for the occasion), with the remainder of the money going to the chosen charity, which has been the Greater Ithaca Activities Center for the past two years.

At 2:00 the afternoon of race day, the teams start leaving the Phi Psi parking lot at precise 30-second intervals. They sprint a short distance to the corner of Campus Road and "chug" a practice beer before shifting into low gear and charging up the hill toward East Avenue. Turning right at the top of the hill, the runners coast across the Cascadilla Gorge onto College Avenue, which takes them to their first stop in Collegetown: The Royal Palms. From there, they zip around the corner to The Connection, then halfway down East Hill to The Gin Mill (previously Morrie's) on Eddy Street. Then it's down, down, down Williams Street (please check your brakes!) to The Chapter House, the last stop, before cutting back across the lower bridge and into the Phi Psi lot to be marked off as a "finisher," and have their time recorded.

Trophies are awarded in each division for the fastest total time of...
A confident member of the fraternity division winners in 1975.

The “Phi Sigma Kappa Vikings”, not winners but quite a show.

Each team’s first three finishers. Medals are also awarded to the five fastest individual runners, and most of the other runners leave the course with a good feeling that comes from having a great time while at the same time helping a local charity.

The evening of the race, an open awards party is held in the Phi Psi parking lot, with trophies and medals presented by a representative of the beer company whose product is used in the race. In addition, there is lots of good music, more contests, and lots of laughs talking over the race with other guys and gals who ran.

The “500” came to Cornell in 1975, greeted by a tremendous crowd of enthusiastic runners and sponsors who combined talents to raise over $700 for the Greater Ithaca Activities Center, a local community service organization. Last year’s race was hampered by cool weather and light “Ithacation” in the morning, but the tremendous popularity of the event was once again apparent, in spite of the weather.

The success of the “500” is largely due to the fact that it is one of the few local happenings that draws together both the college community and the surrounding merchants and inhabitants. It’s a fun time for all.

To those who claim that student life died with dance marathons and goldfish-swallowing, an open invitation is extended to the wackiest, zaniest, yet most beneficial event of the year—The Third Annual Phi Psi 500! Bottoms up!

The crowd keeps the runners going throughout the race, cheering on the winners and the losers.
Ithaca winters are long and bitterly cold, but the promise of Cornell's beautiful spring makes even the deepest snowdrifts bearable. Thanks to the efforts of the Cornell Plantations and two graduates of the landscape architecture program, Mike Camann and Jean Kavanagh, Cornell students will have another scenic place to enjoy nature on campus - the Deans' Garden. Located behind Warren Hall, the garden originated in 1930 and has been maintained by the Cornell Plantations since the mid-1950's. Natural deterioration of the area through the years brought about a recent decision to renovate and re-design the garden to honor the deans of the College of Agriculture for their interest and support in the Plantations' activities.

Assuming the role of the client, the Plantations consulted Marvin I. Adleman, co-ordinator of the landscape architecture program, who suggested the garden be a class problem for senior students in the program. The Deans' Garden evolved into a special thesis project of the two seniors who were interested in studying the problem thoroughly.

The small scale of the area was ideal for educational purposes. Extensive research was conducted using geological site studies, analysis of existing plants, soil surveys, and investigations of the climate and the effects of wind, snow, and shade. The experience of such a complete site analysis offered opportunities for study not usually possible in professional offices constrained by time and money. Jean Kavanagh said that the landscape designers who reviewed the project envied the students' freedom to do this kind of detailed study.

Presently, the only thing delaying the transformation of the Deans' Garden is the lack of funding. The estimated cost of the entire project has been set between $20,000 and $30,000. The plan recommends the Plantations staff complete the garden within five years and has divided the project into phases which allow time for additional funds to be collected and specimen quality plants to be gathered.

Careful consideration was taken in the planning to keep the garden from being completely destroyed while changes are being made. Approaching the project in phases will ensure its use throughout the year and will prevent the site from being an eyesore while it is being renovated.

The first phase involves maintenance of the existing garden and clearing the surrounding area. The second, most expensive phase will include construction of patios, benches, and seating areas, as well as new bedding of plants. The third phase will concentrate on the areas farther from the building, mainly the fringes of the slopes and the outlying wooded spaces. The final phase involves re-paving the walkways from the center to the periphery of the garden, changing the circulation pattern in the process.

The proposed design of the garden will complement its use as a setting for outside receptions, classes, and luncheons. Reception areas will be paved and provide a sense of privacy, yet will hopefully retain unity with the rest of the garden. These areas will have a variety of uses such as plant displays and will be easily accessible from the buildings. The seating areas will provide a variety of views and spatial experiences for the garden visitors. The garden will be a pleasant place for people to study, eat, and relax on nice afternoons.

The original garden contained a variety of ornamental plants not native to the Ithaca area. Beautiful show pieces of unusual specimens have flourished and exist in the present garden. A lovely Kousa dogwood, with unusual bark and flowers is a prize specimen along with a Stewartia, a Canadian hemlock, and an American redbud.

The location of the garden, surrounded by buildings and trees, makes it a protected microclimate so plants that are often too tender for the Ithaca climate can survive. Little meteorological or climatic data is available about the area, though much is known about the soil from earlier studies. Kavanagh hopes that meteorological students will take advantage of the setting and conduct experiments on its individualized climate.

The new plantings will offer an attractive blend to enhance the existing foliage and provide a seasonal collage of blossoms. The designers have made suggestions about which plants to use, but the final decision will be made by the Plantations depending on which species are available when it's time to plant the garden. Canopies of trees line the outlying areas and others may be introduced near the buildings to offer greater privacy for the people working in the basement offices.

This is one of the Plantations' few undertakings in building a garden as a landscape feature instead of primarily for teaching purposes. Soon students will be able to relax in the Deans' Garden and enjoy the precious sunny days the Ithaca weather allows us.

To Honor the Deans
by Catharine Rogers '77

The proposed Deans' Garden designed as a thesis project by two senior landscape architecture students.
Sears, Quinn, and Hill
Receive Ag College Merit Award

Three members of the advisory council of the College of Agriculture and Life Sciences have received the Award of Merit from the Department of Animal Science at Cornell. Receiving the award for "outstanding contributions to the New York dairy industry and to programs of the Department of Animal Science" were: Francis R. Sears, '31, a dairy farmer in Cortland, has worked closely with the College in trying and adopting new practices, has served on numerous animal science committees and has made his farm available to tour groups sponsored by Cooperative Extension. Sears has been active in community and agricultural affairs, including two years as President of the College's Alumni Association and President of the State Council of Farming Cooperatives.

William M. Quinn, '44, Onondaga County Cooperative Extension agent is in charge of the dairy program. He has worked closely with dairymen and the Department of Animal Science in conducting field tests of new methods in dairy breeding and management, including a program to develop methods of milking to prevent mastitis. Quinn, who has just completed a term as president of the State Association of County Agricultural Agents, is a member of the Board of Directors of Blue Shield of Central New York, chairman of the Onondaga County Citizens Committee for Energy Conservation, and was recently appointed to the agricultural committee of the Department of Environmental Conservation.

Bernard Hill, a dairy farmer in Lowville, owns one of the top producing herds in Lewis County. He has been a director of state and county Dairy Herd Improvement Cooperatives, the Lowville Milk Producers Cooperative, and the County's Cooperative Extension Association, as well as serving on the State Rural Development Advisory Board. Hill has won several awards in recognition of his herd's production record and his soil conservation efforts.

Frank P. Proto, '65, has been appointed to the new position of Executive Director of the Tompkins County Agricultural and Horticultural Society. He comes to the post from Dunhill of Denver, an international placement service for executives, and has held positions with First National Bank and Trust Company of Ithaca.

Milton L. Scott, Ph.D. '45, professor of animal nutrition, has been appointed chairman of the Department of Poultry Science at the College of Agriculture and Life Sciences. A member of the Cornell staff since 1945, he was recently elected the Jacob Gould Schurman Professor of Animal Nutrition. Scott is recognized as an international authority on the feeding of poultry and is senior author of the textbook, "Nutrition of the Chicken."

Dr. William D. Pardee is a member of the Board of Directors of the Crop Science Society of America. Dr. Pardee is the Board representative of the Seed Production and Technology Division of the Society. The CSSA is a 4,000 member scientific and educational organization of agronomists.

Dr. Michael H. Dickson has been promoted to Professor in the Department of Seed and Vegetable Sciences at the New York State Agricultural Experiment Station at Geneva. Dr. Dickson has been responsible for the snap bean breeding program and for a processing brassica breeding program, including work to improve seed quality and to develop cold tolerance in snap and lima beans during germination and growth. He serves as chairman of the Bean Improvement Cooperative and the Plant Breeding Subcommittee of the Vegetable Research Steering Committee for the northeastern states.

CROP and HPI
Need Your Help

The New York State College of Agriculture and Life Sciences does much important work to help the millions of people starving throughout the world. But there is something else that can be done, and it doesn't take a university to do it. CROP, the Christian Rural Overseas Program, and the Heifer Project International provides help for people worldwide on the basis of need. Tax deductible contributions may be made to CROP by check or through an "in kind" gift of grain. Contributions to the Heifer Project International, also tax deductible, may be made by check or through an "in kind" gift of heifers, pigs, sheep, chickens, goats, honey bees, or any other farm animals. Checks may be mailed directly to, and information about "in kind" gifts received from: CROP, P.O. Box 968, Elkhart, Indiana, 46514; or Heifer Project International, P.O. Box 808, Little Rock, Ark. 72203.

Communication Graduates

Jill Charboneau Ryan, '76, a communication arts graduate, is Director of the R.S.V.P. Program of Tompkins County Senior Citizens, located in Ithaca.

John Henrehan, '76, another communication arts major, is working with Taft Broadcasting in Cincinnati, Ohio as a radio newsmen for WKRC and WKRC-FM. He announces hourly newscasts, as well as writing news, editing tapes, and conducting interviews.

Professor James L. Brann Jr. Ph.D. '44, after 35 years with Cornell, has retired and been named Professor of Entomology Emeritus by the University Board of Trustees. Prof. Brann is an authority on the control of fruit pests. As a research entomologist in the Department of Entomology, he has developed more effective and efficient pesticide application equipment, advocated reduced spray programs for pest control, and searched for alternative fruit pest control methods. Prof. Brann received his B.S. at Massachusetts State College and his Ph.D. at Cornell. He joined the faculty in 1944. During his tenure at Cornell, he has served the Food and Agricultural Organization of the United Nations as an advisor in Israel and Greece, done research on control of banana diseases in Panama and studied fruit insect control practices in Canada. He was honored as a member of Sigma Xi, the Scientific Honorary.
REWARD

a free one-year subscription to the Cornell Countryman for two new members of the Alumni Association

The Alumni Association of the College of Agriculture and Life Sciences (CALS) is offering a reward for new members. Sign up two Agriculture and Life Science alumni for the Association, and we’ll reward you with an additional year’s subscription to the Cornell Countryman.

How do you contact alumni in your area? You can write to us and we’ll send you a list with addresses of all the alumni in your area. Drop some of them a line, renew old friendships, and sign them up. Non-members will receive similar information about this campaign, and two must sign your name to their new membership application. So it’s worth a call to an old acquaintance to get that reward.

Your efforts will aid in creating:
—a better Open House program to encourage high school students to consider a College of Agriculture and Life Science education.
—a better Student-Alumni Contact Program to help undergraduates explore career alternatives.
—a more successful Alumni Association Breakfast in June to exchange ideas concerning further improvement of College facilities.
—and expanded alumni support to make the Cornell University College of Agriculture and Life Sciences the finest educational institution of its kind in the world.

If you need help getting started or wish to become more actively involved, write to the address below.

write to:
Alumni Association
College of Agriculture and Life Sciences
205 Roberts Hall
Ithaca, New York 14853

New York State College of Agriculture and Life Sciences, a Statutory College of the State University, at Cornell University
ABOUT THE ISSUE:

This issue of the Cornell Countryman covers some of Cornell's far reaching contributions. Nancy Ryan designed the cover to express Cornell's concern beyond its borders.

EDITORIAL STAFF:


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A Playground for ALL CHILDREN

Lynn Wolfe (left), David Fernandez (center) and Linda Fritz with their award winning playground designs.

by Catharine Rogers ’77

Many handicapped children dream of spending sunny afternoons in the park, swinging on swings, riding merry-go-rounds, and playing with other children. For most, interacting with other children and enjoying some of childhood’s most cherished activities seems an impossibility. The New York City Department of Planning and Parks and Recreation has long realized the need for recreational facilities for the thousands of handicapped children in the city. To get improvement of the situation underway, they sponsored a playground design competition. Three Cornell students were the top winners in the competition to create the first public playground for both able-bodied children and those with mental and physical impairments.

Linda Fritz, a graduate student in Landscape Architecture and City Planning, was awarded the first prize of $1,000 for her design. Dave Fernandez, a junior in the program received the second prize award of $500. Another junior, Lynn Wolff, won an honorable mention for her efforts on the project.

Lynn explains that disabled children are often “babied” and are not encouraged to play because of a handicap. “The idea of a playground to integrate healthy and disabled children may be idealistic, but it is a start and a step in the right direction.”

Background for the project involved extensive research into site advantages, transportation alternatives, and user-group studies on the special needs for certain physical problems. The sponsors consulted agencies and individuals with experience in recreational needs of children for suggestions and feedback on ideas.

Dave worked with physical therapists at BOCES to learn more about the needs of the handicapped. He explains that a designer must consider factors like shelter, sun screens, the accessibility of facilities to wheelchair-bound children, and numerous safety precautions. “The challenge was to create a safe, usable environment for the disabled, while still creating enough excitement for children without problems.”

Linda Fritz feels the best feature of her design is the organization of space to make activities accessible to all. To increase interaction she arranged areas so that children could see each other playing from any part of the playground.

Elevated sand tables for children in wheelchairs or on crutches, and a “whimsical” fountain made from ordinary faucets that children can turn on and off are two of Linda’s special play activity creations. All the play surfaces are covered with soft, sculptured tops to prevent injury or are paved with a resilient surface similar to that used on tennis courts so that wheelchairs can move safely and easily.

The construction of the park has not begun yet. Presently, plans made by professional planners are being considered along with those of the students. The final design will be a combination of the best features of all the proposals.

For the Cornell students this experience was a chance to apply their skills to a real problem with challenges they had not encountered before. For New York’s handicapped children, the playground promises a chance to lead more normal, active lives and experience more of the fun that children should have.
The Puzzle of Livestock Poisoning

by Karen Esposito '77

For years, the most popular animal for psychological and physiological laboratory studies has been the rat: inexpensive, easy to care for, and easy to handle. However, it's often difficult if not impossible to generalize results from rat research to other animals, such as livestock. Consequently, researchers in the psychology and veterinary medicine fields are seeking direct information from dairy farmers on the topic of nutritional wisdom in domestic livestock - specifically, why these animals choose the foods they do and if they learn to avoid poisonous ones.

In general, animals seem to choose foods that are high in essential nutrients, familiar to them, and nonpoisonous. A number of theories, all based on rat research, purport that animals can form associations between food cues, such as taste and odor, and illness. Rats will consume only a small quantity of a strange food and then wait for possible reactions. If what a rat ingests causes illness, it avoids that food in the future.

Theories about nutritional habits of domestic livestock such as cows, goats, sheep, etc. have always followed literature on rats. Donna M. Zahorik in the Department of Psychology, and Katherine A. Houpt in the College of Veterinary Medicine are presently testing these theories to determine whether or not livestock actually learn to avoid poisonous plants. However, studying livestock is considerably more difficult than conducting laboratory experiments on rats.

While researchers have set up laboratory circumstances as similar as possible to situations that exist in the field, the differences between situations cause problems. Grazing cows, unlike rats, eat more than just one type of food at a time. As Prof. Zahorik explains, a meal might last for hours and contain dozens of different plants. “However in the laboratory,” she says, “the poisons used have been limited to one specific food and have been fast-acting poisons. While there is evidence of learning in these experiments, this doesn’t mean the same mechanism operates in the pasture. It might be impossible for cows in a field to isolate the particular plant they ingested which made them sick.”

Under the circumstances, this is one type of scientific question where farmers in daily association with their livestock are in a much better position to supply information on dietary habits, according to Prof. Zahorik. Since poisonings are infrequent occurrences, research efforts to “stage” experiments or simply observe grazing cows are futile.

Researchers are interested in establishing the kinds of poisons occurring in New York State and cases where farmers have observed poisoning in livestock. Since herds are relatively small in this state, farmers often know every animal in their herd individually and may have the best information available on the subject. Researchers are most concerned with these individual animals—ones which have been poisoned and ones which have and have not ingested the same poison again. The researchers are not trying to support any particular theory and are interested in all poison cases. As Prof. Zahorik explained, “We need to survey a large number of unbiased people who have been able to observe the same animals over a relatively long period of time.”

Whether or not animals actually learn to avoid poisonous plants is not yet established. Farmers who have observed cases of poisoning in their livestock may have extremely pertinent and useful information to aid researchers. If you have information on the subject, contact either:

Donna M. Zahorik
278 Uris Hall
Cornell University
Ithaca, New York 14853

Katherine A. Houpt
College of Veterinary Medicine
Cornell University
Ithaca, New York 14853
From Grass to Gas

by Mark Monroe '77

The winter of '76-'77 was a frigid one, made even colder by a shortage of natural gas. But future winters may be made a few degrees warmer by the efforts of a team of researchers at Cornell's College of Agriculture and Life Sciences. The solution? Cow manure!

Prof. William Jewell, of the Department of Agricultural Engineering, heads up the endeavor to find more efficient, low-cost ways of converting organic wastes — specifically, animal manure — into methane. Natural gas is 99 percent methane.

The current research is based on knowledge that has been in use since the 1930's. Organic matter, removed from contact with oxygen, can be broken down by bacteria to produce methane and other by-products. The process, called anaerobic fermentation, was used as early as the thirties on farms in Europe and in treatment of sewage sludge in the United States.

Jewell and his team want to improve on the old technology. "Our aim is to define more clearly the limits of the biological process," says Jewell. "Then, we can develop cheaper, more efficient technology for methane production."

The researchers are working on two types of digesters: a simple, small-scale unit for use on small dairy farms, and a larger, more sophisticated digester for large farms and feedlots.

The smaller digester will be designed for use on farms with as few as 20 cows. An experimental unit holding 1,500 gallons of waste is now turning out, daily, a volume of gas just about equal to the volume of waste — 5,000 to 6,000 litres per day of 70 percent methane. (The other 30 percent of the volume is carbon dioxide). According to Jewell, "A small dairy farmer could produce more energy than he uses."

However, utilization of this potential energy is another hurdle to be cleared. "There's no problem in heating buildings and water — that's easy," Jewell says. "But the use of methane for other operations, like running machinery, needs to be worked on." Compressed methane can be used to run heavy machinery, but compressing equipment would be too expensive for most farmers.

Waste from the simple digester is valuable as fertilizer. In fact, the processed waste makes better fertilizer than raw manure. The digestion process actually increases nutritional value 40 to 50 percent over raw manure. — in addition, the nutrients come out in a form plants can use more efficiently.

Jewell says farmers have shown a great deal of interest in the smaller digester, but, "This interest just about always takes the form of 'How much would it cost, and will you help me build one?'" Jewell says the digester is close to useable, but he advises farmers to wait until the technology has further proven itself.

The larger digester would be used on feedlots and farms with over 1,000 head of cattle. In addition to methane and fertilizer, the large-scale operation would be able to recover high-protein solids from bacteria and undigested animal feeds. These solids could possibly be recycled and fed to livestock.

So far, only small models of this more complex digester have been built. But the outlook is good — one apparatus is generating methane at ten times the fastest rate previously recorded.

The Cornell team has the largest grant of any organization in the U.S. studying methane production. The initial funding for the project — $280,000 — came from the United States Energy Research and Development Commission. Jewell is currently applying for more money, and expects ERDA may come up with $500,000 to $600,000 more, enough to cover two more years of work. Eight professors and seven graduate students have been working on the project for the last year, with cooperation from microbiologists at the New York State Health Department.

So a few years from now, having a herd of cows could mean keeping cozy through a bitter winter. And on a larger scale, Cornell's efforts may very well open up a huge new source of energy that won't run out — as long as the animals cooperate.
"I would found . . . a carriage house?"
by Gary Barnes '77

Certainly Ezra Cornell never made a statement which forced him to relinquish his carriage house. But who would have thought at the moment he said, "I would found an institution where any person could find instruction in any study," that his own carriage house would contribute to such a goal? Or for that matter, who would even think it today?

Well the residents of Cayuga Lodge have always thought this to be true. "The Lodge," as it's commonly called, is the oldest cooperative living unit at Cornell University.

In 1933 an energetic and ambitious group of young men of Cornell organized what was then known as Llenroc Lodge Association.

On January 19, 1936, the Syracuse Herald said, "the most unique housing and living arrangement on any college campus in the world is the Llenroc Lodge Association at 111 Llenroc Court, Ithaca. Here under one roof 40 Cornell students live with all the features of a fraternity, but without ritual."

So how in the world are the Lodge, the carriage house, and the goals of Cornell connected? They were initially brought together by a well known educator and writer, Edward Amherst Ott.

Dr. Ott founded the association with the idea of capitalizing on the talents of the students, whose parents were of average financial circumstances, so that they might live with fraternity house privileges and learning experiences without its attending expenses.

Dr. Ott asserted, "Through cooperation you can do things you can't do any other way on earth." He believed that such a living unit for men would provide an economical and educational basis for them that they would otherwise forfeit.

The Lodge actually goes back to 1922 when Dr. Ott, came with his family to Ithaca and taught at Ithaca College for six years. They bought the old carriage house of the Cornell estate which had been empty for many years. They fixed it up with the picture of a student residence in mind and had the wiring and plumbing done accordingly. When members of Dr. Ott's family went out on their own, the house was converted to a student residence.

Through arrangement with A.L. Tompkins, head of Cornell United Religious Work, the CURW "cabinet" of some eight or nine undergraduates initiated the project and picked the original group of Llenroc lodgers. They secured the lease from the owner, Dr. Ott. Working nearly all of his life in the educational field, Dr. Ott lived in a connecting apartment with the lodgers and maintained a counselling room for members. He advised on all matters of business, on the use of his personal library which he donated, and on vocational matters.

On March 29, 1938, the Lodge passed into complete student use and control from private property. Since that time the title has been held by the trustees of the permanent members.

As was first initiated, principles of cooperative living are still pursued by Cayuga Lodge. Additional living units were established on the same concept. In 1939 Algonquin Lodge was organized as an offshoot of Cayuga. Hillside was next to follow in 1946, and several more have since been established as women's co-ops or as coed co-ops.

Each of the cooperatives is owned and controlled by all its members. In governing themselves, the members necessarily practice democracy in its purest form. Equal distribution of responsibility leads to equal distribution of privileges. Cooperating not only in house government and maintenance, members combine their efforts in social activities and sports.

Dr. Edward Amherst Ott with original Llenroc lodgers, a contrast to today's less rigidly posed house portrait.
Generally open houses are held once a term. This provides an opportunity for interested students to meet current members and become familiar with the purposes and methods of the cooperative. Since there are no rushing programs in the co-op, an open house becomes the chief means of meeting prospective members.

No discrimination by race, religion or social status is employed in selecting members. New members are admitted by a vote of the house members. Being completely separate from a fraternity or sorority, the co-op is not unfriendly towards such organizations. In fact it is sometimes the practice of a co-op to contract meals to other such members.

Although the life styles have drastically changed at Cornell over the past 40 years, needs are basically the same. As Dr. Ott was particularly concerned about the male student's development, he stated, "The place a boy lives for four or five years, while at college, has an important influence on his entire life. Just a place to eat, sleep, and study does not meet the highest needs of developing life."

Now there are a great number of men and women Cornellians pursuing instruction while experiencing cooperative living. For many this has opened the door for equal learning inside and outside the classroom.

It seems backwards at first that even Ezra's carriage house, transformed to Llenroc Lodge, would contribute to his ultimate goal.

But then, everyone knows that Llenroc spelled backwards is CORNELL.
Do we all have an inherent quality that makes us want to help others less fortunate than ourselves? This is a popular question raised frequently by philosophers and psychologists. When I approach this question, the first thought that enters my mind is that if someone truly wants to help another person, he or she must be a very, very good human being.

One day last year I was lunching with a friend at Willard Straight Hall. Don, somewhat of a pent-up frustrated individual, began to confess his true ambitions to me. Don wanted to help people, a genuine compassion for others.

"Who cares about Cornell academia, term papers, prelims, and high scholastic achievements? I want to make my life worthwhile, I want to help make this world better. How can I do this if I spend half my time shackled up in Uris Library?"

Where could Don have turned to ease his frustration? Many other students experience similar feelings, and what too many of them are not aware of is CIVITAS, the campus organization designed specifically for placing students in volunteer positions. Approximately 250 students volunteer their services through CIVITAS every semester.

The main goal of the organization is to help meet the needs of the community by placing students in human service work. Not only does it provide them with on-the-job experience, but it also gives them an opportunity to explore career goals such as teaching, social work, and medicine.

Through CIVITAS, students work with organizations like Main Line, a counseling and drug rehabilitation center; the Mental Health Center; the Greater Ithaca Activities Center; and other educational and recreational facilities. Some salaries are available for financial aid students, and other people can gain independent study credit.

What motivates people to devote their time and energy toward meeting the goals of CIVITAS? According to CIVITAS student coordinator Ms. Leslie Golden '77, "Most people volunteer out of a sincere desire to help others. However, practical job experience is also a factor." Ms. Golden has enjoyed her job with CIVITAS. "The most rewarding experience I have had with CIVITAS was last fall when we helped to organize the swine flu vaccination program at Barton Hall. Many great people gave up valuable time to help."

How effective is CIVITAS in achieving its goals? They manage to place almost 100 percent of their applicants, an impressive fact considering the number of agencies and people they are involved with. Most responsible for this excellent record is Mary McGinnis, the head coordinator of CIVITAS. Says Ms. Golden, "She's a fantastic person, with an inexhaustible amount of energy and concern."

The doors of CIVITAS at 125 Anabel Taylor Hall are open to anybody. The person who has the time, ability, and concern will certainly reap the benefits. Whether or not one can answer that age-old question concerning the inherent qualities behind helping others, CIVITAS involvement is truly a great experience.

CIVITAS volunteers contribute time during Cornell's flu vaccine program.
In the Peace Corps

by Jill Kirschman ’77

A Cornell education is one way people choose to prepare themselves for the world, but after four years of study, most students know more about the world’s problems than anything else. Through that knowledge, many students can become part of the solutions by becoming Peace Corps volunteers.

Paul Farmer is one of several graduates using his education and skills to help others. He writes from his station in the Philippines, “I am happy here, but discontented by the problems which exist, primarily in the agricultural sector, but elsewhere as well. Discontent gives way to determinism, through, and problems become true challenges. In two years time, if I accomplish nothing else, I would at least like to come to a basic understanding of these problems, their origins, and the future prospects for solutions. Cornell has provided me with a breadth of horizons which are an excellent foundation on which to build this understanding.”

Paul works with other Peace Corps volunteers in the development of various irrigation programs. This first year has proven him a successful worker, as one of his designs has been put into use, and money has been appropriated for the building of ten more such systems.

Paul is very excited by the opportunities the Peace Corps offers. “Technical expertise is necessary in any person entering the Peace Corps,” he said. “But of equal importance would be the individual’s qualities of adaptability, flexibility, common sense, and good humor. In return for his efforts, a volunteer is backed by a good organization which strives to assist him in every possible way.”

Another Cornell graduate, Emily Morelli, is also stationed in the Philippines. Her project involves plant breeding, and of her experiences she writes, “Unhappiness comes mostly from making ‘mountains out of molehills’ concerning the less than ideal living conditions, rather than taking them in stride or changing them where possible. But every time I come through a problem situation, I find my patience has been made stronger, and that I know a little bit more about myself.”

The Peace Corps is a two year program of volunteer work. Both Paul and Emily agree that it is a worthy cause, and they have offered their insights to Cornell to help prospective volunteers.

Many people ask them how much importance is based on the actual job assignment. “Plenty,” Emily answers, “but it’s really only a starting point. I feel as much, or more, like a volunteer when I’m washing my clothes by hand with the women, or walking down the road and greeting someone in the dialect.”

Paul adds, “Joining the Peace Corps seems at best a wise decision. For you never really know what your particular situation will be until you’ve immersed yourself. Often it’s a person’s individual resources and how he or she uses them which makes the difference between meaningful service and imposed exile.”

The Peace Corps presents an opportunity for both world growth and self-maturation. And to prove the old adage that you never stop growing, Dean and Ruth Davis decided to become Peace Corps volunteers when their children had grown. The Davis’ have recently returned home to Ithaca from their station in Swaziland, Africa. They had first served in Central America, but were restationed in Africa for the past two years.

“Volunteer is not part of the Swazi dialect,” explains Ruth. “I think we have become more patriotic as a result of our service—Americans do have a conscience, many Americans do volunteer their time.”

The Davises are two of America’s concerned people. They share an interest in improving the food supply for underdeveloped nations. Dean was involved in the planting and production of agricultural crops in Swaziland. Ruth taught English and geography in a village school. The couple also grew their own garden as an example to the natives.

“They laughed at first, but someone was always leaning over the fence asking questions,” Dean recalls.

The couple seem to echo the opinions of Emily and Paul concerning the importance of the job assignment.

“Sure you have certain job responsibilities,” explains Dean, “but you are expected to spend your free time with the local people as well.”

Ruth adds, “I don’t believe that as much learning goes on in the classroom as that which occurs in normal life situations. I think perhaps we did more for our neighbors by growing a garden and answering questions than we achieved through our actual jobs.”

After their Peace Corps experience, the Davises would add patience to Paul’s list of required qualities for a volunteer.

One thing is certain, as Dean Davis commented, “After two years in the Peace Corps, no one is ever the same.”

For information concerning opportunities in the Peace Corps, visit Robert Stavins, of the International Agriculture Program, in 15 Roberts Hall.
Land-grant institutions, including Cornell, are often criticized for ignoring the needs of small farms and concentrating instead on commercial sized units and agribusiness. Much of that criticism may be justified, but a trend to working specifically with small farms is increasing as people question whether bigger is always better. The College and Extension are finding ways to adapt general programs to smaller farms and are continuing to support people who have long worked with smaller operations.

The county agent forms the most important and effective link between farmers and Cornell. He or she can become familiar with someone’s resources and can advise them how best to apply information to their problems. But part of the reason Extension does not do more for the small farmer is the notion that Cornell and Extension deal only with the larger farms, the ones which move more money. Dr. R.R. Seaney, Extension Agronomist at Cornell, finds that some farmers actually are afraid to use agents. He tells of one man who hesitatingly approached an agent, apologizing and explaining that he felt the man did not have time for problems as insignificant as he felt his to be compared to those of the larger farmers in the area.

Programs aimed specifically at the problems of the small farmer may alleviate this communication problem. Partly in response to the charges that it was failing the little guy, the College began several years ago to study the problems of smaller and poorer farms in New York. One such study, by Dr. Richard Boisvert, Asst. Professor of Agricultural Economics, and Christopher Wardle for Wardle’s thesis research in Agricultural Economics, found that for a variety of reasons farmers on limited resource dairies in Central New York were not taking advantage of existing programs. These farmers, for example, often did not make use of management materials or information. Several complained that they could not use technical information from Cornell because it did not fit their limited land, capital, and equipment.

To find ways to help these farmers make more use of Extension, the Chenango Limited Resource Farm Management program began in the summer of 1975. A program assistant, Florence Conners, works one-to-one with several families, learning their problems, especially those related to their resources, and drawing on university people and facilities to help solve them.

Some Cornell people have worked on small farm problems for several years. Dr. John Tomkins, Associate Professor of Pomology, has been at the University since 1961. He stresses the smaller operation in his introductory courses in small fruits. He also writes a monthly column for Extension newsletters, produces bulletins on the problems of growing and marketing small fruits, and travels statewide to address meetings of people interested in growing fruit on a small scale. At one such meeting in Malone, he spoke to over 80 people interested in growing five or less acres of strawberries.

Tomkins feels the small farm, especially in fruits, is often more practical than a large one. Moreover, it allows income to be spread among more families. “A person can make a nice living with a couple of acres,” he says, but they have to realize that it takes a “rugged individual” to deal with the hard work.

Programs drawing on a variety of resources to help young people become involved in small business and business procedures by raising flowers, vegetables, and animals for market are part of an active 4-H program. Ernest Schaufler, Professor of Ornamental Horticulture Extension and 4-H, has been helping teenagers in Tioga County start a small flower business. The project helps 4-Hers rent land and equipment, obtain seed and fertilizer, and make cultural and marketing decisions while growing flowers to sell at Farmers’ Markets.

Schaufler also spends some of his time with adults, especially in developing agricultural income in areas where farming is poor or part-time and seasonal. He says that help usually can be found for all sorts of problems, and Extension even initiates the process through advertising and meetings. But Schaufler adds, “while we provide the facts, we can’t guarantee what the person will do with them.”

Some small farm problems just cannot be solved easily by the College. Even with the help of information and an agent, eggs from chickens raised in a backyard may cost more than those from a grocery store. Feed bought in small quantities and buildings that will keep hens laying through cold New York winters are costly.

But poultry people at Cornell have long been committed to small (between 5,000 and 20,000 birds - as few as 2,000 if they are part of a diversified small farm) commercial flocks. Professor Charles Ostrander says the smaller operation can be about as efficient as
a large farm, and the quality of life on the small farm is better. Money from the small set-up stays in the community, the small farm is more ecologically sound, and the small farmer stays closer to the land while remaining active in community affairs.

The Extension poultry field staff works in a different way with the problems of a small family farm than with those of a large one. In addition to advising small farmers on feeding, housing, and crop growing, the service has advisory committees and holds meetings to determine their special problems, including taxes, record keeping, and marketing. One venture in Syracuse, for example, grouped several farmers to sell their eggs through one food chain, assuring the stores a steady supply of uniform quality eggs and assuring the farmers a steady market.

Other general programs benefit the small farmer as much as the large one. The Department of Agronomy has researched the problems and methods of farming in the Southern Plateau region of the state. The problems encountered there, including acid soil, stones, poor drainage and low soil nutrient levels, plague many small farmers.

Extension workers, among them Dr. Seaney, studied the resources and specific agronomic problems of selected farms and suggested changes for such practices as animal nutrition and money flow on the farm. County agents set up demonstration plots on the test farms and used them to show the results of the research and of different agricultural practices using those resources.

You might not think of the computer as an aid to small farms, but it may be one of the best tools they have for taking advantage of Cornell’s expertise and technology. Two computer programs at Cornell can help the farmer make the most efficient use of limited resources.

The Cornell Agricultural Management Information System, CAMIS, is an electronic bookkeeping system which allows farmers to make record entries in any order, eliminates most of the arithmetic headaches and provides an orderly readout which allows the small farmer to compare his monthly costs and returns, his performance this year with last, and himself with other farmers. One of the advantages of this system over regular record keeping says Austin Lowry, Extension Associate in Agricultural Economics, is the discipline: since they want to get as much as possible from the computer time they pay for, people tend to keep better records. “In turn they have current records that are essential in making sound management decisions.”

Another project is concerned with enterprise analysis using a NEWPLAN computer-assisted decision aid. The program deals mostly with dairy farms, as they comprise over half of New York’s farms, but can be useful on other types of operations.

According to Dr. Wayne Knoblauch and Dr. Robert Milligan, Assistant Professors of Agricultural Economics, the program finds use as part of a management school, not as an end in itself. Combined with other college resources, the program helps a dairyman find the most profitable organization of the farm’s resources. It examines in detail a farm’s cropping program, ration, replacement policy and other enterprises.

It analyzes a wide variety of factors, including labor, land, available equipment, feed and milk prices, and production, pointing out the strengths and weaknesses of an operation. The farmer can see where more emphasis must be placed on reducing costs, for example, and where he or she is currently doing a good job.

One other NEWPLAN program, the leastcost ration, shows on a small scale the system’s potential. It determines the quantity and composition of feed needed to meet a cow’s requirements and maintain production without wasting protein and energy. Based on the nutritional aspects of the feed, and the cow’s weight, health and milk production, it also provides the farmer with nutritional education and encourages him or her to pay closer attention to both records and livestock.

Not all help comes from Extension or College faculty. Indeed, much of the interest in small farms can be found among students. Groups such as the Black Agriculturists study cooperatives and the skills needed to operate a small farm successfully. During the past two summers the Black Agriculturists have put their knowledge to use in a large garden near Ithaca, combining community involvement with actual practice in teaching and farming on a small scale.

So, while you may have heard that the ag college doesn’t care for the little guy, and extension is only interested in fancy farms and high production, you can find many people, from county agents to faculty and students, who have worked all along with small farmers as well as people who are finding new ways to be more useful to the small farmer.
Dr. William Barclay, in charge of the camel recently treated at the Veterinary College, explains that zoo animals are not accustomed to being handled by humans. "When excited, cows and horses kick with their legs, but a camel hits with his whole body, including spittle!"

Dr. Louis Leibovitz directs the aquatic portion of the Department of Avian and Aquacultural Medicine. His department treats sick fish, researches fish diseases and production, and serves as an extension service. "Some people," he says with a grin, "treat their fish like house pets!"

An undergraduate course entitled "Diseases of Aquatic Animals" is now offered by the Veterinary College, and is designed to introduce the field of aquatic research to interested students.

Danizens of the Cornell campus include many unusual animals. In addition to its usual assortment of farm animals, the New York State College of Veterinary Medicine has treated a lion, a llama, and a camel in recent years. Fish and birds are also part of the menagerie, the College even has a special department dealing with avian and aquacultural medicine.

Many other out-of-the-ordinary animals on campus are part of research projects, including the North American timber wolves Ronald, Schassberger works with and the many snakes that Richard Thomas studies.
Raising timber wolves for his doctoral research, Ronald Schassburger studies vocal and olfactory pack behavior. "Wolf vocalizations are intertwined into a combination of sounds which allow wolves to precisely communicate their emotions to each other."

Richard Thomas is studying the role of venom in snake digestion. Most of Dick's snakes are non-poisonous, (even if physically ominous) such as the four and one half foot Corn snake shown here.

Ron is often in the wolf pen, hugging and speaking softly to his wolves. The only known wolf attacks he is quick to explain "have been by rabid wolves."

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by Susan Ziff '78
and Richard Pawlak '78
The Tragic Myth of Cornell
by Keith Kushner '77

A view of Cornell's suspension bridge, the site of a recent student suicide.

Kill me fast, for death is near.
I am frustrated beyond belief.
I love someone who can't love me.
I don't know of my future.
I, my past has been destroyed.

(Found in Uris Library, Cornell.)

Whether the student who wrote this actually committed the ultimate act of a depressed mind is not known. But suicide among college students has become so common that one-third of all student deaths are brought about by their own hand. This means that suicide ranks second only to accidents as a cause of death among college students.

The Cornell campus has been a target of much speculation over suicides. The topography of the campus, though beautiful, lends itself to this type of discussion—in fact, many students believe that the University has the highest suicide rate in the country. They also feel that the Cornell administration goes to great lengths to suppress this information. This view is perpetuated by one or two suicides each semester, and the lack of a noticeable effort by the University to prevent them.

Dr. William White, Associate Professor and Director of Mental Health at Gannett Clinic, and Elmer Meyer Jr., Dean of Students and Assistant Vice-President for Campus Affairs, refer to the supposedly high rate of student suicide as the tragic myth of Cornell.

"In the last five years the number of students who have taken their lives has been very small," says Dr. White, whose staff at Gannett Clinic helps train the Suicide Prevention Crisis phone counselors. "When compared to other universities of similar high academic ranking, Cornell does not have any more suicides than the other campuses do."

Gannett Clinic's trained counselors meet a lot of students seeking to talk with someone; many have the potential for suicide. But none of the students who have visited Gannett for therapy in the past five years have committed suicide later on.

The fact that Dr. White and the clinic see a lot of students with the
potential for suicide is not surprising. A 1971 study of 792 students at the University of Cincinnati showed that many students have suicidal thoughts at some point in their academic careers. Approximately 30 percent said they had entertained thoughts of suicide during the academic year, while 38 percent of this number rated their suicidal thought as somewhat serious and an additional 15 percent rated their thought as very serious.

People who are serious about suicide usually exhibit the same warning signs. Isolation and withdrawal seem to be the most accurate indicators of a person contemplating self destruction. They tend to drink to excess or begin taking drugs. There is a radical change in their daily behavior and living patterns, such as extreme fatigue, boredom, decreased appetite, preoccupation and the inability to concentrate. If a person is exhibiting these symptoms, he or she should not be left alone, but should receive some sort of therapy from an experienced counselor or doctor. Cornell has a number of counseling services that can be called if a crisis situation arises. Besides the Suicide Prevention Crisis Center, which is on call 24 hours, and Gannett Clinic, a student can seek help at Mainline, the drug counseling service—also on 24 hour call, and at EARS—the Empathy Assistance Referral Service. Religious Affairs also provides counseling in Anabel Taylor Hall.

Jack Lewis, Director of Religious Affairs at Cornell, and one of the founders of the Suicide Prevention Crisis Counseling Service in Tompkins County, sometimes counsels potential suicide victims. “As a counselor I operate on the thesis that a person in a crisis situation tends to lose perspective, and this loss throws him into danger.” One problem, as Mr. Lewis sees it, is that some people set standards that are too high for themselves and others to reach. The continued frustration of not being able to achieve those high standards may cause the radical solution of suicide. Mr. Lewis speaks from experience on this point. His grandson committed suicide when he was 21 years old.

“He wanted a perfect love, something no one could give him. He saw himself in a heroic dimension. The only picture in his room was that of a unicorn, the mythical beast of perfection. The animal was caged and wounded in two spots. I just wonder if that’s how he saw himself.”

If students are going to commit suicide, statistics have to be kept to help in our understanding and prevention of the problem. Statistics show that the suicide rate for college students is about 50 percent higher than the rate for peers who never attended college. Nina Miller of Tompkins County Suicide Prevention and Crisis Service estimates the number of Cornell suicides since 1960 to run as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>1 student (bridge death)</td>
</tr>
<tr>
<td>1961</td>
<td>0 students</td>
</tr>
<tr>
<td>1962</td>
<td>1 student (gunshot)</td>
</tr>
<tr>
<td>1963</td>
<td>0 students</td>
</tr>
<tr>
<td>1964</td>
<td>1 probable student (bridge death)</td>
</tr>
<tr>
<td>1965</td>
<td>1 student’s wife (bridge death)</td>
</tr>
<tr>
<td>1966</td>
<td>1 student (carbon monoxide)</td>
</tr>
<tr>
<td>1967</td>
<td>1 student (bridge death)</td>
</tr>
<tr>
<td>1968</td>
<td>0 students</td>
</tr>
<tr>
<td>1969</td>
<td>0 students</td>
</tr>
<tr>
<td>1970</td>
<td>0 students</td>
</tr>
<tr>
<td>1971</td>
<td>3 students (bridge deaths)</td>
</tr>
<tr>
<td>1972</td>
<td>3 students (bridge deaths)</td>
</tr>
<tr>
<td>1973</td>
<td>1 student (bridge death, perhaps accidental)</td>
</tr>
<tr>
<td>1974</td>
<td>3 people (not confirmed students)</td>
</tr>
</tbody>
</table>

In 1975 there were seven suicides in Tompkins County, but Mrs. Miller is unable to determine which were at Cornell. The figures for 1976 have been compiled, but student suicides were not distinguished from the total. There were 13 suicides in Tompkins County last year. During the 16 years that these figures cover there were 162 suicides in Tompkins County, of which 11 were confirmed as Cornell students.

Though the year is only a few months old, we know there will be at least one foreign graduate student on the list for 1977. He leaped from the suspension bridge on the Cornell campus at the beginning of the semester. Eyewitnesses said the student did not just jump, he dove, as if it were some sort of religious rite. A note was later found, written in Spanish, which contained some heavy religious overtones.

It is never clear why a student would take his life, but it is not fair to blame Cornell for a student’s suicide. In a university as large as this one, it is impossible to immediately recognize a maladjusted student.

According to the Dean of Students, Cornell is aware of and sensitive to the situation that exists on campus. Besides counseling, the university is planning to repair the Dwyer Dam Bridge on Dryden Road. Part of the repair includes the addition of a high fence along the railings to prevent jumpers. But, sources say there has never been a suicide in that area.

Even though there has never been a suicide from the Dwyer Dam Bridge, Nina Miller feels that the addition of a railing of increased height is a positive action. “Our feeling is to take a pro-life position,” she said. “When Dr. Edmund Shneidman, the nation’s leading expert on suicide and suicide prevention was at Cornell about six years ago, the one thing he said was to do something about those bridges.”

Statistics do show that students will use the bridges first before resorting to other means of self destruction. And the addition of slightly higher railings could end tragic accidents like the one in 1973. A student was apparently walking across the bridge over Triphammer Falls on his hands and fell to his death.

It may be a myth that Cornell has the highest suicide rate in the country, but it is a sad reality that students and sometimes faculty are dying from their own hands. The only way to put suicide into perspective would be to organize information from across the nation into a central file. Right now there are no efficient tables citing annual suicide rates for college students. Most colleges play down the suicide rates on their own campuses. But with a statistic showing that the student suicide rate is 50 percent higher than that of their peers, perhaps this information should be available to researchers.

If the information were organized, it would be possible to study the relationships between schools and pressure situations, and how they affect student self destructiveness. With more accurate information to combat the suicide problem, it may be possible to end this senseless waste.
A New Way to Prune Vines by Katherine M. Layer '78

Today, to be fed grapes from anyone's hand but your own would require a great persuasive talent or a good imagination. But the table grapes, wines, unfermented juices, and spreads made from grapes are enjoyed as much today as generations ago. Many of these products are produced from grapes grown in New York State. New York ranks second only to California in national grape production. In 1975 N.Y. produced 153,000 tons of grapes valued at $30 million.

New York has approximately 42,000 acres of grapes in three major grape growing regions: the Chautauqua region on the south shore of Lake Erie, providing a majority of juice grapes; the Finger Lakes region, producing mainly wine grapes; and the Hudson Valley region, providing mostly table grapes. Not far from Ithaca, the hillsides on both shores of Cayuga Lake are lined with vineyards.

Vineyard cultivation is a complex process and maximum crop production usually requires that the grapevines be selectively pruned each year. This is done during the dormant season of November to March. But skilled labor necessary to do the job is becoming increasingly difficult to obtain. The jobs are temporary, and the cold New York winters are not especially enticing to work in. Special training schools have been set up to provide a labor force skilled in hand pruning.

Much of this new labor consists of women and college students.

Basically, grapevines are composed of a main trunk from which grows a long thick arm (or cordon), held high in the air by a wire, strung between posts. From the cordon grow a multitude of branches (or canes) which produce the grape bunches. Unless vines are properly pruned, inferior grapes will result. The best wood of the correct diameter and position to the vine must be kept, and the canes cut to the right length and number.

In the late 1950's and 60's research began on simulated mechanical pruning, but the oversimplified approach was unacceptable. In 1972 at Cornell's College of Agriculture and Life Sciences work was started on the machine. Agricultural engineers worked in conjunction with the New York State Agriculture Experiment Station in Geneva, N.Y. At the experiment station proposed alterations in pruning methods were viticulturally tested setting boundaries for mechanized pruning. The engineers hoped to produce a machine that could be used on a repeatable basis, provide quality grapes, and make better use of the available labor force.

Currently working on the project are Research Associate J.G. Pollock and Prof. E.S. Shepardson of the Department of Agricultural Engineering, Prof. N.J. Shaulis of the Agricultural Experiment Station in Geneva, and Technical Associate D.E. Crow of the Vineyard Laboratory in Fredonia, N.Y. They have developed a mechanical pruner that increases labor efficiency three to six times. The machine is surprisingly simple, consisting of a spiked wheel, three cutting bars, a small circular saw and a street cleaner's brush all mounted on a tractor. The saw and cutting bars do the actual pruning and thinning while the wheel is a guiding mechanism. Later in the season the brush is used to sweep along the top of the vine removing new shoots that arise in undesirable locations.

Because the machine cannot sense the exact cane length or the best wood the mechanical pruner can only be used on a non-selective basis (using only the wheel and cutting bars) every other year with hand pruning done alternate years. Through the use of the circular saw pruning may be done selectively every year with a small amount of hand correction done periodically. Growers may choose whichever system best fits their needs.
Professors Enjoy their Vintage Years
by Nancy Tomkins '77

What do Cornell professors do in their spare time? If it is fall, they might be crouched over shower stalls cleaning five-gallon carboys. But if it is spring, they might be gloating over the clarity of nature’s product - wine.

Dr. A.W. Laubengayer has been making homemade wine since 1923. Retired now, he is a Professor Emeritus in the Chemistry Department at Cornell. His grandparents were from the Rhine Valley in Germany so winemaking to him is really a family folk art. Dr. Laubengayer fondly remembers the early and somewhat crude wine-making techniques. The wine was made in fifty-pound wooden butter or lard pails from local grocery stores. The grapes were mashed in the bottom of the oak pails and baker’s yeast was added to insure the complete conversion of sugar to alcohol. Unfortunately, fruit flies would often congregate around the barrels and the odors would filter throughout the house. And although it was perfectly legal to make wine in the 30’s, many of the neighbors thought it was a “bit off color”.

As Dr. Laubengayer recalls, “The family next door didn’t like us making wine so my mother wouldn’t let us bring the grapes into the house until after dark.”

Today conditions are more favorable for home winemakers. The juice from properly ripened grapes can be bought from a number of suppliers. Good information and equipment are also available. However, winemaking is subject to certain legal restrictions. A permit is required for its non-commercial production. In 1923 during prohibition it was legal to make as much as 150 gallons per person; today it is 200 gallons per household. While permits are free, expect an initial investment of 30 dollars. The cost per bottle averages about ninety cents.

Some home winemakers prefer to crush the grapes and get their own juice. Dr. J.P. Tomkins, an Associate Professor in the Department of Pomology has made his own wooden fruit press. It consists of a series of racks that each hold 15 pounds of stemmed and washed grapes. Pressing the juice from the grapes takes about half an hour. If red wine is desired, the skins are allowed to ferment in a crock in a cool place — and stirred twice a day for five days to get the color out.

The juice is then tested to determine its acid level and sugar concentration. The sugar content should be at least 20 percent and not more than 24 percent when tested with a hydrometer. Eastern grapes are usually not as sweet as California grapes so sugar or water needs to be added. The acid content is adjusted to provide a pleasant tasting fermented product. An anti-septic agent is added to the juice to prevent the formation of undesirable organisms. Twelve to 24 hours later a yeast starter is added to insure the completion of the fermentation process. This process takes from about three to nine weeks. When the bubbling slows and the lees or sediment are well established, the wine should be siphoned into a new container. This procedure is called racking. Wine should be racked two to three times over a six to eight month period. When making white wine, air seals are needed to prevent oxygen from turning the wine to vinegar. Finally the wine is bottled and allowed to age for two to three years for red wines; one to two years for white wines.

Although the formula seems precise, Dr. Tomkins says, “If ten people get grapes out of a vineyard on the same day and make wine, they will get ten different wines.” Dr. Tomkins, an authority on small fruits, has been experimenting with wine for over eight years. He makes about 20 gallons of red and white wine a year along with some strawberry wine.

Professor C.H. Freeman, Chairman of the Department of Communication Arts, makes mainly dry white dinner wine and some red wine. He says he became interested through friends such as Dr. Laubengayer who also makes white wine. Professor Freeman has been making wine for eight years, and bottling it in 16 ounce soft drink bottles. When asked about his interest in winemaking, he chuckled and said “why - wine stimulates communication, of course.” And indeed it does, for at the start of each semester he gives a sample speech to his oral communication classes on the winemaking procedure.

All three professors are members of the American Wine Society. The society was founded in 1967, with Dr. Laubengayer as its first president. Today there are 1200 members across the country organized into chapters such as the Ithaca-Cortland one. The members meet for six times a year and run wine tastings. The tastings are either open or blind. For the blind tasting, a paper bag is wrapped around the wine bottle and members are asked to rate the wine according to its color, body, aroma and bouquet.

The qualities of a good wine can be found in all three professors’ wines. But even they can recall humorous near disaster stories. Professor Freeman remembers one of his early winemaking ventures, when, not fully understanding the fermentation process, he set a carboy of fermenting wine in the basement and left for the office. Later that day his wife called to tell him that his wine was bubbling all over the basement floor.

Despite mishaps, these winemakers enjoy the fun of making and drinking their own special wine.
Recombinant DNA research is a controversial subject which is invoking speculation and fear about the potential dangers of this valuable laboratory technique. The term seems to conjure up images of the creation of new, hazardous life forms foreign to any currently existing in nature. But the potential of such creatures resulting from this research is extremely minimal. "We are interested in removing the mysterious, hazardous concept the public may have concerning recombinant DNA research," Dr. Ray J. Wu says.

Dr. Wu, professor of biochemistry and chairman of the section of Biochemistry and Molecular Cell Biology, explains that the technique involves the introduction of only a few genes into an organism which already contains thousands. It allows the experimenter to study particular genes in a particular organism. Dr. Wu contends that no new life would be created nor would the balance of nature be significantly disturbed by this technique.

Cornell University is one of over one hundred major institutions using recombinant DNA research in some experiments. "Recombinant DNA research is a laboratory technique which no major university can do without to solve major biological problems," Dr. Wu states.

Five biologists on Cornell's faculty use this technique. They are Dr. Wu, Dr. Joseph M. Calvo, associate professor of biochemistry, Dr. Volker M. Vogt and Dr. Jeffrey W. Roberts, assistant professors of biochemistry, and Dr. Gerald Fink, professor of genetics. Dr. Wu estimates within five years, all researchers working with DNA will use this technique.

Most of Cornell's recombinant DNA research is funded by a grant from the National Institute of Health (NIH). Last summer this federal agency published a pamphlet detailing the guidelines to be followed by experimenters in this type of research. The guidelines specify the minimum required physical containment conditions which must be met depending on the level of potential biohazards which might result. They classify recombinant DNA research into four categories, varying from P-1, practically no hazard, to P-4, potentially the greatest hazard.

The work of Cornell's faculty is classified as low P1 and P2 level. Among the practices which must be performed are the following: always keeping the laboratory doors closed, allowing no children under 12 in the laboratory, decontaminating work surfaces daily and liquid wastes of recombinant DNA material before disposal, and prohibiting eating, drinking, smoking, and food storage in the lab.

Dr. Wu says that most scientists believe that the guidelines are overly conservative. "The guidelines are more than adequate to protect the community from potential hazards," he claims.

Dr. Wu says that a planned addition of two floors to Wing Hall will house facilities for experiments classified as P-3. Because these experiments involve the potential for moderate biohazards, P-3 facilities must be separated from areas of public access and provide a system for directional air flow within the lab. "To build an addition without P-3 facilities would be poor planning," Dr. Wu believes.

Because most NIH grants are made to institutions rather than to individuals, the guidelines specify that the institution must establish a committee to "certify to the NIH on applications for research support and annually thereafter, that facilities, procedures, and practices and the training and expertise of the personnel involved have been reviewed and approved by the institutional biohazards committee."

The Cornell University Committee on Recombinant DNA Research has 20 members which include scientists, non-scientists, and university officials concerned with health and life safety. Committee chairman Harry T. Stinson, professor of genetics and chairman of the Section of Genetics, Development, and Physiology, explains the purpose of the committee, "Our job on behalf of the community is essentially to certify that work with recombinant DNA meets the requirements of the guidelines." He says that although only federally funded research is required to meet the guidelines, the committee has taken the position that all recombinant DNA research undertaken at Cornell regardless of the source of funding must meet these requirements.
On the eastern edge of the Cornell campus, sided with greenhouses and dwarfed by taller structures, a low grey building manages to hide itself.

Inside, the warm humid air and heavy smell of growing plants present a sharp contrast to the cold winter morning. Beating through the greenhouse roofs, the rare Ithaca sun shines onto tables full of small green tobacco plants. The plants will soon be the hosts for hordes of little white insects, and the insects will in turn be the hosts for hordes of small black wasps.

The white insects are appropriately called whiteflies (Trialeurodes vaporariorum), the wasps are Encarsia formosa, and the building is the Cornell Insectary. All of these factors work together in the laboratory of Dr. Maurice J. Tauber, researcher and professor in the Department of Entomology.

Dr. Tauber, standing on a ladder attempting to fix an incubator, doesn't mind taking time out to talk about his work. Like the insects they study, entomologists seem to have an inexhaustible supply of energy, and Dr. Tauber and his graduate student assistant, Jim Nechols, are not exceptions.

Working with Dr. Robert G. Helgesen, another entomologist, they have developed feasible methods of whitefly control through biological methods; in this case through parasitism. Biological controls also encompass predation and disease pathogens; they are viable alternatives to chemical control methods.

Whiteflies, one of the biggest pests in greenhouses, are difficult to control chemically. The sprays currently used to control them generally last only a short while, and must be renewed constantly. Some of the sprays even harm the plants they are protecting. In addition, whiteflies can build up high resistances to chemical controls, rendering them ineffective.

But with biological control methods, none of this happens. The tiny wasps, harmless to humans and most other forms of life, are deadly to whiteflies. They need only be applied once. Their natural behavior leads them to attack and eventually destroy the whitefly infestations.

The female wasps lay their eggs inside the developing whitefly nymphs, which are scale-like. Each nymph receives one egg. When the egg hatches, the wasp larva begins to eat away at the whitefly nymph, eventually killing it. Then the wasp will emerge from the dead nymph, soon to begin the egg laying process itself. Its lifetime, a single wasp can infect about 60 whitefly nymphs, forming a very effective control method.

In developing a biological control program, complete knowledge of the life cycles of the insects involved is important. In this type of control, timing is essential—a few days can mean the difference between success and failure. The wasps must get to the whitefly nymphs at the right time, and the eggs must hatch at the right time, or the control will not work.

In addition to life cycles, the behavior of the insects is an important factor. Because this factor is rather complex in insects, this is a difficult area of study. Much effort must first be directed at the study of the insect itself before any kind of specialized control can be formulated. Even then, the control usually starts on a trial basis.

Dr. Tauber, Dr. Helgesen, and Jim Nechols are now eliminating the variables from whitefly control. By doing that, they are giving the commercial greenhouse industry a reliable alternative to chemical control programs. In fact, the commercial trials of biological whitefly control have been quite successful.

The natural aspects of the method make it especially attractive to people concerned with environmental factors as well as economic ones. The wasps in the greenhouse can effectively control the whiteflies through natural means. They need only be applied once, as they are self-perpetuating. And their cost/benefit ratio is one to 30—for every dollar spent on them, the economic return is 30 dollars. For most chemical control methods, the ratio is closer to a five dollar return for every dollar spent. That is quite a difference.

Although biological controls have existed in nature for thousands of years, they are just beginning to be used for man's benefit. One of the best things about biological controls is that, if they are used correctly, they are highly reliable, efficient and effective. The key is in doing it correctly. For whiteflies, Dr. Tauber and his associates seem to have found that key.
New York's Declining Population Affects Agriculture

by Cathy Ferrand '78

Between 1970 and 1974 the population of New York State declined by 131,000 despite the fact that births still exceeded deaths. The losses have been greatest in the New York City area, but other counties with important cities have also lost population increases. The number of persons under five declined nationwide, with the Northeast showing the biggest drop, 22.2 percent.

While population has dropped in the New York City area, population growth has continued in rural areas. Conklin has found both positive and negative aspects to the way this will affect the state's agriculture. He said, "I think it has some positive impact in that it will take the wind out of the sails of the professional planners..."

Many planners have pushed for strict new legislation to deal with land-use problems associated with an expanding population, and have tried to control the land to support more people. However, as Conklin points out, "the planners haven't yet adjusted their thinking to fit the population decline.

Conklin feels that the population decline may cause "a little slowdown on the urban pressures on land."

Another favorable result of the population decline, he said, is that it finally made the politicians aware that New York State has some competitive disadvantages. He gave the example of the workmen's compensation rate for forest work, which is about $25 for every $100 the workers are paid. With this compensation rate New York forest-product industries can 'be under-priced by timber producers in neighboring states where rates are lower.'

A disadvantage with the population decline is that there will be fewer people to buy perishable goods. Conklin feels that even though some eggs, meat, and other products are brought from other states, sales of fruits, vegetables and milk may be hurt by the decline.

The tax rates helping to cause the population decline will continue to grow, intensifying the problem. The state is based on a growth economy. For example, a town makes a commitment with the intention of paying over a number of years. If it can't pay as planned because of economic slowdown, taxes are raised. As Conklin said, "We're going to have fewer taxpayers to shoulder the burdens which never seem to diminish."
A dominant trend in agriculture has been toward small farm consolidation. According to Conklin, “We’ll see some more consolidation,” but it may not be as rapid. He doesn’t think the population decline has affected small farm consolidation. Between 1974 and 1976, for example, there was a temporary increase in the number of farms in the state. The number of farms is currently slumping off again, but total farm output in the state continues to increase. As farms increase in size they also increase in complexity, often turning into large businesses. However, the population decline won’t have a great impact on commercial agriculture because “these farmers are willing to gamble on the long run,” said Conklin.

How will the population decline affect the rural areas of the state? Conklin said, “Politically, of course, farm families are less than one percent of the electorate... so farmers are not going to have any political leverage.” He added that there may be a slight shift in the traditional New York City vs. upstate battle concerning legislation and tax distribution.

Although the population decline may have some negative effects on agriculture, Conklin points to the flexibility of agriculture and marketing systems as a reason for optimism. “Agriculture is, I think, the growth industry in New York.” People are moving to rural areas and more capital investment is being made in agriculture. Our marketing and transportation systems are so complex and flexible, he said, “that it doesn’t matter in terms of food supply where people live.”

The decline and shift in population raise many questions: Will tax rates rise? Will there be enough children to fill the new schools? How much money should be spent to save wildlife and land since the population is no longer expanding? Even though, as Conklin said, “Agriculture will adjust,” New York State inhabitants will have to adjust their thinking to deal with the new problems and opportunities created by a declining population.
Richie Sticks to the Top

Without a doubt, 'tis the season to be high. Such is the result of springtime as it drops the blahs, raises the spirits, and turns grey into green as black and white blossoms into technicolor. Yes, high is the word. Now, take a National Champion lacrosse team, cross it with the radiant season of spring, and you've got high hopes.

This year Coach Richie Moran and his red-breasted laxers will fly onto the field and victimize their opponents with all the pomp and precision of a well-tuned machine, fully apprehending the thrill of victory.

"But," you ask, "what's a 'laxer'?’ Don't worry, a red-breasted laxer is not going to swoop down when you least expect it and teach you the agony of defeat. Cager is to basketball player as laxer is to lacrosse player. Sportswriters, like any independent group, have a language of their own.

The North American Indian gave birth to lacrosse, and the game has been maturing ever since. Maturity means taking a pastime rich in Indian legend, of competition on fields such as the area between Cayuga and Seneca lakes, and reducing it to a small field with fewer players and restricted free play. Instead of posing as a bloody substitute for war, lacrosse is now an outlet for healthy competition.

Cornell jumped on the bandwagon in 1898, when it played its first formal schedule, and has rolled to national championships since as early as 1907. So, red-breasted laxers have been in season a long time.

In 1976 Cornell overpowered a highly touted Maryland attack to become National Champs during a 16-13 overtime thriller.

How does it look for a repeat championship? Richie Moran has led Cornell to two national titles, in 1971 and 1976, and isn't tired of receiving that trophy yet. According to Coach Moran, "Last year we had a seasoned veteran squad offensively. The returning veterans who helped capture that title will help solidify our team's total effort during the 1977 season."

by Gary Roberts '77

When you have a man like Richie Moran running the show, you're bound to be optimistic. Since he was named head coach in 1969, Richie has emerged the victor in almost nine games out of every ten played. In addition to the two national titles, Cornell has captured seven Ivy League championships under Moran — going undefeated all seven times. It's no wonder that Richie was named the United States Intercollegiate Lacrosse Association "Man of the Year" in 1976.

In case you've never heard of Mike French, well, he was the guy who ran off with such awards as "Ivy Player of the Year" and "Most Valuable Player" in the country. All legends in their time must graduate, so Mike and seven other seniors, among them Bill Marino (All-Ivy, All-American) and Jon Levine (Second All-American team), have left Cornell a challenge: Can they be replaced so that Cornell may maintain its number one position? What about it, Richie?

"It'll take a little time to get the right combination to jell, of course. I never look to take somebody's place. My philosophy is to devise the most efficient system to benefit the fine talent we have. But we can do it."

It's nice to know that this year's team has a few budding stars. You know, the guys that rise and break the records set by legends. On the attack we will have the honor of seeing the best stick handler in the nation, Eamon McEneaney, a two-time All-American. At midfield lies such talent as Bob Henrickson (All-American honorable mention). He'll be aided by, among others, Steve Page (Junior College All-American) and Craig Jaeger (two-time Junior College Player of the Year). In the defense wait three well-budded stars from last year: Bob Katz, Chris Kane, and Frank Muehle-
Professorships Awarded
Edgar M. Raffensperger was recently promoted to full professor of entomology by the Cornell University Board of Trustees. Since coming to Cornell, he has been researching the biology and control of mosquitoes and biting flies, of household pests such as cockroaches, and of insects infesting stored food products. Indicative of his concern for homeowners' insect problems, in 1971 he took an active part in establishing Cornell's Plant Disease and Diagnostic Laboratory which each year helps several thousand New York residents diagnose insect problems.

Dr. Richard W. Robinson, Ph.D. '62, has been promoted to full professorship in the Department of Seed and Vegetable Sciences at Cornell University's New York State Agricultural Experiment Station, Geneva. Dr. Robinson specializes in developing new varieties of tomatoes, cucurbits, and lettuce. He completed his Ph.D. soon after he came to the Geneva Station in April 1961.

Cornell University agricultural engineers Edward O. Eaton, M.S. '50, Ph.D. '62, and Gerald E. Rehkugler, B.S. '57, M.S. '58, were recently promoted to full professorships in the College of Agriculture and Life Sciences. Professor Eaton, who joined the Department of Agricultural Engineering in 1958, has received numerous awards for educational aids which show how to safely use a variety of farm and recreational machinery. Professor Rehkugler joined the Department in 1957. He is researching the detection of apple bruises and has worked on the development of mechanical cabbages and apple harvesters.

John W. Sherbon was recently promoted to full professor in the Department of Food Science in the College, where he has taught since 1963. Professor Sherbon has done extensive research on the physical structure of dairy products. His teaching in both undergraduate and graduate courses focuses on the chemistry of food. Sherbon also serves on the editorial board of the Journal of Dairy Science and is a member of several professional dairy and food science associations.

Sandra A. Sheradin, '75, was appointed as an instructor in the Ornamental Horticulture Department at Alfred State Agricultural and Technical College. She will teach floral design and the identification and usage of herbaceous plants. While at Cornell, she was chairman of the Horticulture Advisory Board for Instructional Material Services.

Robert C. Nolan, Sp. '58-'59, has joined the Cornell University Food Industry Management Program staff as an extension associate. His job includes marketing and promotion activities which will carry him throughout the U.S. and Canada. Nolan did graduate work, specializing in agricultural economics, in the College of Agriculture and Life Sciences.

New Director for the International Agriculture Program
Prof. Joseph F. Metz, Jr. was recently appointed director of the Program in International Agriculture by the Board of Trustees. He will coordinate the curriculum and training of U.S. and foreign students for work in international agricultural development. Metz, who joined the Department of Agricultural Economics in 1956, has served as an international consultant on agricultural research for the Ford Foundation, the U.S. Agency for International Development, and the World Bank.

The former Program director, Edwin B. Oyer, resigned to join the International Agricultural Development Service.

Succeeding Metz as associate director of research at both the College and the Cornell Agricultural Experiment Station is Prof. Joan Roos Egner of the Department of Education. She will supervise budgeting matters in the office of research. Professor Egner is also an associate editor of the "Educational Administration Quarterly" and of the international section of "Educational Administration Abstracts."

The Alumni Ballot
College of Agriculture and Life Sciences graduate Ernest L. Stern, '56, is one of four individuals nominated by the Alumni Trustee nomination committee to run on the alumni ballot for the Board of Trustees. Two alumni will be elected for a five year term. Stern is chairman of the Dumont Corp.

Dr. W. H. Allaway, Senior Lecturer in Agronomy, has been made an Honorary Member of the American Society of Agronomy. Dr. Allaway's major research dealt with the relationship of soil to the nutritional quality of plants. His work on the soil to plant cycling of selenium has been widely used in the livestock industry and in studies of the geographic distribution of human health problems. He received ASA's Soil Science Award in 1971. Dr. Allaway retired in June 1976 after serving 15 years as Director of the U.S. Plant, Soil, and Nutrition Laboratory at Ithaca.

Service Award
At their annual meeting in October 1976, the Science Teachers Association of New York State presented Glenn A. Crosway, '53, with the Service Award plaque for his outstanding contributions to that organization. Only seven other science teachers have received this award in its history. Crosway also was Director of the 25th State Science Congress sponsored by the College of Agriculture and Life Sciences and Alumni Association in May 1976. At the Congress Banquet he received a Service Award plaque from the Gamma Chapter of Alpha Phi Omega of Cornell in recognition of 21 years of service in New York high school science education.
Far above Cayuga's waters...where you spent some of your best years. The memories of your college days are among your fondest. Ever wonder what happened to those old classmates, professors...those old friends? Find out this June. Come to -

The Alumni Association of the College of Agriculture and Life Sciences' Breakfast and Annual Meeting. Saturday, June 11, 1977 at 8:00 a.m. North Campus Union, South Dining Room, Cornell University

Interested? Please let us know ahead of time by contacting: The Alumni Association of the College of Agriculture and Life Sciences
205 Roberts Hall, Cornell University, Ithaca, New York 14850
EDITORIAL STAFF

ABOUT THIS ISSUE
Difficult decisions are made with a sense of anticipation at graduation. This issue focuses on several ways Cornellians set their new goals.

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LIFE lies before YOU

Spring of year and life
reflections of worth
Freedom in sight
a new kind of birth
Trained for position
playing a while
The world is now yours
change your lifestyle
Cornell is a memory
home isn’t home
Doing things your way
spending time alone
Finding out the options
time is moving fast
Making more decisions
learning from the past
A career for a lifetime
plans have been made
Life lies before you
your cards have been played
The future is present
the past is still clear
Fresh dreams will guide you
there’s nothing to fear.

by Ralph Spence '77
THE FRUITS OF HIS LABOR

A Profile of Dr. Louis J. Edgerton

by Paula Cimini Shuster '77

The sun shines strongly through the early autumn leaves as Cornell pomologists prepare for the long-awaited harvest of the Cornell orchards. Students enrolled in Pomology 101 and its accompanying laboratory examine the tart McIntosh, plump Idared, and wine-colored Red Delicious for condition and stage of maturity. Then they move on to get experience and practice in the harvesting, grading, and storage of the fruit. Their professor points out the features of each variety and its special handling requirements. He nods in approval as his students detect the principal features of this most important time in the life of an apple. It’s clear that on a bright fall afternoon, Dr. Louis J. Edgerton, a Professor in the Department of Pomology in the New York State College of Agriculture and Life Sciences at Cornell, looks forward to the annual harvest as eagerly as anyone.

The study of apples and other tree fruits has been a lifelong pursuit for Dr. Edgerton. His office in the Plant Sciences building on campus is lined with volumes such as "Proceedings of the American Society for Horticultural Science", "Shedding of Plant Parts", "The Packer", and many copies of fruit growers magazines. A native of Ohio, Dr. Edgerton attended the College of Wooster, received his B.S. degree from Ohio State University in 1937, and then a Ph.D. degree from Cornell in 1941. Dr. Edgerton’s research concerns the cold hardiness of fruit plants, chemical fruit thinning, flowering, and fruit set and regulation of fruit maturity. More recently he has been investigating fruit abscision in relation to mechanical harvesting and the use of growth regulators to control tree size and fruiting. Dr. Edgerton is the author of many technical papers describing his research as well as articles on practical fruit growing and extension bulletins on cherries and peaches.

During a sabbatic leave in 1955 he was associated with the University of California at Davis. In 1962 he received a Cornell Traveling Fellowship for travel and study at some of the horticultural research stations in England and Europe. Dr. Edgerton was a Fulbright Lecturer at Cairo University, UAR, in 1966 and has recently completed a six month’s sabbatic leave in Australia and New Zealand where he conducted research on plant growth regulators. As a member of Gamma Sigma Delta, Sigma Xi, American Society for Horticultural Science, American Association for the Advancement of Science, and the Research Club at Cornell, Dr. Edgerton has proven to be one of Cornell’s most active professors.

A pleasant, cheerful man, Dr. Edgerton has been teaching pomology at Cornell since 1946. He explained that in the 1940s, many more students in pomology had already had experience in fruit production from home orchards throughout the Northeast. “This is changing,” he said with concern, “because as the number of family orchards decreased and became incorporated, the number of fruit grower families decreased during the late 50s and 60s.” He brightened, however, when he added that “I think there has been a real revival of interest in fruit growing in the past five years, though. For example, in my introductory course of about 70 students only ten or fifteen are majors, but those majoring in Plant Science, Social Science, and Animal Science are also in the class. You don’t have to be a pomology major to take the course. I view my role here at Cornell as a career teaching experience, where I can continue to teach pomology for a few more years before I retire.”
Holding a prime specimen at arm's length, Dr. Edgerton explains to students how proper pruning practices are essential to good tree development.

A few years ago, Dr. Edgerton tested out this small, portable power sprayer. Small enough to fit in the back of a van, the machine is designed to apply chemical plant growth regulators that enhance fruit abscission, making mechanical apple harvesting more efficient.

Pointing to some apple twigs in a glass jar on his desk, Dr. Edgerton excitedly explained his research with bloom delay. "These unusually warm days that we've been having cause the buds to start swelling prematurely, leaving them vulnerable to frost damage. To prevent this, we've been experimenting with a sprinkler system in the orchard that sprays a light mist of water over the trees. This effectively cools the bud down to delay opening. Would you like to go out to the orchard to see it in action?"

Dr. Edgerton and I then took a short drive down Tower Road in his blue Plymouth. Sporting a 35 millimeter camera, he was anxious to get some photographs of the sprinkler system just as it sprang into action. It was about 80 degrees that afternoon, as we stood on the newly sodden and well-mulched ground between the rows. A few feet away, a beautiful rainbow was forming as the mist dispersed the white sunlight into a multitude of ethereal, transparent bands of color. "Would you mind holding this branch for me?" Dr. Edgerton asked. As the wind carried the mist down on us, he quickly snapped more pictures. "Now let's go get some apples!"

From the orchard, it was a short trot to the orchard store. He graciously offered me a few samples of Empire, a cross between Red Delicious and McIntosh. During the drive back to campus, he said that "At this time of year, Empire holds up pretty well under controlled atmosphere storage. Really tasty, isn't it?" At that moment I was enjoying the apple so much, I could only nod in agreement. "Thank you for talking to me, and thank you especially for the apples." "It's no trouble at all," he replied. "I always enjoy talking to students."

In Dr. Edgerton's Pomology 101 class, students learn the different characteristics of fruit trees.
FINDING YOU
at the Career Center
by Keith Kushner '77

Every student that attends the College of Agriculture and Life Sciences will someday be faced with the hard reality of having to find a job. Even if facing this fact is delayed by graduate school, someday the books will have to be laid aside, and the student will become gainfully unemployed.

Though Cornell is a good school, its graduates do not have a corner on the job market. Finding a job that meets the student's expectations sometimes takes hard work, and a bit of luck. To help students, the College has its own Career Planning and Placement Office in 16 Roberts Hall, referred to by many students as the "Career Center."

Before 1969 one of the Center's main functions was to make sure that each student fulfilled his farm practice requirement. The requirement ended in 1969, allowing the center to develop new programs.

"We provide information and the opportunity for students, especially seniors, to meet prospective employers," said Edie Streams, a Doctoral student in Education Administration, who runs the Career Center along with Mike Gerling, who is studying for his MBA. "Our busiest time of year is probably February and March when people are scheduling and having interviews," Edie said. "We scheduled 820 interviews, representing 230 students." Though this figure may make it seem like a relatively small number of seniors are taking advantage of the interview program, it must be remembered that 30-40 percent of them are going on to graduate school.

But the Career Planning and Placement Office is much more than a place to meet prospective employers. For the last three or four years the Center has been handing out the senior packet which gives information on writing resumes, cover letters, and other job-related material. Though there is no direct feedback to the Center on the use of this information, more than 500 senior packets were picked up this year.

Not all the programs that the Career Planning and Placement Office provides are for seniors, or have to do with permanent employment. For example, Contact Program is a one week work experience for sophomores and juniors. They are placed with alumni who are in the field that the student is considering entering. Sponsors in the program work in banking, county and federal agencies, wildlife, local papers, and other fields. In the two previous years there were 150 applicants for the program, but this year there were only 15. "I made the decision not to mail the information out to students in an effort to save money," Edie said. "The information was posted on bulletin boards, but no one must have seen them. Maybe next year we'll have someone stuffing the material into the preregistration packets."

If a student is interested in government he can apply to work for a semester in the New York State Assembly Intern Program. The student works 30 hours a week from January to June with an Assemblyman, and carries six hours of independent study, and six hours of courses as a visiting student at SUNY Albany. By remaining a full time student with 12 credit hours, the student can retain any financial aid he may be receiving.

But these programs are still only part of what makes up the Career Center. The Center has just completed a study of alumni from the years 1949, '54, '59, '64, '69, '72 and '74 to see what percentage are still in the same fields they studied at Cornell. The Center was interested in finding out the employment and educational experiences alumni have had after leaving Cornell. Sixty-three percent of the alumni responded to the questionnaire, and of this number, 48 percent stayed in their field of study, while 28 percent were working in different fields. An additional 14 percent were still in school doing some sort of graduate work. The rest of the alumni did not fit into any of these categories because some are in the process of switching jobs, some are unemployed, and others are occupied in raising a family.

The study showed that the further away from graduation a person is, the more likely he will be in a job unrelated to his major. In the future other information may be requested from alumni for similar studies.

The Career Planning and Placement Office has undergone a slow evolution in trying to provide a better service for the students. In the future, a publication is planned that will have information about different graduate schools, and what faculty members have attended that school who are willing to talk to students about it. Some faculty are also being used to recruit companies to come and interview students who are prospective employees.

Students should not be afraid to use the Career Center, and Edie Streams encourages people to start thinking early about their futures. There will always be someone there to help.

Mike Gerling, placement coordinator, updates career information bulletin board.
in a Value Clarification Workshop
by Barbara Buoymaster '77

Graduation is often an introspective time. Seniors are forced to consider the question of what to do with their lives. Some have decided on graduate schools, others have jobs lined up, but many students have no idea what they'll do.

Cornell graduates have the luxury of vocational choice. The job market is tight but when we begin seriously seeking employment quite a few jobs turn up. Then some vocational choice has to be made.

It's hard to choose a career direction because the stakes seem so high. We think we're picking a career for life, and often we are, so there's a lot resting on the decision.

That's the wrong way to think about things according to the value clarification program now being offered at Cornell's career centers. We should ask ourselves instead where we are, and not where we want to go, and what resources do we have for getting there.

These are often difficult questions to answer. The value clarification or planning workshops can help. In a group of five to seven people and one staff member, the workshops help to answer these big questions by first answering smaller ones.

"Most of us act as though we think the future is something that happens to us, rather than something we create every day," explained Charlotte Shea, career counselor and the force behind these workshops.

"The emphasis of psychology on how childhood experience determines later adult behavior, coupled with the fact that most of us accumulate obligations as we go through life," she adds, "leads many people to explain their current activities in terms of where they have been rather than in terms of where they are going." The workshops attempt to put people in touch with how they think about their life and what they want to accomplish. The staff person structures individual reflection and group discussion around a series of written exercises.

The first is called "life line". Each member of the group is asked to draw a line representing their life and put a check where they are now. The line can be straight, slanted, curved, convoluted, or jagged. The group then discusses what the lines mean to each person and to the others.

They work through a number of these exercises designed to increase self-knowledge. "Try to list those things which are really important to your sense of yourself," the second exercise reads. "Things that, if you lost them, would make a radical difference to your identity and the meaning of life for you."

After these who-am-I exercises, the workshop focuses on a self-evaluation of abilities. They evaluate verbal-persuasive, social, numerical, investigative, manual-physical, creative, and managerial skills. By ranking abilities on a scale of one to four, from no ability at all, to a definite strong ability, a pattern of prominent strengths emerges.

The group also looks at work values, rating satisfactions that people obtain from different jobs. And finally, they attempt to set in motion and long-range goals.

The workshop isn't an "encounter" group. There is nothing magical or spiritual about it. People don't leave with the rest of their lives figured out. But the workshop does help people to think about these hard questions. The questions can be answered just as well without the workshop, but they tend to get put off because they are difficult.

The career centers encourage people of all ages and backgrounds to take part in the workshops. These aren't questions that are asked exclusively by students. Ideally we should all think about our goals and how we're progressing toward them frequently.

For those trying to determine a career direction, the next step is to look into the fields that emerge as strengths and interests in the workshop. For those that have a career direction or even a career, the workshop can help people understand themselves and their interests more clearly.

"Because it's over," as Charlotte Shea said, "the past is unmanageable. Because it has not happened, the future is manageable."
“Where do you see a space?” There are plenty of cars in the A-B parking lot located near the North Campus housing complex.

“Welcome to Cornell University. We hope that you share our admiration of its beauty. Unfortunately, when you come by car you must also share one of our problems — a shortage of parking spaces.” Printed on a Visitor’s Parking Information sheet these words warn the eager visitor of a problem common to all faculty, students, and employees of Cornell.

At this time there are 16,000 cars registered with the Cornell Traffic Bureau and 5,000 available parking spots. Director of Transportation Services David Brown said that “parking on campus is a non-renewable natural resource.” If in fact everyone tried to park on campus the grounds would literally become one huge parking lot. There simply are not enough places on campus to accommodate all those who wish to park there.

Over the past ten years parking areas have been constructed on the outer edges of campus, as lots closer to the center of campus have been covered by new buildings. Uris Hall and the Johnson Art Museum are built on former parking lots and the new Boyce Thompson Institute will be constructed on another. As campus expansion occurs more parking areas will be added to the fringes of the University; 125 new spaces are planned alongside Morrison Hall. Whether continued peripheral extension will be able to handle the expanding auto population remains to be seen.

The Campus Bus Service shuttles parkers back and forth to the main campus, from peripheral parking lots. This system may be somewhat inconvenient but it does help to maintain the natural beauty of the campus and keep roadways open and safe.

This diminishing availability of parking space is, unfortunately, accompanied by the fact that many more students own cars today than ever before. Parking is especially crowded for students of West Campus. When lots are full many students park on the street, but they must remember to switch sides every day because of Ithaca’s alternate-day parking law. Should they forget they are likely to find a ticket flapping on the windshield.

Traffic had long been a problem for Cornell. As might be expected, rising use of the personal autos increases traffic as well as parking difficulties. On the average day in 1965, 40,000 cars crossed the campus. Since the population of Ithaca totals 28,000, minus students, this would be equivalent to everyone in Ithaca driving through campus about one and a half times a day. In an article published in the Cornell Countryman in 1970, Carol Furst wrote “... Cornell even has rush hour tie-ups. Parking spaces are difficult if not impossible to find, during the day and a “U” sticker is a treasured item.” On March 3, 1970 six Cornell students staged a sit-down on Campus Road during the 8 A.M. rush hour to stress that the presence of cars on campus created safety, pollution, and ecology problems.

In the fall of 1970, a permanent parking permit and a redirected traffic
flow system went into effect. To park on University-owned land, drivers must obtain a permit from the Cornell Traffic Bureau. Permits are classified according to the purchaser's relationship to Cornell: student, faculty or employee. The fees charged range from nothing to $108 per year, depending upon the proximity of the parking area to the center of campus.

Three traffic control booths guard the entrances to campus and only cars with "U", service or visitors' permits are allowed to pass by and park on campus. Between 7:30 A.M. and 5:00 P.M. weekdays, all other traffic is diverted around Cornell, unless otherwise specified by the Traffic Bureau.

Brown stressed that traffic on campus has thereby been substantially cut, much to the relief of numerous pedestrians, cyclists, and skateboard riders. Where there are restrictions there are also violations. This is reflected by the 35,000 tickets issued each year for the various parking and traffic violations. Some tickets are suspended and others are appealed but the majority are paid. Ignorance of parking restrictions is not considered a valid argument for a ticket to be excused.

To keep the public informed of current campus traffic regulations the Traffic Bureau puts out several excellent publications including a parking map. These may be obtained free of charge at the Cornell University Traffic Bureau, 115 Wait Avenue.

The future holds planned improvements to aid the battle to maintain adequate parking and roads. It seems that parking will forever be a problem because of Cornell's geographic location and the general layout of the campus. But future solutions may include an expanded bus system, parking garages on the interior of campus, and the repositioning of the control booths. Decreased use of the personal auto would greatly help the situation. To encourage car pooling the University offers individuals with more than one vehicle or groups of individuals the chance to purchase a set of multiple permits for any given area for the price of one regular permit. Yes, even Cornell is trying "two for the price of one" incentives.

Parking is still tight, making the "U" permit the pass to the inner sanctum of the Cornell campus. Although the traffic flow through campus has vastly decreased, drivers and pedestrians still cast frustrated looks at each other.

When parking was not a problem! A horse and buggy move down Central Avenue in the early days of Cornell.

Parking problems begin! Here cars are neatly parked at the base of the Ag Quad in the 1950's.
The year is 1935. The Monday evening chocolate hour at the Adams' home at 202 Fall Creek Drive has already begun. Students and friends are assembled in front of an open fireplace where Bristow Adams has carved the well known words, "The time has come, the walrus said, to talk of many things." And talk they did, about everything and anything from student activities to politics and literature while Mrs. Adams served hot cocoa and cookies.

B.A., as he was often called by colleagues and friends, began the get-togethers by introducing everyone. If you were to watch closely, you could probably catch the sparkle in B.A.'s eyes as he remembered the names of all the newcomers without a pause. If you preferred to listen, B.A.'s adventures in the south seas would boggle your imagination.

Today, although they happened decades ago, many alumni fondly remember the Monday night get-togethers along with B.A.'s sharp wit and often-discussed pet peeves such as flowery writing, publicity, and the then contemporary fuss about soybeans. But for those of us unfamiliar with B.A. personally, numerous accomplishments stand waiting to be explored.

It was in 1914 that B.A. packed up his abilities, his good humor, and his dedication and traveled to Ithaca to take charge of the Information Service and to be editor of the Agriculture and Rural Life Publications of the New York State College of Agriculture (now Agriculture and Life Sciences.) He brought to Cornell a degree from Stanford University, Class of 1900, and a varied career in publication and journalism. At the age of 22, B.A. was appointed artist on the Bering Sea Fur Seal Commission on the Pribilof Islands.

In 1902 B.A. was made associate editor of Forestry and Irrigation, the magazine of the American Forestry Association, now American Forests. For a period of nine years beginning in 1906, Bristow served as a professional forester in the U.S. Forest Service in various National forests in the north and south. His connections with the forest service gave him the privilege of working with the men who started the conservation movement, often termed "the cause" under President Roosevelt.

B.A. was a pioneer in many fields. He was called on by Cornell to develop public relations in forestry because of his experience in Alaska and the various National forests. He was also to teach a class in the forestry department, Conservation of Natural Resources, to be offered for two credits.

In addition, he was asked to set up an efficient system for handling the publications of the College. Organizing the editorial office boosted the quality of extension bulletins and made the findings of research available to the farmers of the state. Cornell's improvements influenced many other institutions and led to the formation of organizations such as the American Association of College News Bureaus and American Association of Agricultural College Editors. B.A. was president of each of these organizations.

It wasn't until sometime after B.A.
had been at Cornell that he began to teach journalism classes. Members of the Cornell Countryman asked B.A. for assistance in the production of their magazine. A one-hour course was offered for no credit. The students liked it so well, they kept right on working through intersession, and starting with the next term credit was given. Throughout the '20's and '30's, the early journalism courses were hidden in the Office of Publication because there was no provision in the College for such courses.

B.A. proceeded to add another course called Feature Writing. The objective of the course was to write articles for publication. One of his former students, Dorothy Chase, remembers taking the course from B.A. in the spring of 1927. As she recalls, "He gave any of us a chance to write an article for the homemakers' section of True Story, which he headed under the pen name of Luella Farmer, his wife's maiden name. B.A. was paid by the month and as True Story accepted our articles he paid us. I sold several!" However, B.A. was not all academics. In fact, on a cheerful spring day in 1927 you might find Bristow and his students far from the campus halls, sitting near one of Ithaca’s falls or gorges. Dorothy Chase especially remembers these escapades because "everyone would gawk at us."

Miss Chase remembers the first course she ever took from B.A., Agricultural Journalism, a general lecture on all phases of journalism. She recalls waiting in a lecture room in Fernow Hall for the instructor's arrival. And as usual, B.A. would promptly walk into class with his dog, an elderly shepherd who would lie in the back of the room until seconds before the bell rang and invariably plod to the front of the room to stand beside B.A. He never failed to beat the bell.

On his 25th anniversary as editor of publications for the College, students in one of his journalism classes started the parade of wellwishers and startled B.A. as they burst into strains of Happy Birthday. Each student presented him with an apple. B.A. smilingly remarked, "Those apples look pretty well polished!"

B.A. initiated all the writing courses himself and laid the foundation for what was to become the Department of Communication Arts. In total, he taught 11 credit hours in journalism and two in the forestry department. To Bristow, success in agricultural journalism meant an ability to differentiate between what was of value to read and what was not. He believed the power of discrimination was important to any person who claimed a well rounded education.

B.A. gave to Cornell many of his creative writings and paintings. When on sabbatical leave in Europe in 1937-8, he was asked to keep account of his travels. Bristow filled two 500 page books with his writings and water color illustrations. When asked the objective of his travels he soberly replied, quoting Kipling, "For to admire an' for to see/ For to be 'old this world so wide.'"

When asked in 1945 about whether he was really ready to retire, he replied "Well, yes, it is true that I am finishing 31 rebellious years at Cornell."

Though he retired in title, B.A. continued to keep active in many academic and social circles. For a number of years, he was editor of the Cornell Plantations. He also continued to be an active member of the Savage Club of Ithaca, a group of men with talent as entertainers, chartered by the Savage Club of London. He described their escapades in his poem Prolegomenon:

"The Savage Club, a group of merry wights
Who gather for their joy on sundry nights,
With quips and cranks, and songs and wanton wiles
To gain each others praise, or only smiles...

... So gentle folks, we hope you'll like our skits
Our raconteurs, our songsters and our wits,
And that we'll have at every actor's pause
Your sweet indulgence or your kind applause."

Tuesday morning, November 17, 1957, the beloved Bristow died, only a few weeks before Cornell Plantations had planned to publish "An Appreciation to B.A." on his 82nd birthday. The Plantations published the appreciation as if it were written when B.A. was still alive because they wanted to continue to think of him as the living inspiration that he was all.

B.A. sketched this seal when he was artist on the Bering Sea Fur Seal Commission on the Pribilof Islands.
Ugh! Blocking a frisbee in mid-air is not always as easy as it looks. Just look at those nasty grass stains.

Not a huge crowd, but a happy one. Ultimate Frisbee does not receive the publicity of other team sports.

Ultimate Frisbee is a new sport and a new approach to team competition. Cornell has had a Frisbee team since 1973 when Jon Cohn introduced the game to the campus. This year's team has been exceptionally successful, losing only once in the fall semester to Hampshire College and once this spring to Penn State. They are in line for the Eastern Championship which will be held at Amherst.

Ultimate Frisbee is played on a 60 by 40 yard field, outdoors at Cornell's Upper Alumni Field or inside at Barton Hall. There are seven men from each team on the field at the same time. The object is to receive a throw-off and move it in a series of passes down the field to score. A score is a pass caught behind the end zone. There are no referees. Since Frisbee is essentially a non-contact sport, players operate by an honors system on the field and call their own fouls.
Oh no you don't! It's hard to tell who is playing defense here. It looks like they all want that frisbee.

The wrist

I got it! Ultimate Frisbee requires agility. Players must time their motion to be where the frisbee will be.

Cornell's team has no faculty coach, so they share the coaching responsibilities among team members. This year's team has about twenty-five members, including several women.

While Cornell has the strongest indoor game in the league, as the weather begins to warm competition is held outside - and that is perhaps our team's only weakness. They need more practice playing an outside game and must learn to contend with a grass field and wind. Jon Cohn, still a team member, is the league's best arm, according to All American Jim Herrick, and the team has a tribe of expert receivers.

Ultimate Frisbee is a new concept in team sports. It's fun to play, exciting to watch and an enthusiastic team effort unchecked by the politics of so many other college sports. If you want something totally different check out Cornell's Ultimate Frisbee team!

Win or lose - a good game of Frisbee is a good time. Here Cornell congratulates Penn State after a fine game.
"I grew up three years in the past few months." "It's what you make of it. I only had to learn certain things but the chance was there to go as far as I wanted." "I found out I will never be able to work in an office!" "Now I know I'm interested in health care from the business rather than the medical aspect."

These are typical comments from students who have participated in the College Venture Program. The program provides students with job opportunities and structured learning experiences during the regular semester. It is an alternative to traditional academics for students anxious to try their knowledge in the "real" world and gather first-hand information about the workings of their career choices.

The program is relatively new at Cornell, just ending its two year trial period this September. It was started in 1973 by the trustees of Northeastern University as a response to increasing demands by students for more practical options, especially for liberal arts majors, but also for those in engineering and agriculture. "With the job market as competitive as it is, students are becoming more interested in gaining learning experiences off-campus, where they will get a head start on the road to finding permanent jobs later," stated David Cullings, the Cornell Venture representative at the Career Center in Sage Hall. He believes the program successfully offers students practical learning away from the classroom and helps students find careers. Another valuable service of the program that is not always recognized is its capacity as a counseling device. "Many students come in ready to take a leave of absence, and in the process they get things sorted out," Cullings said. "Just sitting down and discussing their likes and dislikes or career interests points out many new routes available to them right here on campus and with their curriculum."

The Venture Program has 17 member schools in the northeastern part of the country with Boston as the central headquarters. The program is growing because the usefulness of off-campus experiences is being increasingly acknowledged. Findings show that the right experience can stimulate personal growth, help career objectives, and increase motivation to complete a degree. Cullings summed it up by saying, "It offers a new educational flexibility."

Reports from students are enthusiastic and positive. Their evaluations indicate the program has led to more confident career plans, increased self-reliance and social maturity, as well as independence. In addition the job bank for the Venture Program far exceeds the listings an individual could come up with on his own, giving him a chance at the best jobs available.

To be eligible, a student must be an undergrad or first semester senior. The placement process is really a team project involving the student and Venture representatives. The procedure for genuinely interested students works like this: they prepare a résumé, look through job listings for first choices and priorities, and then interview with the Venture representative. How-

ever Cullings points out that many students have the wrong impression and think the program will automatically find a job for each applicant. The process is a joint effort, stressing a "with, rather than for" approach. To land a job after the program has come up with some possible options, the student must really sell himself to the prospective employer.

There are few drop-outs in the program when students successfully follow through on all phases and are patient enough to wait for the right job to appear. The biggest problem according to Cullings is that students set their expectations too high and think they will just be handed the job that is ideal for them.

Most of the students receive a salary, though some jobs provide only room and board or are voluntary positions. Since the program started at Cornell, 20 students had been placed the first year and as of February 1977, 19 more had obtained work experience.

Every career or interest is available from ecology to engineering and politics. Students work as medical research assistants, interns for political leaders, archeological field assistants, and in agricultural operations and research. More professional and skilled positions are included, such as film directing, welding, or industrial training.

Many of the jobs offer exciting challenges to broaden each student's knowledge and experiences. For example, a senior biology major spent three months sampling experimental solutions for enzyme content while working in a research laboratory at Harvard. Another student worked taking bottom samples which are monitored to determine the impact of the human activity on the coastal zone. The possibilities range on and off from archeological digs to advertising promotion work.

Through the College Venture Program Cornellians are getting a chance to gain valuable first-hand experience about areas of interest so they can plan their college years the best way possible and have some real experience behind them when they enter the job market. Showing that they have been able to put to use what they know may be one of the most important things a student can learn at Cornell.
Many students complain that the academic environment isolates them from "the real world." However, seven Cornell students recently participated in a project that proves the two are not mutually exclusive. The Student Design Investigation Program, sponsored by Armco Steel Corporation, gives students from four schools the opportunity to present their ideas on a given topic to professionals from government and industry. The result is a stimulating exchange of views and ideas between the two groups.

Students from the Department of Design and Environmental Analysis in the College of Human Ecology were invited to participate in the program for the second time. The subject of the 1977 investigation was "Concepts for Fighting Fire." Apparel design seniors Laurie Rosen and Mary Valla directed their attention to the firefighter's outer clothing while product design seniors Mary Elizabeth Bauer, JoAnne Hutter, Juliette Mroz, Jill Walker, and graduate student Ira Velinsky worked on the equipment carried in the firefighting situation. Under the guidance of faculty members Joseph Carreiro and Susan Watkins and graduate assistant Joseph Muro, the designers worked closely with one another, employing a systems approach to insure total integration of clothing and equipment. Such an approach increases the firefighter's efficiency and gives him a greater degree of personal protection.

How do you begin to design a firefighter's turnout coat or air support apparatus? "We read everything we could," recalled Mary Valla, "from professional magazines to novels to the National Fire Prevention Association's voluntary standards for clothing and equipment." Then the designers conducted numerous interviews with members of various fire companies probing for problems with items that are currently in use.

The hazardous environment faced by the firefighter led the apparel designers to focus on a fabric system that would eliminate water and steam penetration yet permit proper ventilation. This was accomplished by bonding a fire resistant outer fabric to a film that is waterproof but permeable to air.

Since heat exhaustion is such a great problem, the construction of the garments included a pleat in the back area, elbows, and armpits. These pleats have a bellows effect that permits the firefighter's own movement to circulate air, thus facilitating the cooling process. As Laurie observed, "Every design feature had to have a reason in order to establish our credibility."

In addition to a traditional turnout coat and pants, a more modern garment was proposed which the designers feel may be the ideal approach. It combines a short jacket and overall-type pants to eliminate bulk and weight and increase freedom of movement. The students feel the major problem in achieving user acceptance would be its untraditional appearance.

The Cornell product designers proposed a system consisting of the firefighter's helmet, air support mechanism, face mask, a portable light, and a communication system. Their efforts were directed at making all of these parts fit and work together in a safer, more efficient fashion.

Another concern was the health of the firefighter. According to JoAnne Hutter, "Many firemen die from heart attacks because of the weight of the equipment they must wear. A conven-

This backpack has about one-third the weight of existing ones.

Students' concepts for improved firefighter protection are presented by designers Ira Velinsky and JoAnne Hutter.

Tional system can weigh as much as 50-60 pounds. With our approach we were able to keep total weight to between 17-20 pounds."

The project required several weeks of the students' time and energy. Roommates were called to bring toothbrushes and a change of clothes after the "all-nighters." There were a few occasions when Safety Division found someone taking "short naps" in Martha Van Rensselaer Hall during the wee hours of the morning.

But the results were worth it. At the critique session, which was held in Dallas, Texas at the end of March, the reaction by the panel to the Cornell presentation was described as "phenomenal" by Laurie Rosen. Armco's coordinator of the program, Joseph B. Curry, reported in a letter to Dr. Jean Failing, Dean of Human Ecology, that "the response of these professionals to your students' work was so positive that I wanted you to be aware right away of it. The depth of research, the thoroughness of the students' analysis, and the validity of their presentations were highly praised. This was one of the very best presentations we have seen in the twelve-year history of the Student Design Program."

"I've learned an unbelievable amount in the past semester," said Mary Valla. "The experience of working on a real problem is great. It makes you deal with all the factors involved - something can't just look good." Wisdom from one who has seen the real world, right here on campus.
The Housing Scramble
by Steve Klein '77

“Where are you going to live next year?”
While such a question may have been easy to answer at Cornell years ago, it is one that arouses much anxiety in students today. The increasing demand for housing and the prohibitive cost of building new dorms have forced many students to shop off-campus for housing.

A lot of the tension peaks during the campus-wide dorm housing lottery. This spring, over 2000 students drew numbers for some seven hundred rooms. Although a number of students took the lottery lightly, the results had serious consequences for many.

Tom Tischhauser '80 had the misfortune of drawing number 2220. “I wanted to live in a dorm,” he explained. “It's an important part of getting a well rounded education. Living off-campus, I'll just be getting the benefits of college during the day.” Other students cited the convenience of being near classes and other facilities as the main reason for desiring university housing.

“It's enough of a problem getting through all your courses without worrying about cooking and running an apartment,” said Karen Rednor '80, whose number 791 earned her one of the last twelve beds. “Besides,” she sighed, “I don't have time to start looking for off-campus housing right now.”

Cornellians who joined fraternities during the year were spared the task of worrying about finding a place to live. Still, a large number drew lottery numbers for curiosity, bets, or just to keep their options open.

George Tombopoulos '80 was set on living in a fraternity in the fall, but drew one of the better numbers and saw the process through to signing a room contract. George selected a quad on North Campus and is allowed under the rules to pull in three roommates of his choice. “I did it to get three friends in, who needed a place to live,” he said. Within twelve hours George was able to break his contract, forfeiting his deposit. “They split the sixty bucks,” George added.

Although such abuses do occur, it is anticipated that procedural changes will cut down these occurrences considerably.

Not all students are thrilled about the idea of living on-campus. Many who participated in the lottery would like to stay as far away from the dorms as possible. “Cornell is a pretty tough landlord,” said Joe Abraham '80, who is living in an off-campus apartment next year. “It's cheaper to live off, plus you have the option of being there all year round.” While many students cite isolation as a drawback of living off-campus, George noted that he would probably be able to get more work done.

Where is Dave Williams '80 living next year? “Who knows?” he replied. “I have no idea.” Dave drew number 439, good enough for a single, but claims, “It's a zoo on campus. I like a little peace once in a while. Besides, the dorms are too expensive.”

To those who want to live on-campus, such factors don’t matter however. For others, it is the first time they must face the realization of searching for a roof to hang over their heads. Time limitations and not having a car often leave students with few options for desirable housing.

Robbie Chatman, Assistant Director for Off-Campus Housing and Small Living Units, agreed that students living off-campus are missing something educationally, and felt that a substantial number of students living off would prefer university housing.

“It seems ridiculous that you can't get a room at a university this size, which has so much money,” complained Terri Poisson '80. Terri was placed on the waiting list and is prepared to “stick it out” until the fall. “I don't feel you should have to come to a school and worry about finding a place to live,” she said. “I'll pitch a tent on the Arts Quad if I have to.”

Although that alternative seems somewhat far fetched, the thought has dawned on others over the years. In 1965, a bumper crop of freshman males produced a housing problem. Before hastily contrived temporary housing met the crisis, a group of articulate students captured the imagination of the community by erecting Tent City on the Arts Quad.

“Many of the stories of homeless students were exaggerated,” said Ruth Darling, Associate Dean of Students. “The entire affair, however, contributed to the authenticity of the long existing need for housing more undergraduate men.”

Traditionally, housing has not been seen as a major part of the University. Andrew Dickson White's philosophy of education had no place for dormitories. He felt men should be divided and conquered, and looked to the fraternities as a place where they could learn the social graces. Although the thrust for university housing was started in 1913 under President Jacob Gould Schurman, the influence of White's philosophy has had an impact through the years.

Until recently, women never had to worry about housing, since they had a residency requirement for four years. Men on the other hand, never expected to live on campus past their freshman year. After the University Halls were constructed in the '50's, between one and two hundred rooms were left in
One student examines off campus housing opportunities in the different sections of town.

The Baker dorms for upperclassmen. "The first one hundred or so who applied at Day Hall got rooms," recalls Darling. "There wasn't much competition for them. The habit of moving off was ingrainned."

Just before the erection of "Tent City," the trustees directed the University to formulate a plan for the construction of 1500 beds north of Mary Donlon Hall. As the new dorms were being built, the University started to panic, fearing the dorms would never attract a sufficient number of students to fill the buildings to capacity. To make the dorms more attractive, several major policy changes were enacted. In addition to co-ed living units, major revisions were made in room assignment policies. The latter change enabled groups of students to obtain rooms together, and allowed the students to keep their rooms from one year to the next.

After these changes of the late '60's, more students started to seek dorm space as it now provided many of the benefits of independent living. By this time, the residency requirement had been eliminated, as were curfew and sign-out procedures. There was no major shortage of rooms, however, until 1973, when three hundred freshmen, originally without rooms, wound up in temporary housing. After this, all freshmen were allotted rooms while the remaining spaces were available to upperclassmen through the lottery system.

"More people want to live on campus today than in the '60's," said Chatman. "In the '60's, students were rebelling against the establishment. They wanted to be out of the in loco parentis guidance and assert their independence."

The Off-Campus Housing Office at Day Hall provides information for students and acts as a liaison when problems arise with landlords, although the office is not legally responsible. "Most people are brand new to this situation," explained Chatman. "The University has made a commitment to help these students. We don't want them to feel that they're out there alone." She noted that one of the major problems students experience is being intimidated by leases and landlords. "We go over the lease with the students and make sure what they want is in there," Chatman added.

Most students who are forced to move off-campus accept their fate, and if they are lucky, they can return to university housing the following year. The reasons for the inconveniences are still unclear to most of them. "Money is not being put into the right place," Tischhauser complained, citing the major renovations in dining halls and unions.

William MacKay, Resident Area Coordinator of West Campus, noted that the different departments do not dip into the same pot. Just like the academic units, campus life divisions have separate budgets. Housing operates almost entirely on the rent collected. MacKay also pointed out that while renovations may run to thousands of dollars, it costs millions to build new dorms.

"It's unfortunate we don't have enough housing to meet the demand," said MacKay. "We could fill more spaces than we have now, but how many more? Vacancies eventually raise the rent, which is already very high."

In the past decade, plans to build more campus housing were shelved due to the great inflation of construction costs. Under these circumstances, there was no way the dorms could support themselves.

"If we stay under the market demand a little bit, the students will be better off," said Darling. The Associate Dean realized the drain placed on some students forced to move off-campus, but could not offer a better solution under the present economic conditions.

"Unless the University changes its priorities or alumni donate money for housing, things won't change," predicted MacKay. "We don't have the money to build. You can't give people something you don't have."

Students relax in temporary transient housing as they return in August to explore housing opportunities they couldn't find in the spring.
How do You Choose

When the job hunt comes along, most Cornellians search in the “outside world” — the world beyond Cornell’s borders — for their prize. But there are people in the outside world who look within those same borders in order to fulfill their career goals. Hundreds did so in response to the news that Cornell was looking for qualified individuals to fill two vacancies in the Biology Division’s staff. Hundreds applied, but only two were successful, a story often heard in the job market. Yet the story is unique, both to the outside and the inside worlds.

The vacancies in two introductory biology courses came a year ago. The one in the non-majors course, with 650 students, had long been expected, but the one in the auto-tutorial course, with 250 students, came as a surprise. In response, the Biology Division decided to establish one committee to conduct two searches. The Search Committee included a representative from each of the five sections in the Biology Division and Dr. R.D. O’Brien, Director of the Division, as chairman.

The Committee’s goal was to find two qualified instructors to fill the positions for the 1976-77 academic year. In order to determine who had the teaching skills, they required all candidates to give a 50-minute lecture, as in a regular biology class. The idea was good, but the audience, which was basically the Search Committee, was too small to create the right atmosphere. Everyone involved knew that lecturing to six people was not the same as lecturing to half a thousand freshmen.

Nevertheless, two capable individuals were chosen and began teaching in the fall. In the meantime, a new committee was formed to perform the second search. This search was more extensive, because to permanently fill the positions the Biology Division was looking not only for excellent lecturers, but for excellent researchers as well. To the surprise of many candidates, the committee placed an equal emphasis on both. They were also concerned that there would be a balance in a candidate’s knowledge, that he or she should know plants as well as animals and what occurs on the cellular level as well as on the ecological level.

After these criteria were established, the country was notified of the vacancies. Two simple recruitment devices were employed: advertisements were placed in Science magazine, a widely read publication among scientists, for three consecutive weeks, and a flyer was mailed to every educational institution awarding Ph.D. degrees in biology. The response was overwhelming — 465 applications were sent in. Each one, including a résumé and three letters of recommendation, was read by two of the Committee members and given an initial rating. Every application that scored a “one,” meaning “Tops,” was then read by all the Committee members and scored again to determine which were to be scrutinized even more carefully.

The Committee had to move fast since other institutions were also hiring. On January 11 they asked eight people to come to Cornell. Later, so as to have more of a selection, four more were asked. Two came per week from the beginning of February to the end of March. Each was asked to stay for two days.

Next the Committee had to determine how to evaluate the candidates on their teaching and research. They liked the idea of the candidates giving a lecture, used in the first search, but wanted the situation to be less artificial. After some brainstorming, they decided upon a new idea in hiring staff: they solicited the help of students.

Eighty-six students from three introductory biology classes volunteered to come to the lectures, a commitment for them of more than two hours a week for six weeks. They filled out evaluation sheets for each candidate, giving letter grades for organization, content of lecture, delivery, and overall performance. After the last lecture, they were asked to meet with the Search Committee to assess each lecturer’s capabilities in comparison to the others. These evaluations were then compiled and studied by the Committee. “By and large, there was very much of an agreement between students and faculty.” observed Dr. O’Brien.

The first day of the candidate’s stay at Cornell included an interview with the Search Committee and delivery of the lecture. The lecture had one requirement: its topic could not be the same as the candidate’s Research Seminar. Thus the topic choices, which ranged from evolution to molecular biology, were important factors themselves, since they reflected whether the candidate followed the basic requirement and yet was adequately knowledgeable about his choice. On the second day, the candidate presented a Research Seminar to the faculty and graduate students of the Section of his specialty.

“Ordinarily,” commented Dr. O’Brien, “people just give Research Seminars. A committee is then left to guess about their teaching abilities in situations when they have to lecture on material they have had only three days to study up on. The candidates were surprised about our form of having students participate, but they approved.”

Students also approved. They were pleased to be involved, realizing that their opinion was valuable. They also acknowledged that it had sharpened their analysis of what good and bad teaching was about.

Within a week after the students’ last evaluation, the Search Committee had made its final choices. It was not so difficult after all their work — surprisingly, only four out of the 465 applicants were thought to be thoroughly acceptable in both teaching and research. Soon two of them will step inside the borders of Cornell, having survived a unique interviewing process.

by Marileen Bicknese '78

Students listen intently as they evaluate a candidate’s lecture and performance.
Carrots DON'T Grow in the Market

by Bruce Carson '77

Makaza Kumanyika came to Cornell at the age of 40 "to study a little poultry and leave," but he ended up earning a degree and forming a unique organization, the Cornell Black Agriculturalists. In 1974 he discovered only 24 black Americans studying traditional agriculture at the College of Agriculture and Life Sciences, and most of them came from cities.

"I was shocked that black people just were not involved in one of the best ag schools in the world," he says. "Black students do not see agriculture as an option. They're not tuned in to how important the soil is." Most students from urban areas think food comes from the supermarket, he adds, and he would like them to care and understand how basic farming is to survival.

Kumanyika, however, sees the spread of modern agricultural skills and technology as an important and basic necessity for minorities to survive worldwide. To further awareness of the possibilities for black students in agriculture, and to help those already interested gain "relevant experience," he and three other Cornellians started the Black Agriculturalists in 1974.

In the hope that the black community at large would become involved, they opened membership to students in any major. It aroused interest: the first meeting drew over 40 people, and attendance presently fluctuates between five and 30 people. The problem now is capturing the imagination of freshmen, finding people to instill with interest.

"Relevant experience" is more than a cliche in this case. In the summer of 1975, various students worked with the Federation of Southern Cooperatives in Epes, Alabama, the Universal Negro Improvement Association of Raleigh, North Carolina, and the Ithaca Food Development Project.

Following training at Epes in the problems and customs of the people they work with, participants traveled to various communities. In Raleigh, the Black Agriculturalists helped local residents plow, plant, and cultivate land provided by Shaw University. They set up a poultry house "where one animal science student supervised the growing of some rather healthy chickens.” Others worked on housing problems, and some pre-med students established a sickle-cell testing program.

In Ithaca, 12 students and two graduate student coordinators received on-the-job training producing vegetable crops on donated land in Brooktondale. They tied the project in with community organizations, identifying poor and old people and encouraging those who were able to join in the harvest. Sick and shut-in people were brought fresh vegetables. Other people who had gardens they could not finish working received a helping hand.

The harvest consisted of more than vegetables. "It was a healthy, problem-ridden summer," says Kumanyika. "It wasn’t smooth, but everybody got there and back safely. The students learned an awful lot, especially that it’s not all peaches and cream for people living in the country."

The students found that "the majority of what’s taught in school has no relation to poor people." You learn facts, but not their application. You don’t study the extent of poverty or the effects of past racism which program a people to self-destruct.

"Summer '76" concentrated on Ithaca. In a project mapped out by coordinator Derek Gourdine and Osbert Liburd, a Ph.D. candidate in plant pathology, the Agriculturalists farmed two and one-half acres. The group's advisor, Dr. Donald Graham, directed the project, which again stressed community involvement. Even after distributing food to over 80 families, enough vegetables were left for a community awards dinner.

Non-farm activities included library readings and instruction in cooking, sewing, and food preservation.

The projects do change lives. "The summers gave students a new sense of what they should be about," says Kumanyika. "They opened up people's eyes to what Cornell actually has to offer." One participant, Cecilia McKetney '76, joined the Emergency Land Fund in Mississippi after graduation. Others have changed the direction of their career aims.

Plans for "Summer '77" are well underway. Dr. Graham says there will be two project sites: one in Ithaca and the other with the Frank P. Graham Training Center and Experimental Farm in Wadesboro, North Carolina.

Major problems, according to Kumanyika, are funding and administration. Projects have received money from the Episcopal Church. The College also supplied some funds since students, including Kumanyika, were working for credit: reading, keeping logs, and producing a documentary film after working the fields.

The Black Agriculturalists hope to become more self-sufficient in the future. At the same time, Kumanyika would like the College to assume responsibility for the program, both for its educational potential and to take advantage of the school's administrative facilities.

At his graduation in 1976, Kumanyika stepped down as coordinator, devoting his energies to directing Ag Teams Inc., a resource agency for small farmers worldwide. He hopes Black Agriculturalists will be stimulated to continue using skills learned here, possibly by joining Ag Teams after they leave school.

Black Agriculturalists helped grow over 16 varieties of vegetables during the projects.
New Developments in Poultry Research
by Cathy Ferrand '78

"The poultry industry in New York State generates about $100 million in farm income every year and in doing so becomes an important segment of the State's $1.5 billion agriculture industry." Yong H. Kim; "The Chicken: Man's Vital Food Source" New York's Food and Life Sciences Quarterly Volume 10, Number 1, 1977.

The nation's first Department of Poultry Science was established at Cornell University in 1907. Over its 70-year history it has been a leader in developing research to aid the growth of the poultry industry in New York State. The research and teaching components of the department consist of four divisions: nutrition, food science, physiology, and genetics. Information is disseminated to industry and agriculturists by an extension section.

Dr. Richard Austic of the nutrition division, an alumnus of Cornell and a staff member since 1970, has been working on the nutritional and metabolic interrelationships of amino acids. Austic studies how various enzymes affect the efficiency of amino acid utilization and how different dietary elements affect enzyme activity. This work is aimed at finding ways to improve the conversion of dietary protein to meat and eggs, thereby lowering the cost of production.

Since 1968 Austic, in cooperation with Dr. R. K. Cole, Professor Emeritus in the poultry department, has been researching hyperuricemia (the condition of a high level of uric acid in the blood) and gout. Austic has determined that hyperuricemia is caused by defective renal secretion of uric acid. He has found relationships between hyperuricemia, potassium requirements, and gout. According to Austic, this is the only model for spontaneously occurring gout, and there is a possibility that it can be applied to man.

Austic and a graduate student have found that feeding hens a low-calorie diet until they reach laying age will result in increased egg production. This promises to have a direct application within the poultry industry.

The conversion of poultry waste to feed is being researched. By using a two-step fermentation process manure is made into a source of high quality protein which can be fed back to chickens. According to Austic, preliminary estimates indicate that the material can be produced for less than its actual cost. This is a cooperative project involving Dr. M. L. Shuler and H. W. Seeley Jr. of the Departments of Chemical Engineering and Food Science respectively.

Dr. G. F. Combs Jr., a Cornell alumnus and nutrition division staff member since 1975, has been working in three main areas of research. The first is the metabolic basis of the nutritional interrelationship between selenium and vitamin E. These two substances play roles in protecting the chicken from uncontrolled oxidation of cellular components. Combs has found that chlorinated hydrocarbon pesticides appear to interfere with selenium metabolism. He is interested in determining how other chemicals and drugs affect selenium metabolism and, thus, the selenium-vitamin E nutrition of the chicken.

He is also working on other vitamin-mineral relationships; more specifically, he and a graduate student are dealing with vitamin D, calcium, and phosphorus in a study of how pesticides may affect the function of the avian parathyroid gland.

Another area of research involving the chicken and foreign compounds is the influence of non-nutrients on nutrient function. Combs and several graduate assistants have been studying the biochemical mechanism by which toxins of feed molds affect digestion and metabolism.

Combs has also done breeding work for increased eggshell strength, an area which could save the egg industry money usually lost from egg breakage. Combs and Professor Emeritus Cole have found that hens from a line which has been selected for resistance to Marek's Disease, a "virus-induced cancer in chickens," exhibited considerable variability in eggshell quality. They have begun a breeding program to select strains with high or low eggshell strength from that line. These will be used in nutritional and biochemical studies of eggshell formation.

Dr. M. L. Scott, who is head of the department and a member of the nutrition division, is also working to improve eggshell strength. As hens age, eggshell quality declines and egg breakage during processing increases. Scott found that by reducing the amount of phosphorus fed to hens stronger eggshells are produced. Excess phosphorus may draw calcium from the blood stream and consequently from the bones. As the bird ages this causes a decrease in bone calcification. It remains to be determined whether this also occurs in humans.

Scott has done research relating to vitamin E and selenium in nutrition. His work has been aimed at the study of three diseases caused by vitamin E deficiency and the interaction between vitamin E and selenium.

The food science division of the poultry science department has two members. Dr. Robert Baker, an alumnus of Cornell who has been on the staff for 28 years, said, "I work on problems connected with eggs in any way." Baker has worked on problems dealing with egg quality, such as lowering the cholesterol in eggs by using different blends of yolk and white, a project on the binding properties of eggs in other foods is being started. Baker has done much work in the area of new uses for poultry meat and eggs. Consumers have the Food Science division to thank for 38 new items made from chicken meat and products. They include chicken bologna, chicken sausage, and chicken.
Baker is very interested in food safety, an area in which he has done some work with keeping the number of disease-producing organisms in food down. Much work has yet to be done in this area.

Another area of relevance to the consumer is Baker's concern with improving the pipeline from the producer to the consumer. As much as 30 percent of the food produced is wasted between the producer and consumer. Baker points out that people can't continue to depend on an increased yield per acre; food problems must be solved by making the pipeline more efficient. He suggests putting underutilized foods, such as chicken necks, to more efficient use. Both Baker and Dr. Joe Regenstein, also from the food science division, are working to make better use of underutilized fish species. The Sea Grant project has resulted in 15 new products made from previously unused fish. New innovations include fish pizza, and lasagna oceana.

Although Baker and Regenstein work together on several projects each has his own special interests. Regenstein, a Cornell graduate who has been with the poultry science department for almost three years, is currently doing a comparative study of lobster and chicken muscle. The muscles are being studied as models of contractility, including possible use as a model of human heart muscle.

He is also doing a chemical investigation of the functional properties of poultry meat. In particular, individual proteins are being studied. The important question is: "What does poultry meat do in food?" According to Regenstein, this will also aid in the development of meat substitutes. He has also conducted biochemical research and work with cholesterol control.

The physiology division has two staff members; Dr. A. vanTienhoven and Dr. A. Bensadoun. However, while vanTienhoven is on sabbatical, graduate student Alan Johnson is helping with his research as well as conducting research of his own. He is working toward a Ph.D.

Johnson's research deals with estrogen metabolism in laying hens. Hens generally lay in clutches of three to eight eggs. They ovulate the first egg of the clutch around 6:00 A.M., lay the egg 24 to 26 hours later, and ovulate the second egg of the clutch half an hour later. A hen will continue to lay later and later each day. When she has to lay at approximately 3:00 P.M. she will not ovulate that day, but will begin another clutch the following day. Johnson observes the effects of estrogen on this cycle. In his work with ovulation he studies mechanisms responsible for triggering and terminating clutches and factors which interfere with laying. Among other things, he is looking for ways to prolong a clutch and thereby increase egg production.

Johnson is working on vanTienhoven's research on steroids, compounds with a special ring structure derived from cholesterol. It involves developing techniques, called radio-immuno assays, for measuring steroids in plasma. VanTienhoven, in conjunction with Professor C. Ostrander (Poultry Extension), has also done work on the amount of light chickens need for maximum egg production. He found that if the birds are exposed to intermittent light at specified intervals they will lay without decreased production. This research may save producers money by cutting down on lighting costs.

Dr. S. E. Bloom has been at Cornell since 1968 in the genetics division of the department. His research is in the area of cytogenetics, the study of chromosomes. He emphasizes chickens, but also does some work with fish, turkeys, and wild species such as hawks and herring gulls.

Much of his work deals with the detection of genetic defects in chick embryos. Research shows that chromosomal abnormalities are common in poultry flocks, but varied in frequency and type. Many of the defects are lethal in embryonic stages. Normally, chickens have 78 chromosomes. Deviations from the normal include alterations in chromosome number and structure. Bloom is trying to develop new techniques to isolate and stain the chromosomes so that defects can be studied more effectively, with the goal of eliminating these from future generations.

He is also studying environmental factors which cause genetic defects, such as x-rays and chemical agents. He has determined that some chemical agents do cause breakage and rearrangement of the chromosomes, which can result in abnormal growth or death of cells. The chick system may someday be used to screen for potential mutagenic agents, thus aiding government and industry in the task of determining the safety of thousands of chemical compounds.

Bloom and a graduate student are studying the effects of environmental pollution on fish, by observing damage to chromosomes. This work may eventually allow for prediction of mutagenicity in other animals, and possibly man. "I'd be reluctant to drink a sample of water that damaged the mudminnow's chromosomes," said Bloom.

The department also includes extensive teaching and Poultry Extension programs. Work within the poultry science department deals with problems affecting producers and consumers and contributes to the success of the poultry industry.
Cornell's first president, Andrew Dickson White, wrote of “Sports for the many, not for the few.” White’s maxim is carried out more faithfully each year by Cornell’s huge, expanding program of intramural sports. This year 23 different sports will attract about 20,000 competitors (counting all contestants in all sports) to intramurals. About six to seven thousand individuals competed in at least one intramural sport last year.

“Our aim is to give everyone an opportunity to participate in some sport,” says Al Gantert, director of intramurals. “Besides giving the student a release from pressure—and there are quite a few pressures on a student here—intramurals help kids form associations. A freshman comes in here...he knows his roommate, a couple of kids on his hall, and maybe a couple of kids he has a class with. If he can get out and play on a team, in intramurals, he gets to meet a lot of people. And the good thing about intramural games is that they’re all set up, all organized beforehand. The kids just have to show up and play.”

Last year about 3,500 Cornellians on 215 teams showed up for softball, the most popular intramural sport. “It was a riot,” says Bob Bowers ’77, who played for Phi Sigma Epsilon. “We won a three-way playoff for our division championship, and got as far as the semi-finals in the fraternity league, but then our hitting failed us.”

“There was some bad weather, so we ended up playing three playoff games in one afternoon, right in the middle of study week, before finals. I figured I’d studied when it was raining, so I could go out and play the one day when it was nice. This year we’ll get that championship.”

Most intramural sports are split into four or five divisions: dormitory, fraternity, independent, graduate students, and women. Women make up only about one-tenth of the participants, but Gantert says this is not due to any problem in the program. “First of all, it’s subject to population, and there are fewer women than men at Cornell. Also, women haven’t shown the kind of interest men have. We’re open for anything. If two teams come to the office and want to start a new league, we’ll do it.” Gantert noted, however, that over the past year there has been a 50 percent increase in the number of teams registered for women’s leagues.

The program of “sports for the many” creates a hectic schedule. On a typical spring day the roster may include 20 to 30 softball games at Alumni Fields, as many volleyball games in Barton Hall, and a newer sport, box lacrosse, being played until one in the morning on the concrete floor of Lynah Rink. “It gets pretty busy sometimes,” says Gantert. Seven thousand Cornell students wouldn’t have it any other way.

**INTRAMURALS, Something For Everyone**

by Mark Monroe ’77

One of 3500 competitors is shown here trying to lead his team to a championship game in Cornell’s most popular intramural sport.
Vail Named Director of NYC Office

Richard T. Vail has been named director of Cornell's New York Metropolitan Office effective March 1. He succeeds Arthur H. Peterson who had been regional director since 1972. Vail will direct Cornell’s public affairs programs in the metropolitan area where more than 30,000 of Cornell’s 140,000 alumni live. Vail has been with Cornell since 1968, also serving as assistant director of admissions and director of admission records. His office is at 825 Third Avenue, New York City.

Professors Named

Royal D. Colle has been promoted to Professor of Communication Arts in the College of Agriculture and Life Sciences. Dr. Colle joined the department in 1966, teaching radio and television courses and an advanced course concerning recent developments in communication. He has conducted studies in Guatemala, Singapore, and Malaysia, assisted in founding a communications center in India, and is currently developing a communications program related to maternal and child health to be used by the government of Mexico. Colle received a citation of honor from the International Broadcasting Society in Holland in 1967.

Sedgwick E. Smith, Ph.D. ’39, has been named Professor of Animal Science Emeritus. He has been with the College of Agriculture and Life Sciences faculty for 37 years. Dr. Smith joined the Department of Animal Science faculty after working here with the U.S. Fish and Wildlife Service for more than 30 years. He has written more than 100 research articles for scientific journals and special interest magazines. He co-authored a book entitled, Food For Life and has conducted extensive research on mineral nutrition in livestock and on fur-bearing animals. Smith has been active in the department, serving as chairman several times and teaching at both the graduate and undergraduate levels. He has been a yearly participant in the Cornell Nutrition Conference. Smith is a native of Elkins, West Virginia.

Habicht Fills Jamison Chair

Jean-Pierre Habicht has been named James Jamison Professor of Nutrition in the Division of Nutritional Sciences and will join the Cornell faculty in August in the Colleges of Human Ecology and Agriculture and Life Sciences. Dr. Habicht served as medical officer of the World Health Organization and head of the Biomedical and Epidemiological Section at a Guatemalan institute. He was professor of maternal and child health at San Carlos University there. Dr. Habicht is currently special assistant to the director of the Division of Health Examination Statistics, a unit of the U.S. Department of Health, Education and Welfare. Habicht received a Ph.D. degree in nutritional biochemistry from M.I.T. and the Master of Public Health degree from Harvard. He is also certified in clinical nutrition from the American Board of Nutrition.

New Resident Instruction Director Appointed

J. Robert Cooke has been appointed Director of Resident Instruction for a five year term in the College of Agriculture and Life Sciences. Cooke has served as acting director the past two months. He will be responsible for the development and administration of the overall teaching program of the College. The number of courses offered by the College has expanded from 25 in 1903 to more than 780 today. Cooke joined the Cornell faculty in 1966 as Assistant Professor of Agricultural Engineering. In 1971 he was promoted to associate professor. For the past four years he has been the Coordinator of Graduate Studies in agricultural engineering, is now completing a two-year term as speaker of the University Faculty and of the Faculty Council of Representatives, and served as speaker for the University Senate in 1971-72.

Peter J. Ingraham, D.V.M. ’76, is currently practicing veterinary medicine in Delhi, New York. His address is Elk Creek Road, Delhi, New York.

Prof. William E. Drake, coordinator of agricultural and occupational education in the College of Agriculture and Life Sciences, was voted president-elect of the American Association of Teacher Educators in Agriculture. Drake has served as a consultant for several universities, including the University of Sierra Leone in West Africa, and for the U.S. Office of Education.

The Shoals Marine Laboratory will once again offer summer courses on the laboratory island. Individualized research in marine biology will be available throughout the summer. A broad, four-week undergraduate course, Introduction to Marine Science, will be held at the beginning and end of the summer, while two more specialized courses, Underwater Research and Introduction to Marine Science for Teachers, will be presented in mid-summer. For further information and application forms, write: Shoals Marine Laboratory, 202 Plant Science, Cornell University, Ithaca, New York.

Dr. Alvin J. Braun, who joined the New York Agricultural Experiment Station’s Department of Plant Pathology at Geneva in 1945 and received his full professorship in 1957, retired in January this year. Dr. Braun is probably best known for his work on the development of fungicide control programs for grapes, although he has also contributed much to the study and control of diseases affecting strawberries and raspberries.

The Cornell Ambassadors have announced implementation of the Cornell Ambassador Host Program. Through this program, personal tours of Cornell, including a walk through campus and a first-hand view of classes, will be offered to visiting alumni and their children. The only requirement for the tour is three days advance notice to the Ambassador Host Program, Alumni House, Cornell University, Ithaca, New York, 14853.
In 1865 a man with a dream and a farm founded an educational institution. Today, that farm is Cornell University and Ezra Cornell's dream of an institution where individuals could study agriculture and other subjects has become reality. Because Ezra Cornell was so deeply committed to the theory and practice of farming, agriculture became the very foundation of this University.

Farming underlies the economic structure of the United States. And Cornell's College of Agriculture and Life Sciences has contributed extensively to the education of students and farmers and to research and development in all areas of agriculture.

In October of 1976 a historical exhibition about farming in Tompkins County was displayed by Connie Saltonstall and Victoria Romanoff in their 1883 barn. With help of area historical societies and the Cornell University Archives, farm machinery and implements, photographs, a model of a farm kitchen, and even a life size figure of Martha Van Rensselaer were shown to the public.

There are few visible reminders at Cornell that tie the University to its farming roots. Only the Big Red Barn is left on campus as a link to the beginnings of Cornell. The exhibition by Saltonstall and Romanoff and the Big Red Barn are both bonds to a past age of agriculture. To bring these two historic remnants together might help Ezra's University better understand its base.
EDITORS:
Keith Kushner
Richard Pawlak
Kathleen Riley

ASSISTANT EDITORS:
David Bilmes
Cathy Ferrand
Catharine Rogers
Susan Ziff

ART EDITORS:
Marleen Bicknese
Peter Schoenberger
Nancy Tomkins

EDITORIAL STAFF:
Gary Barnes, Lucy L. Bodanza,
Barbara Buoymaster, Bruce Carson,
Karen Esposito, William Gray, David
M. Joseph, Jill Kirschman, Steve
Klein, Carl Laron, Katherine Layer,
Mark Monroe, Nancy Ryan, Paula
Cimini Shuster, Ralph Spence.

ABOUT THE ISSUE:
In our 75th anniversary issue, we try
to bridge the gap between then and
now by recalling the past and looking
at the present and the future.

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Jane E. Hardy and Victor R. Stephen.
Did you ever wonder what Joe Campus '02 was up to 75 years ago? Let's take a gander at that golden age when Cornell was 3,000 students young—October, 1902.

Seventy-five years ago as you strolled through the Ag quad, you noticed that most students were wearing hats, but there were only four different kinds. You see, "Tis the opinion of the undergrads that each of the four classes should have some distinctive manner of dress. One of the disadvantages of a university in which the classes are as large as ours is that one's circle of acquaintances is comparatively small and that little opportunity is given for classmates to meet each other." (Oct. 2, 1902 Sun). Well, how do you like that? Students didn't know how to say "Hi" then back either.

The freshmen were a little more special since they had the privilege of wearing a "fob" with their hats. A fob is an ID type watch band. If you found a lost freshman, you were to return him promptly to the address on the label. Perhaps there would be a reward waiting for you. Have you ever heard of "Blow it off"? Sure you have, but our meaning doesn't parallel 1902's "Can't Blow It Off" hat specials at Bernstein's in yesteryear Collegetown.

A big disappointment in 1902 occurred when famed Arctic explorer, Admiral George W. Melville and inventor, Alexander Graham Bell, phoned in to inform administrators that they wouldn't be able to fulfill their Cornell engagements.

Picture this, a Hall of Physics in the middle of the Arts quad. If it hadn't been for our early century protestors, the center of attraction in the Arts quad would have been a building swarming with F-MA majors. Thank goodness common sense prevailed.

Back in youthful Cornell, class rivalry was strongly promoted through interclass athletic contests. During the month of October, the underclass teams of sophomores and freshmen would play each other and later, in November, the victor would compete against the upperclass champion. It's interesting to note that for the first time since 1898 (whew!), the sophomores lost a three game baseball series to the frosh, 2-1. That's not all; the freshman football team handed the sophomores another defeat in a 10-5 contest. I'm not supposed to tell you what occurred in November, but it's only fair to mention that the sophomores whipped the freshmen in track, 65-51.

Speaking of sports, if you were starting on the varsity football team in 1902, you were the "cat's meow", admired by all. The very first item a student read in the Cornell Daily Sun was a front page report on Saturday's game or even yesterday's football practice. Yes, there was a daily report on every football practice, and many times, other athletic practices as well. In fact, at one football practice, there were a reported 1000 students looking on—that's one third of the student body.

As I said before, you were something if you occupied one of the eleven starting positions. How about if you didn't? Here is an indication of where you stood in the students' eyes: "Today is one of the few opportunities that the great mass of students will have to show their appreciation of the men who represent Cornell and those who act as scrubs." (Oct. 22nd Sun). It's amazing that 89 persons put up with being known as "scrubs" on a daily basis.

On Oct. 14, 1902, Henry Schoellkopf, '02, donor of Schoellkopf stadium, arrived in Ithaca to assist in coaching the varsity for one week. Frequently ex-athletes would roll into town to help coach the team for short periods.

Every era has its hero, and back in the early 1900's Lieutenant Henry Beacham was considered to be the best athlete that Cornell had ever produced, lettering in three sports. Since Lt. Beacham's time, Cornell has produced many athletes who deserve the "golden jock" award.

Seventy-five years ago, if you were from Maryland you joined the Maryland Club, and if you were from Virginia you joined the Virginia Club... I could go on but it gets more difficult. These were mainly "all-men" organizations probably because the Women's Liberation Movement hadn't been created yet.

To occupy your time on a Saturday afternoon, there were Hare and Hound chases, debates, and serious cases of appendicitis and typhoid fever to contend with. So there was something for everyone. At night, there were such musical comedies as "Foxy Grandpa" and "Kind Dodo", which were performed with the original professional casts.

If you were a beer drinker, there was always the most popular bar in town—Zinck's—where you could let your fob hang loose.

The Cornell Countryman is now 75 years old, ladies and gents, and though times have changed since its birth, there are still parts of Cornell that have remained the same.

I propose a toast—Here's to the first 75 years of the Countryman's existence. May no one decide seventy-five years from now to write an article playing with these times that we call fun right now.

02 Skidoo...Hike!
A student enrolled in the College of Agriculture and Life Sciences notices a long white envelope in his mailbox. Hastily, he rips it open to read the contents which inform him that he may "continue at his own risk" and try to improve academically or withdraw from the University. Grumbling under his breath, the unlucky student crumples the unwelcome notice into the back pocket of his well-faded jeans. He decides that the time has come when he can no longer ignore the situation, so he slowly wends his way back to campus to seek academic counseling.

The office number the unfortunate student is seeking is 192 Roberts Hall. The office of Dr. Donald C. Burgett, College Registrar and student counselor, is an institutional mecca for students in the College of Agriculture and Life Sciences who need expert counseling advice. In addition to advising and counseling those in academic difficulty or with personal problems, Dr. Burgett may arrange for leaves-of-absence, help students consider alternative areas of specialization, and make them aware of any special petitioning procedures. He helps them to discover their particular strengths and weaknesses in planning their college careers. One need not be in an academic bind to talk frankly with Dr. Burgett, although it is the most common reason why he gets frequent student visitors.

Dr. Burgett's office door has been open to Cornell students and their problems since 1970. Earning all three of his degrees at Cornell (B.S., M.S., and Ph.D.) he taught in high school for four years and has been in contact with young peoples' problems for the past 15 years. As a member of Phi Kappa Phi honor society and a Cornell graduate with distinction, he has also been active in the New York Association of Teachers of Agriculture. As a holder of a NYS Permanent Teachers Certificate for Teaching Vocational Agriculture, he feels that his experience teaching Vo-ag in the high school has been an invaluable aid in preparation for his job as counselor at Cornell.

Although officially listed as the College Registrar, his job goes far beyond that narrow definition. His congenial personality, clean-cut appearance, and pleasant handshake immediately puts the troubled student at ease. Dr. Burgett feels that his job title really doesn't describe his full function in the College. "The title 'Registrar' doesn't describe everything I do. A registrar is simply a keeper of records. My duties include not only keeping academic records, but also serving as an impartial guide to students when they need academic advising and personal counseling."

Dr. Burgett probably has more face-to-face contact with students than many professors. He makes a real effort to remember names and faces, so that the student is remembered on any return visit. Dr. Burgett exhibits some concern that there isn't enough constructive, two-way student-professor feedback, but adds that it is the high degree of open communication and mutual trust that he shares with most students that makes his job an enjoyable one. "I do have a lot of student contact—that's why I like the job. The novel thing about it is that I never know what to expect from day to day. I never know if I will leave this office elated at night, because a certain student has managed to overcome his problems, or if I will leave here feeling depressed because I'm thinking about a student who might succumb to his difficulties. Cornell has all kinds of people with many different counseling problems—each one is unique."

But where does Dr. Burgett get his seemingly limitless ability to help students find solutions to their problems? Hailing from a church-going family, and attending services every Sunday, Dr. Burgett knows that his personal relationship with God helps him to make advising decisions and helps him to view student problems with empathy. He is convinced that "As a counselor for a variety of students, it helps to know that God has a unique plan for each individual. Acceptance of the Lord's will for one's life gives the needed purpose, stability, and direction. Acceptance of God's plan is an individual matter and because this has made such a difference in my life I share it with others."

Why is it that students seem to need academic and personal counseling more now than they have in the
A Profile of Dr. Donald C. Burgett

Student counseling is an important part of Dr. Burgett's work, even though his official title is College Registrar, or keeper of records.

past? Not only is it because the student population has grown radically in the past few years, thus increasing the number of students that visit Dr. Burgett daily, but a lot of it is related to the breakup of the family. Dr. Burgett observes that "The students who see me often feel out of touch with their families or may be too embroiled in family problems to concentrate on their studies properly. Generally, though, there seems to be more academic pressure than there used to be, a greater breakdown in family cohesiveness, and less strong family ties to fall back on in times of stress."

As a person with flying experience, Dr. Burgett knows how important it is in one's life to keep a clear field of vision. He helps to instill a sense of direction in his own family (his wife Joan, his son Russell, aged 13, and his daughter, Katherine, aged 15) by always paying attention to their interests. A dedicated organist, Dr. Burgett has provided musical leadership for the past nine years at the Bethel Grove Bible Church, located just outside of Ithaca.

Does Dr. Burgett have any plans for the future? He is happy with his work at Cornell and is not the kind of person who feels that he must keep moving on to another job to gain satisfaction. "My job here at Cornell is part of God's plan for my life. My door is always open to students who need help in determining their own future plans."

A dedicated organist, Dr. Burgett can be seen at the keyboard at the Bethel Grove Church every Sunday.
Hello old friends. Sure is nice to be with you once again. If you have not seen us, the Cornell Countryman, for awhile you probably do not belong to the Alumni Association of the College of Agriculture and Life Sciences. Every member of the Association receives a subscription to the magazine, and in this, our 75th year of continuous publication, we are celebrating by going out to more than 15,000 alumni of the College.

"The primary reason," according to Bradford Carruth, Assistant to the Dean for Development and Alumni Affairs, "is to tell alumni, the vast majority of whom are not members of the Alumni Association, that when they left on commencement day, that was not the end of their connection with Cornell and the College. They still have a role they can play, which is important and viable."

Founded on February 9, 1910 under the name, Student Association of the New York State College of Agriculture, the Alumni Association was dedicated to recruiting new students for the College, and raising funds. The organization was not to be known under its present name until February, 1917.

Today, the Alumni Association's role has not changed much, but it has expanded the services it does perform. "First of all," said Carruth, "the Association wants to support the College of Agriculture in any fashion. The support need not be in the form of contributions, and many alumni choose to do volunteer work instead. Our second concern is to make a special effort to recognize all retiring faculty members at the alumni reunion breakfast." Students who have achieved outstanding proficiency in the classroom are also recognized, and receive honors.

Though volunteer work and recognition of faculty and students are important aspects of the Alumni Association, its main goal is directly related to a problem that every agricultural school across the country has had to face. The problem is one of recruitment. During the 1940's and 1950's the student population of the agricultural schools fell off drastically. After World War II, the country was shifting from an agricultural base to a technological one. To change this trend of declining student population, the College of Agriculture and Life Sciences had to show how versatile it was in utilizing technology, and the Alumni Association increased its efforts to recruit new students for the College.

The recruitment project has branched into two forms. This year the Association has formed a Special Committee on Recruitment because in the 1980's the high school graduating classes will be smaller due to a declining birth rate in the 1960's and 1970's. Its purpose is to make parents and students aware of the programs that are available in the College.

Its second service is closely related to one run by the Career Planning and Placement Office in 16 Roberts Hall. It is known as "career exploration," or the student-alumni Contact Program. Students involved in the program spend one week with alumni in the field they are thinking of entering. The purpose is to expose the student to the type of work he may be doing after graduation. He may find out he is not suited to the career he has chosen, and decide to continue in the program with another alumnus in a different field. Any alumnus, no matter what field he is in, can participate.

In addition to recruitment, the Alumni Associations of the College of Agriculture and Life Sciences and the College of Human Ecology, have an "Open House" in the fall for high school students. Guidance counselors in the high schools throughout New York State are contacted by alumni volunteers, so students can sign up. When students arrive on campus, they visit areas of interest to them. The Cornell faculty and students give information and answer questions. It is possible in the future that an open house will be held in the spring for transfer students.

These programs make up much of the Alumni Association activities. According to Brad Carruth, "The Association has taken on additional responsibilities. It has become a service organization to help the college and anyone associated with it."

Although not an additional responsibility, the Alumni Association continues to support the Cornell Countryman as does the College of Agriculture and Life Sciences. Its history of cooperation began in 1910, when Director Bailey innovated the policy of sending the magazine to every member of the Alumni Association, a policy that still exists today.

"I'm glad the Alumni Association recognizes the Countryman for what it is, a learning device," commented Brad Carruth. "It's a very valuable tool to the students preparing it. If you look back through past issues of the magazine, you can see the history of Cornell contained within its pages. Students don't have as broad a historical perspective, so anything they write reflects what is going on at Cornell at the time it was written."

The Countryman's value as a tool and its ability to record history are two reasons the Alumni Association supports its continuation and still offers it to members. If you wish to participate in the continued improvement of the College of Agriculture and Life Sciences, or if you would just like to continue receiving the Countryman, join the Alumni Association and keep in touch and involved with Cornell.
Because horseback riding is increasing in popularity, the demand for qualified blacksmiths is also increasing. Realizing the necessity for blacksmiths, Cornell University set up a course in farriery in 1953 which was separate from the curriculum of the New York State College of Veterinary Medicine.

The history of the blacksmith school dates back to 1913 when Henry Asmus served as the vet school’s first instructor of farriery. He taught the vet students the basics of blacksmithing because it was often necessary for vets to shoe a horse. But, Cornell still did not offer any course for persons wanting to specialize in blacksmithing.

In the 1950’s Cornell had several work horses which were used for showing and general farm purposes. Because these large horses required constant hoof care, the need for trained blacksmiths at Cornell was becoming more and more apparent. A course in farriery was organized to accommodate this need.

Gene Layton was the first instructor of the course. The sessions were held three times a year with one student enrolled in each session. In 1971, enrollment was doubled to accommodate the increase in horses that needed treatment.

Layton retired in 1965 and was succeeded by Harold Mowers. Mowers explained that he was trained by his uncle, John Hinds, in 1932. He speaks very highly of both his uncle and Layton, “The two of them know more about horse shoeing than almost anyone.”

Mowers explained that the course lasts for sixteen weeks and begins in September, January, and April. The two students who work as apprentices to the instructor for forty hours a week are selected from twelve to sixty applicants each session. Requirements are the following: two or more unrelated references and experience with horses. The students are chosen by a committee of vet college professors and the presiding blacksmith.

The course is unlike a usual college course because there are no routine assignments or exams. The students have the opportunity to work on all types of horses--both Cornell-owned and outpatient horses from the Large Animal Clinic. This provides the students with a great variety of shoeing experience under the best Cornell instructors. During the sixteen week course, the students learn to work at the forge and anvil, trim hooves, and fit and nail shoes. They also learn the corrective shoeing theory and study the anatomy of the hoof. “If the students remember and enjoy their training,” Mowers explained, “then, they can become good blacksmiths.”

In the past, the blacksmith school has accepted two women students. Mowers particularly remembered Toni Hanna. “She was five foot two, and 110 pounds....The prettiest little thing you ever saw!” Mowers felt that she was totally capable of handling a blacksmith’s duties. Today Toni is shoeing horses in Utica, New York.

When asked why Cornell did not expand its program to accept more students, Mowers explained that there are about 100 farriery schools in the United States. Because they usually accept more students, there is no need to enlarge Cornell’s acceptance. “Our blacksmith school is the best because the instructor can spend more time with fewer students. That way, the students get their practical experience.” Since the school is connected with the vet school, the students are subjected to all different types of horse lameness which they will undoubtedly have to deal with in their future careers.

Harold Mowers retired from his teaching position in the summer of 1976. He is now blacksmithing for Cornell’s Equine Research Center. Marshall Conklin has recently taken Harold’s place as Cornell’s instructor of farriery.

It is interesting that our academically oriented university offers the vocational course of farriery. Cornell has realized the growing demand for trained blacksmiths and responded with a course suited to potential needs of students and the community.

Harold Mowers carefully fits a shoe to a horse’s hoof.
There are few reminders of past eras and life styles on the Cornell campus. Some of the University's first buildings, such as Morrill, McGraw, and White Halls still stand, but there is little else from which to retrace the past. The newer buildings on campus incorporate modern architecture. One has no windows and another's exterior is allowed to rust for the aesthetic value. In the midst of the ultra new, the not so new and the old, sits the Andrew Dickson White house. Built in 1874, the house offers a brief return to the past; the back yard has flower beds and a secluded garden commonly visited by couples seeking solitude. Painted a deep red, the old carriage house stands in a corner of the lot as another quiet reminder of the past.

The carriage house was built in 1874 for the express purpose of housing horses, hay, and buggies. Eighty years later, in 1954, there was considerable pressure from various parts of the Cornell community to destroy the structure and replace it with a parking lot. But President Malott suggested that it be renovated. In the fall of 1955, through the hard work of Allan H. Treman '21 and the generosity of alumni, enough funds were raised to redo the barn. New floors, windows, and roof were installed; the barn was painted; and plumbing, heating, electricity, and a large fireplace and kitchen were added.

Little did Andrew D. White realize, when he pointed out the need for a place for returning alumni to visit, that his own carriage house would be the spot. Dubbed the "Big Red Barn," the carriage house is used by students and faculty as well as alumni. Meetings, receptions, parties, and other events are held in the barn. The activity scheduling falls under the domain of the University unions and the Director of Alumni Affairs.

In the fall of 1976 another barn, located in Newfield, N.Y., housed a historical exhibition about farming in Tompkins County. The exhibit was put together by Connie Saltonstall and Vicki Romanoff with the help of area historical societies. Farming tools, a multi-projector slide show, art work, a model of a farm kitchen, and a life size figure of Martha Van Rensselaer were displayed. Authenticity was carefully gauged even to placing high heeled shoes on Martha Van when they found they had made her too short.

Many of the photographs in the exhibit were taken between 1897 and 1940 by Verne Morton. Born in Groton, N.Y., Morton chose to capture rural life in the areas surrounding Ithaca.

Life in upstate New York, including various aspects of the development of Cornell University, as well as agriculture were dealt with in the exhibit. Public attendance and reaction to this historic exhibition were very good. In fact, several Cornell professors began thinking about a continued use for the display.

Formerly Andrew Dickson White's carriage house, the Big Red Barn is now used for a variety of activities.

THE BIG RED BARN...
Past, Present, and Future

by Katherine Layer '78

Dr. Gould Colman of the Cornell University Archives and Dr. Barclay Jones of the architecture college thought it would be great to bring the exhibit to Cornell. But before such a task could be accomplished a place to put the exhibit had to be found and the Big Red Barn seemed to be the most logical and fitting place. Dr. Colman says the main objectives for trying to place the exhibit in the Red Barn are the preservation of both the exhibit and barn and their great educational value. "People just do not have a grasp of the importance of the College of Agriculture and Life Sciences to the University," said Dr. Colman. He added that a professor in rural sociology thought the exhibit was an excellent way to educate people about their own history of development, so they might better understand the development of other nations.
There is a ready made captive audience for the exhibit since the Big Red Barn is used by so many groups. Some major overhauling and repairs would be necessary before the barn could accommodate the exhibit and be structurally safe. No definite decisions have been made as to the possible renovation of the barn or about getting the exhibit. But Miriam Gusevich, a graduate student in Architecture at Cornell, has made some basic design sketches.

It is hoped that the major part of the exhibit will be placed upstairs in what was once the hay loft, with other smaller displays downstairs in the entertainment-meeting area. Changes of course require money, and if alterations for the barn are given the go ahead, then money must be raised.

Saltonstall and Romanoff have consented to have their exhibit placed at Cornell. The University would undoubtedly add a great deal of its own historic paraphernalia to it. Saltonstall said that she thought Cornell had enough historic material of its own that the displays could be easily changed, added to, and rotated for variety. She emphatically added that the exhibit would not be “stuffy or cobwebby, but lively.”

At this time, the Big Red Barn is a mixture of old and new. It is dark inside; some of the wood is natural, some is painted gray. The loft area is virtually unused except for an old sleigh and several buggies stowed away for the casual wanderer to find.

Downstairs, the entertainment area is large but rather gloomy and disjointed by a long runway style annex. A carriage pulled by a life-size model of a horse stands in one corner; old harnesses, wagon wheels, butter churns, and other historic equipment are hung on rafters and over the fireplace. Much of this material is hard to see or just does not show off well. Renovation of the interior of the barn and establishment of an agricultural exhibit could make the barn even more charming and educational.

The Big Red Barn and its exhibit might serve as a symbol of Cornell’s agricultural foundation and a symbol of the old amid the new. Because of its central location on campus, the barn might also serve as a link and symbol of unity between the various colleges of Cornell. The project could contribute considerably to greater public, student, faculty, and alumni involvement and understanding at Cornell.

A view taken in 1900 of the Cornell campus, looking west on Tower Road.
It's An Ag Ag Ag Ag World

While Aggie jokes still circulate on the Cornell campus, the serious mission of the College of Agriculture and Life Sciences is gaining recognition at an accelerating pace. Regarded in the past by many as a school for farmers, the image has changed considerably due to the increasing importance of agriculture and the broader education provided by a school.

Contrary to what many might think, the student body has not been predominantly composed of farmers in the last few decades. Leonard Feddema, Director of Admissions, estimated the percentage to be as high as 35-40 percent when the school had a farm practice requirement. Today, only about seven percent of the students are farm reared and even fewer go back to the farm.

“We’re interested in the production of food and fiber,” said Feddema, explaining the outlook of the College. “We’re looking for people who are interested in biology and its application.”

This central concept is filtered through the many diverse departments of the College, some of which may not appear to be agriculturally related. Students in such areas as business management and communication arts often have no plans in agriculture. Feddema noted though that many are surprised by what the future brings. “A business major may get a job with Allied Chemical or a journalist a job with Better Homes and Gardens. It all comes down to agriculture.”

“The school gives people greater sensitivity when they hear the word agriculture,” the director continued. “They may be dealing with it on a secondary or tertiary level, but it’s there.”

Recruiting for the ag school has become an easier task over the years. Whereas a decade ago many prospective students looked at an ag school with apprehension, attitudes have changed considerably.

“One reason is that people have realized that a farmer is not a hick with baggy pants and hay coming out of his ears,” offered Feddema. “They have realized the worth of the farmer to the community and the large capital investment needed to run a farm.” Other reasons for attitude changes have been world-reaching accomplishments by agriculturalists, subtle factors such as the growing appeal of the rural community, and contemporary issues such as the cost of sugar and coffee.

About 85 percent of the students in the College are from New York State. Although there is no quota, the state sets guidelines for the school to follow. Whereas the arts college competes for students with other liberal arts institutions such as Harvard, Yale, and Princeton, much of the competition for the ag school lies in the State University system. This factor also depends on the particular department. For example, the Wharton School at the University of Pennsylvania is a chief competitor for business students, while MIT attracts a lot of food science majors.

Four of every ten ag students are transfers from outside institutions or other divisions at Cornell. Most of the transfers from outside Cornell are from junior colleges. The College presently gains four Cornellians for each one that chooses to leave the institution. A high proportion of the new “aggies” are from the arts and engineering colleges.

Although the term “aggie” is basically used as a form of identification, it may still be used in a chauvinistic manner by elitist art students. Much of the elitism has disappeared as agriculture has become better understood. Today the ag school provides a broad background in addition to teaching employable skills. At one time, the liberal arts school had a monopoly on training people to enter the power structure of medicine, law and theology. In recent years, however, a large number of medical and law students have come out of the ag school.

There are still some elitists who feel the ag college is too conservative in the classroom. As one student expressed, “They can’t see past Ag Ec or pre-vet.”

“When they say the ag college is conservative,” answered Feddema, “I smile.” The arts college requires its students to take 100 of the 120 credits within the division. The ag college requires its students to take slightly less than half of the credits in the statutory colleges. “You tell me who’s conservative,” he added.

Cornell University may mean the arts college to many Americans, but to the world, Cornell is an agricultural college. The College has trained numerous agronomists who have had a great impact in many corners of the world. “This is the Mecca of the ag world,” boasted Feddema.

Many students at Cornell do not realize the many diverse and vital functions of the ag college. Aggie jokes can still be heard and stereotypes persist. But in a world that is becoming more agriculturally oriented every day, the students from the College of Agriculture and Life Sciences may have the last laugh.
Out of a "growing desire to establish an agricultural periodical at Cornell University" and with the intent to "deal with the larger problems of country life, the economic and social conditions, the rural school and the farm home," came the first issue of the Cornell Countryman. Complete with ten pages of advertising and articles such as "Training for the Young Farmer" and Martha Van Rensselaer's "A Reading Course for Housewives," the Countryman hit the Cornell campus in December, 1903.

After 75 years, the Countryman exists today as Cornell's longest-continuing publication, the only agricultural publication in the Ivy League, and the oldest continuous agricultural publication of any school in the country. While it has gradually shifted from highly technical articles toward those of more general student interest, it is still directed toward the student of agriculture and still includes "general agricultural news." Even the price hasn't changed drastically—from $1.00 a year 75 years ago to $2.50 a year today.

The title Cornell Countryman was suggested by Liberty Hyde Bailey back in 1903. Due to a shortage of funds, the initial cover with a man sowing seed remained unchanged for months. Most of the early articles were contributed by faculty members and professionals in the agricultural field. Article writing was gradually taken over by students after 1931 when such articles as "Should Students Marry While in College?" first appeared.

As of 1904, the magazine was copyrighted and in November of that year, the price rose to 15c an issue. When the Library of Congress in 1906 requested a copy of the first issue, the Countryman offered 50c for each of the first ten copies subscribers sent back. By 1909 the number of graduates in the College of Agriculture had grown enough that it was impossible to include their individual photos and a write-up of each one as had been routinely done in previous years.

With Julie Bockee '37 as the first woman editor in 1936, the magazine shifted temporarily to publishing fewer technical articles. There were few articles by the faculty in the 35th anniversary issue. Covers became more varied and emphasized good photography and original drawings. During the 1939 issues when today's Chairman of the Department of Communication Arts Chester Freeman '39 was editor, there were freehand drawings on all Countryman covers.

For the 50th anniversary issue, past editor John R. Fleming '21, then working for U.S. News and World Report, wrote; "It is something for the Countryman to have survived 50 years of the kind the world has had to endure. That it has survived encourages the suspicion that it is a useful magazine and stands a good chance of surviving another 50 years."

The Countryman suffered some rough times just ten years later when the publication was still an extra-curricular activity. In February, 1963, the staff warned in an editorial that "due to many factors...the magazine is suffering from an inadequate staff, a weak financial base, and a chronic lack of support from the student body." There was no student editor-in-chief for the Spring Term of that year, little advertising was being sold, and the Cornell Student Executive Board denied the publication any financial support.

It was at this point that the staff made two recommendations in its editorial—that the responsibility of the Countryman be assumed by the department of Extension Teaching and Information (now the Department of Communication Arts) and that the publication be given the status of a course carrying a certain number of credit hours. Both recommendations were put into effect, but not before Prof. Charles Russell of the communication arts department personally assumed responsibility for the next four issues.

During the Countryman's 75 years, its ever-changing staff has gone on to achieve impressive positions. The list includes Jane Brody '62, science writer for The New York Times; H. C. Thompson, once the leading vegetable scientist in the world; and Corey Ford, a writer and humorist of national renown. Mrs. Jane Little Hardy '53, now faculty advisor for the Countryman course, had her first published article in the May, 1953 Countryman and went on to become gardening editor of Canadian Homes magazine. The list of past staff goes on to include everyone from farmers to professors, such as Ray Borton '54, international agriculture professor at California State Polytechnic University.

As a group of agriculture faculty and students met in 1903 to discuss founding a new publication at Cornell, so meet faculty and students to produce that publication today. From Liberty Hyde Bailey's lead article for Volume I, Number I, "The Outlook for Agricultural Teachings," to the recent article, "WVBR...Working Wavelengths," the Cornell Countryman has seen 75 years of students, faculty, and agricultural developments. In that time, it has established itself as one of the best-respected, student-produced agricultural publications.

by Karen Esposito '77

OUR 75 YEARS
1. The cover of Vol. I, No. 1. It remained the cover for the first year of publication.

2. Advertising from the first issue.

9. In Jan./Feb. 1972, an article about the era of Ithaca's silent movie industry - "Those Early Silent Days"

8. The cover of Oct. 1954 - The "Freshman Special"

Each spring in the early years, the *Countryman* included photographs and brief stories about each College graduate. This is the class of 1905.

4. The cover and contents of the Feb. 1912 issue dedicated to fruit-growing.

5. The Feb. 1922 issue included an article about Indians registered in agricultural courses at Cornell.

6. The Nov. 1925 issue offered poetry to research articles - this one, "Methods of Delivering Market Milk in Some European Cities" by W. A. Stocking.

7. In April 1953, "Goofus" was featured on the cover. In the issue, the article "It's a Dog's Life."
Compiling
Today’s
COUNTRYMAN
by Jill Kirschman ’77

When the Cornell Countryman hits the stands in Mann Library, many times it is gone within a day. The Countryman is one way students, faculty and alumni keep informed as to the goings on of Cornell and the College of Agriculture and Life Sciences. While the Countryman enjoys a readership of some 4,500, many of our readers are unaware of exactly what is involved in publishing the magazine.

The Countryman is compiled by majors in the Department of Communication Arts. The required work falls under the course heading of Print Media Lab. Each semester includes work on both copy and graphic aspects of magazine publication. With Professors Victor R. Stephen and Jane E. Hardy acting as instructors and consultants, a typical issue evolves as follows:

The first step is to choose an issue theme and an editorial staff. This involves a class discussion and suggestion session. Next, article ideas are submitted and assigned.

Once a student has an article assignment, there are several things he must keep in mind. Most crucial to a Countryman staff member is the deadline. Failing to meet deadlines holds up the entire issue schedule. For example, this article is sneaking in just under the final deadline—with a few urgent calls from frantic editors. Usually a writer must limit his copy to one or two pages which requires careful attention to editing. However, on occasion, an article turns out to be too short and then additional copy must be obtained. An article must also be truthfully documented with signed approval from all authorities interviewed. If illustrations are included within the article, picture credits must be acknowledged within that issue of the Countryman.

Once the article and accompanying graphics are collected, the editors must then decide which will be published and in what order. This requires a balancing of research articles with lighter reading for a tasteful format. For instance, in a past issue the editors decided that running an article on producing methane from manure on the first page might not be appropriate as an introduction to the issue.

Once everything is in, the layout people begin their work. Layout must make sure that all copy fits the pages, always keeping in mind a pleasing visual format. A cover must also be designed in keeping with the issue.

The final edited copy is sent to the printer and returns in galley form which is then pasted up by class members. A galley is all of the copy printed onto a huge sheet which comes from the printer folded up. When the final copy arrives, it begins work at this stage using the galley of an October issue compiled in May by the preceding semester's class. Corrections are made and the paste-ups are returned to the printer for paging. Next, the pages are returned, illustrations are placed in order, and the printer returns a dummy copy known as a silver or blue print. This final proof must be edited and approved before returning it to the printer for the actual printing of the magazine.

The procedure revolves around a series of deadlines which are complicated by the fact that more than one issue is in the works at a time. While the March editors are proof reading their issue's silver print, the April editors are busy choosing and editing the articles for their issue. At this point Jane Hardy's office begins to resemble the quad during class change.

When an issue of the Cornell Countryman hits the stands, you can be sure that another issue is in the works under the direction of the members of Communication Arts Print Media Lab. And, you may be equally assured that the proud editors of the just released issue are frantically trying to catch up with the work they let slide while compiling the Countryman.
AG-PAC The student Connection  by Kathleen Riley '78

What do the milking of a cow in the Memorial Room of the Straight last spring, the free phone on the reserve desk in Mann Library installed last semester, and the course information table at the Grand Course Exchange have in common? They were all made possible by Ag-PAC, the Ag-Positive Action Council.

Ag-PAC is the answer of students in the College of Agriculture and Life Sciences to the need for student government and representation on its campus. "We're a complaint department, a collector and dispenser of information, and a pool of student opinion," explained Dan Goldman '78, past president and one of the initial organizers of Ag-PAC.

Two years ago students and administrators expressed an interest in re-establishing a college "student council." At the annual student luncheon with college administrators that spring, a committee was formed to investigate this possibility and to suggest some sort of structure. The main thrust of the committee's work took place the following fall.

The Agriculture and Life Sciences Community Forum held its first meeting in late fall, 1975. Representatives from the College's clubs and departments and other interested students attended and later changed the name to Ag-PAC.

The support of the college administration is crucial to the success of Ag-PAC. Dean Keith Kennedy has been supportive of the idea of such a student organization since its inception. "Ag-PAC provides a means of expressing to the administration the collective concerns of students and in turn is a group with whom we can discuss matters and obtain reaction," he said.

However, Dean Kennedy does see some problems with the organization. He explained since the student body is so diverse, its interests tend to be specialized rather than collegewide. He expressed disappointment because more students aren't involved with Ag-PAC but added that it wasn't a criticism. He understands the time and work pressures that students in this University have. "Nonetheless, Ag-PAC hasn't become as strong a unit as I think it could well be," he said.

J. Robert Cooke, Director of Resident Instruction, is impressed with the enthusiasm and interest Ag-PAC representatives have. "I believe Ag-PAC can play a significant role in influencing the formation of college policy because we're sensitive to student concerns," he said. Director Cooke added that he suspects that Ag-PAC has greater influence than its members realize it has.

The backbone of Ag-PAC is the commitment of its members. Gary Bender '78, president of Ag-PAC, thinks that it can play as important a role in the College as the Campus Council does in the University. "We provide the student feedback the faculty and administration need to make decisions," he said.

Goldman believes that Ag-PAC is neither an extension of the administration nor its opponent. "Rather, we are a body which facilitates communication and a catalyst which brings together students, faculty, and administrators to work together and improve the college," he said.

During two years of existence, Ag-PAC has accomplished quite a bit. Its major project was the sponsoring of events in connection with Ag Day celebrated on the Monday closest to spring. Richard A. Church '64, assistant director and advisor of Ag-PAC, explained the rationale for using the Memorial Room of the Straight for Ag Day exhibits last spring. "We wanted to take our story to those least familiar with it. We wanted to bridge the communication gap and give all Cornell students a better understanding of the role of agriculture," he said.

Ag-PAC has also established the selection procedure for student representatives on faculty committees, written and distributed a brochure detailing clubs and organizations within the College, and sponsored open meetings with the dean.

Ag-PAC has been compared to the hub of a wheel, the point where all the spokes converge. Its "spokes" are the students, faculty, and administrators of the "upper campus" community. If Ag-PAC is to continue to succeed, we must all give it our time, energy, and support.

"Detta" affectionately nuzzles one visitor of the Ag Day exhibits in Willard Straight Hall last spring.
Liberty Hyde Bailey: A Man of Action

Nearly 75 years ago in 1903, Cornell's College of Agriculture had a total enrollment of only 252 students. They were taught by nine faculty members who enabled the College to offer 25 courses. Ten years later, those figures had increased nearly one thousand percent to 2305 students, 104 faculty members, and 224 courses. This remarkable expansion was due to the initiative of Liberty Hyde Bailey, Director of the College of Agriculture from 1903 to 1913.

Although he never wanted to succeed Director Roberts, Director Bailey was a wholehearted administrator. One of the first things he helped do was change the College's name. He faithfully lobbied in the State Senate for state endowment and in May, 1904, the Cornell College of Agriculture became the New York State College of Agriculture at Cornell University.

But Liberty Hyde Bailey was not stopped by success. He moved on. In the spring of 1905, he had the satisfaction with Cornell President Jacob G. Schurman and Andrew Dickson White of breaking the ground for the construction of new agriculture buildings. Morrill Hall had been the hub of the College until the Roberts Hall complex was constructed. During his Directorship, the value of the agriculture college's buildings mushroomed from $60,000 to $1,125,000.

Director Bailey was also actively involved in the growth of the faculty and curriculum. Using his authority as director, he assembled a faculty of specialists in agricultural research and practice. He established new departments--Experimental Plant Biology, later known as Plant Breeding, Soils, Plant Pathology, and Ornamental Horticulture--and expanded the Department of Plant Physiology to the Department of Botany in 1913, even though the arts college already had a botany department. The College of Agriculture grew from a small department to a well established, well respected institution in the University.

Liberty Hyde Bailey's influence as director was also noticeable in other areas. He continued to develop joint efforts with various groups such as the Dairymen's Association and the State Grange. He involved farmers in an expanding agricultural extension program. In 1911, Bailey won faculty approval for his promotion of Martha Van Rensselaer and Flora Rose to professorial rank, the first time women permanently reached that status at Cornell. They were both in the Home Economics Department, which Director Bailey had helped establish in 1907 in the agriculture college.

Although Director Bailey's actions were favored by most people in the school and community, he did face obstacles. The arts college faculty were ruffled by his institution of the botany department, a rival of their own. In his diary, Andrew Dickson White noted several instances of "Bailey Trouble," trouble directly related to director Bailey's ambitious program for the development of agricultural science.

Yet obstacles did not discourage him, and he gained the respect of many as he persevered at his same vigorous pace. President Theodore Roosevelt called upon Director Bailey to be chairman of his Country Life Commission, which he considered the second most important commission in his administration. In a letter to the Countryman in 1913, President Roose-
velt remarked, "I doubt if I should have undertaken to appoint the commission if I had not been able to get Director Bailey for its head..."

The only event that stopped Bailey from continuing his pace as administrator was his own resignation in 1913. At the time, he wrote that he desired "to devote himself to travel and study, and to carry out plans for the remainder of his life which he had formed many years ago." Those plans included giving 25 years of his life to preparation, 25 years to work, and 25 years to doing what he wanted.

Twenty-five years of his life had already been dedicated to Cornell. He had come in 1888 as a Professor of General and Experimental Horticulture to teach and do research, an initiator from the start. His first spring, instead of waiting out the long Ithaca winter for the ground to thaw, he built unusual protective coverings over his plants. Out of curiosity, uninhibited by thoughts of success or failure, he would do things such as graft tomatoes on potatoes and then try the reverse.

Early influenced by the conviction that "horticulture must reflect the application of basic botanical knowledge," he advanced a new concept that "horticulture must be an applied science based on pure biology." He changed teaching concepts by directly involving students. Instead of giving formal lectures and going on field trips with students to only watch others do work which was the usual practice until then, he included laboratories in his curriculum. He would mix with the students as he demonstrated a principle or set up experiments in which students took part. Although laboratories are common today, many faculty members initially considered Bailey's teaching methods strange. But they were popular with students and by 1910, it became necessary to deny students registration in many laboratories because of the lack of space.

Bailey's principal contributions in horticulture were in taxonomic studies. He tackled the investigation of the biggest genus of flora—Carex or sedges, (grasslike herbs). He published his revisions of many genera, including Vitis (grapes), Brassica (cabbages and kales), Cucurbita (pumpkins and squashes), and Hosta (plantain lilies). He was a specialist in the systematics of blackberries and palms.

His interest in palms allegedly began in 1910 on a trip in Jamaica. Mrs. Bailey teased him for not being able to identify the palms in the Kingston gardens. In his determination to be more knowledgeable about them, he started his own palm collection soon after he resigned as Director of the College. Today, this palm herbarium is one of the best in the world.

During his lifetime, Liberty Hyde Bailey traveled over 250,000 miles from the West Indies to Europe to South America. When he fell and broke his leg in a New York bank in December, 1949, at the age of 91, he had airline tickets to tropical Africa with him. On his travels, he collected 275,000 plants and classified thousands of them. Eighteen plants were named after him, including a rare Chinese fig, Ficus Baileyi, and a Venezuelan shrub, Grimaldi Baileyorum.

When his private herbarium of 125,000 specimens and library of 3,000 volumes became too large for him to adequately maintain in 1935, he donated them to Cornell. They became the Liberty Hyde Bailey Hortorium, an institution devoted to the systematics of cultivated plants. "Hortorium" was Bailey's own coinage for the only institution of its kind.

If the books Bailey wrote were put in two stacks, cover to cover, both stacks would be taller than Bailey himself. His 63 books and five encyclopedias span such subjects as horticulture, farm crops, and farm animals. Even in his first book, _Talks Afield_, he showed his ability to relate to his audience—in this case, the farmers and non-scientists. His _Standard Cyclopedia of Horticulture_ is still widely used and highly respected today.

As an editor, Bailey worked on more than 100 volumes by different authors in various fields of science, as well as several journals. In 1890 he accepted the editorship of _American Garden_, a popular monthly, and, at the turn of the century he began work on the magazine _Country Life in America_.

One time when he was editing the first issue of his own _Cyclopedia_, Bailey gave the instructions that a tree fern engraving with a meandering stem be included. Without Bailey's consent, the lay-out man purposely squeezed it to fit in the columns of the page. When he received the proofs back from Bailey, he found the note: "If you pull a dog's hind leg straight, is it a dog's hind leg any more?" Bailey's comments were well-regarded; people enjoyed working with him.

An administrator, a teacher, a researcher, a writer, and an editor, Liberty Hyde Bailey was also a poet and philosopher. On Sunday evenings while at Cornell, no matter how busy he was, he often opened his home to students for informal talks or recitations of the works of writers like Poe, Whitman, and Emerson. Sometimes he shared his own works. He claimed that these sessions with the students helped to keep him young. Although Bailey burned his only novel, he did publish a book of his poetry. As a philosopher, he examined man's debt to earth and earth's goodness to man. His book _The Holy Earth_, reflects many of the ecological thoughts expounded today.

Liberty Hyde Bailey used his talents to give life to his ideas, and as those ideas materialized their effects were felt by the world.
In this age of sprawling cities, boundless population growth, and an increasingly despoiled environment, it is often the small and barren places which become the most wonderful escapes from the rest of the world.

Appledore Island is such an escape. Located ten miles off the U.S. coast in the southern Gulf of Maine, Appledore is the largest member of a group of isolated islands called the Isles of Shoals. Uninhabited, Appledore is a small and rocky place, subject to all the whims of the surrounding Atlantic Ocean. A Registered National Historic Site, it is the home of thousands of pairs of nesting gulls. Snowy Egrets, Glossy Ibis, Black Guillemots, and Black Crowned Night Herons also build their nests on the rocky shore.

But more than just birds nest at Appledore. The island also houses one of the most unusual marine field stations in the country. And the Shoals Marine Laboratory is unusual. Created in 1966 as the “Summer Program in Marine Science,” the laboratory was located on Star Island, another member of the Shoals Archipelago. Conceived of and administered by Dr. John Kingsbury and a number of other dedicated founders, the program was popular from its inception. Each year the student enrollment increased, and the program grew. The Laboratory is administered by both Cornell University and the University of New Hampshire, but students from all over the country are admitted to the Marine Science programs.

In 1973 the program moved to Appledore Island and was renamed the Shoals Marine Laboratory.

In 1966, the program admitted 20 students to its Marine Science course. Today, Introduction to Marine Science is but one of the courses taught on the island. It and the other undergraduate courses enrolled 150 students last summer.

Despite the many changes necessitated by its popularity, the philosophy of the Shoals Laboratory in 1977 is the same as it was 11 years ago.

“The Shoals Laboratory is designed to give undergraduate students the opportunity to familiarize themselves with the ocean and its many environments, and to show them the broad horizons of Marine Science, with emphasis on Marine Biology,” Dr. Kingsbury explained.

The Introduction to Marine Science course is taught twice each summer, and gives students an idea of what Marine Science is all about. The course covers many areas, and is helpful in directing students either toward or away from a Marine Science career.

One of the requirements of the course is a transect of an area of the Appledore coast. All organisms within the area must be identified, and records of the findings are kept. The transects of Star Island from the earlier classes were recently compiled and published by the Laboratory. Few seacoasts have been examined as closely over as long a period of time, and the findings of the study are remarkable. Not only was each transect predictably different from every other one, but the organism populations in each section were amazingly stable from year to year. Such information is very valuable in these days of oceanic change forced by man.

In addition to the Marine Science course, the Shoals Laboratory offers an underwater research course and a Marine Science course designed primarily for high school teachers. Courses in other marine subjects are also offered during the summer.

Along with the courses for which credit is given, the Laboratory offers short programs in varied marine fields for alumni of Cornell and the University of New Hampshire. These programs are scheduled after the summer courses, and alumni are invited to bring their families along for the experience. The Shoals Laboratory is quite an experience. Although coursework takes up most of the day, the island is a beautiful place to stay. The living conditions are somewhat primitive. Fresh water is in short supply, and is often rationed for things such as showers. The dormitory buildings keep getting better, however, and new facilities have just been built.

One of the most attractive features of the program is the Shoals cuisine. “Morale on an isolated island varies directly with what happens in the kitchen,” said Dr. Kingsbury. “Students will put up with ants in their beds, plaster on their faces, dirty clothes, wet sneakers, one shower a week, and fussy safety regulations if they are happy in the dining room.”

Fresh fish from the sea, fresh baked goods from the kitchen, and good cooks help make the meals different, interesting, and delicious.

The popularity of the Shoals Program is not surprising. No student has ever dropped out after starting, and it is difficult to find a participant who has not enjoyed the experience of working at a real marine station rather than in a classroom.

From students to alumni to high school teachers, the Shoals Marine Laboratory has something to offer almost everyone. Appledore Island is one of the few places in the world where it is possible to enrich one’s mind as well as escape from society.

It is hard to think of a better way to spend a few weeks during the summer.
TUNE IN TO
CONSUMER NEWS
by Carl Laron '77

There are 89 percent more radios than people in the United States. That statistic illustrates radio's penetration into the daily lives of everyone. To some, it is merely a form of entertainment; but to many others, it is a vital information link that enables them to keep in touch with what is happening in their community and in the world. Since its establishment in the summer of 1974, the Consumer News Service has been involved in this informational and educational process by supplying radio stations in New York, its bordering states, and Ontario, Canada with interesting and educational news stories with a consumer orientation.

The Consumer News Service? It sounds like a service provided by one of the major networks or wire services, but it is not. Instead it is produced by the radio section of Media Services at Cornell University. From its tiny studio in the basement of Martha Van Rensselaer Hall, the radio section, otherwise known as director Gordon Webb and radio specialist Michael Veley, produces three different stories each week. These are made available to over 150 stations via a 24-hour automated phone system.

The radio section is very pleased with the reception the service has received. Since its inception, the service has been experiencing a steady growth rate. Use rose almost 37 percent in 1976 and the service is currently averaging over 100 calls per week.

Veley feels that one reason for the success of the service is its emphasis on news that is useful.

"Stations are trying to get away from what is termed 'hard news.' What we strive to do here is soft news—something that is interesting, that the man on the street can grasp, and that is going to benefit a lot of people."

Some examples of recent stories are the saccharin ban and rising coffee prices. In these stories, as in most of the stories done by the service, a Cornell professor knowledgeable in the area tells how some aspect of the issue affects the consumer. For instance, in the coffee price rise story, a Cornell consumer economist compared the costs of various hot beverages.

Another reason that the service has been received so well is that it strives to be timely, an important quality especially when dealing with radio which is an instantaneous medium. The saccharin and coffee stories are good examples of this but even more striking are the efforts of the service during the winter of 1976-77 when weather stories and energy advice were critical to so many of their listeners.

Believed to be the only university-based operation of its type, east of the Mississippi, the Consumer News Service has done many things it can be proud of. Its stories have been aired as far south as Georgia and as far north as Halifax, Nova Scotia. A few have been carried nationally by the networks and wire services which is a reflection of the quality of the stories.

According to Veley, the average adult hears more than three newscasts daily. Veley is hopeful that the Consumer News Service provides the listener with some interesting and useful information. Judging by the number of stations that pay the telephone toll charges to use the service, the users seem to agree.
Who Pulls the Plow?

by Gary Barnes '77

Looking at the May 3, 1905 issue of the Cornell Alumni News, you might have read, "The students in the College of Agriculture celebrated the breaking of ground for their new buildings on Monday with an interesting and unique ceremony...ground was broken with a large plow, drawn by the students and guided by the director himself."

The events which lead up to this ceremony cast an enlightening perspective on the pulling of the plow. It's hard to say really if this significance was intended or not. At any rate, there is a parallel which still leaves us with a message for today. Without the guiding hand of the director, the ground broken may not be of use to anyone. However, the director guides nothing when the working force is idle.

The founding and the state funding of the College of Agriculture has been primarily attributed to Liberty Hyde Bailey. It's true that the guiding efforts of Director Bailey were paramount to the establishment of the College. It is seldom realized though, that Bailey perceived the working force for the job, and successfully tapped their services. Who pulled the plow for Bailey in a figurative sense? It was the New York State farmer.

President Jacob Gould Schurman and Director Bailey and others were of course essential as organizers of the effort to secure the State College of Agriculture at Cornell. One of their tools was the print media. The Country Gentleman, the American Agriculturist, and the Rural New Yorker proved effective in hitting their target audience.

The immediate objective was to secure a state appropriation to construct the long contemplated agricultural buildings which were so badly needed. Some articles in these publications included pictures of new agricultural buildings at other state colleges in the nation. Some praised Cornell's work in Agricultural Education and described the cramped conditions under which the faculty worked. The business office, the director's office, the office of the experiment station, and the library were all in a single room on the second floor of Morrill Hall.

In 1902, President Schurman sent Editor Collingwood of the Rural New Yorker a long statement in the form of an interview between himself and the editor. Schurman referred to his own farm background and paid tribute to the farmer as the "backbone of the country, the most conservative class we have, the people of the soldest character." At the end of the interview, Schurman raised the subject of state aid by asking Editor Collingwood the question, "Do you agree with me that the state must make provision for agricultural education?"

President Schurman and Director Bailey had the same goal of establishing a state funded College of Agriculture, but their purposes differed. President Schurman wanted Agriculture to be a professional school like Veterinary or Forestry. It may very well be that it was Bailey's opposing ideal of the college that actually secured it as a state agricultural college.

His concept not only provided the "guiding hand", but incorporated the "pulling power" that was needed. "Other institutions aim largely at what is called productive scholarship. The land-grant colleges...aim at public service."

"Agricultural education was for him a preparation for life, indeed the best, most rational, most healthful kind of preparation," says historian Morris Bishop, speaking of Bailey.

Bailey held that, "The mission of an agricultural college has now extended beyond mere academic lines. The modern agricultural college concerns itself with large public questions of education, trade, transportation, and general betterment, standing for all agencies that will aid in making the farmer a more efficient producer of wealth and a more effective citizen.

In shorter words, the agricultural college stands for education for country life. It is not a professional college."

Bailey believed the goal was public service. The college was to be the
heart of agriculture, and its lifeblood should flow to every farm home in the state.

It wasn’t long before the New York State farmer began to experience that lifeblood in his home. It was at this very early stage that the “guiding-pulling” relationship began to establish itself. It got a healthy start and was begging for continued growth. However, opposition in the form of limited facilities and funding began to limit effectiveness.

The opposition was headed by Chancellor James R. Day of Syracuse University, representing six other state institutions. He demanded a share in the state bounty equal to that accorded everything will flow that way and no stream be diverted to other institutions.”

The political strategy was getting more and more intense and all the while Cornell’s Agricultural College was becoming more desperate for buildings and money if it was to survive.

At the beginning of the 1904 session, a bill appropriating $250,000 for a state agricultural building at Cornell was introduced in the Senate. In securing special interest legislation, timing was of utmost importance. Editor Luther Tucker of the Country Gentleman insisted that this was the year for action. Sensing that the farmers were

As the whistle signaled the establishment of the State Agricultural College, the Ag students rushed to the Armory to carry out the plan of firing cannons to salute the Governor. Soon, about 1,200 students gathered and led by a large black bull from the University farm, marched to the homes of President Schurman and Director Bailey. Sirens blew, bonfires blazed, church bells rang, students filled the streets, firing pistols.

The bill provided for four buildings. The main hall was to be constructed for $125,000, the remaining to be used for buildings of horticulture, stock-judging, and machinery. The main building, Roberts Hall, was built in

to Cornell. His belief was, “Either give to all or not to any.” The Chancellor called for a hearing before the Assembly’s Ways and Means Committee. This was granted him, but when he did not get the attention of the legislators he desired, he broke off his argument in a fury and left the room. (It is reported that Bailey later put up in his office a picture of Chancellor Day with the subscription: “Founder of the New York State College of Agriculture at Cornell.”)

However, opposition continued to hit hard in the State Legislature. Syndic John H. MacCracken of New York University took up the argument and voiced the essential grievance: “We fear that the channel is becoming so worn which leads from the State Treasury to the Cornell University that if any more grants such as these are made, it will make such a canyon that ready to respond, an appeal was made for a barrage of letters from farmers directed to the legislature.

What previously seemed to be a dream began to materialize. On March 11, Assemblyman Monroe introduced a new bill entitled, “An act to establish a State College of Agriculture at Cornell University and making appropriations therefore.” Additional changes in the Stewart Bill provided for the erection of four buildings instead of the single structure originally intended.

Faculty of Agriculture took preliminary steps toward celebrating the anticipated victory. Arrangements were made with the superintendent of the Ithaca pumping station to blow five blasts of the whistle if the bill were signed, three blasts if vetoed. News of the Governor’s signature reached Ithaca about seven o’clock on the evening of May 9.

Left; Dean Bailey guides plow being pulled by students during ground breaking ceremony.
Below; Excavators begin work on the site of Roberts Hall using the old “team-work method.”
About 12 years ago, Tom Clark decided that acting wasn't his career. What did he do for an encore? He chose to be a carpenter for the theater. Clark started teaching stagecraft and lighting last fall as technical director of the Willard Straight Theater.

One Theater Arts course (stagecraft) introduces a student to the planning, designing, and building of scenery for each production during the semester. The 28-year-old native of Middletown, N.Y. said that the course basically orients the student towards carpentry. It also covers construction using alternative materials and techniques such as metals, plastics, paint, and welding. Several drafting projects are assigned to further acquaint the student with the related processes of blueprint reading and building.

In another course, Clark stresses the aesthetic qualities of stage lighting. He discusses different types of equipment and deals with the artistic value found in the variation of hue, intensity, distribution, and movement, to obtain a proper mood in each production. He also supervises students who are doing independent study.

There are some obstacles for Clark to overcome. He has noticed that most people, especially the women, aren't geared for the main requirement, carpentry. Everyone, however, is required to do his fair share of work despite certain physical limitations. According to Clark, "No woman is allowed to use her sex as an excuse." Consequently, it is not unusual to see a female welding metal or constructing a large bulky

Tom Clark (right) and assistant Phil Miller inspect the working model of a torture rack. It is only one of ten unusual props used during last May's production of Bewitched.

The lighting course, however, attracts the student with the theater career in mind and gives Clark the opportunity to incorporate his 12 years of theatrical experience during class.

Clark started working on stage during his high school days and was teaching stagecraft at S.U.N.Y. at Albany as an undergraduate. The period between his undergraduate and graduate study saw him working the Berkshire Theater Festival during the summer of 1970, the Black Experience Ensemble in 1971, and The New Country Theater in Ridgebury, N.Y. He completed his graduate requirements last year at S.U.N.Y. at Albany and plans to remain in educational theater to obtain his doctorate. Clark, his wife, Linda, and his daughter, Catherine, presently reside in Ithaca and are fulfilling his life's ambition, "to live by the side of the road and be a friend to man." (His experiences have allowed him to meet with theater notables such as Anna Jackson, Eli Wallach and Jacques Levy.)

When asked whether or not he liked his work, Clark cheerfully responded with, "I love it." The feeling of artistic achievement combined with the diverse types of work involved in each production, provide an interesting and rewarding way of life. He must enjoy it, because the 'Dracula' set designed by Dean Tschetter, stage set designer, and built by Tom's crew unofficially placed second in a general category of the American College Theater Festival Competition.

Last spring Clark and his crew built the props for the April opening of 'The Bewitched.' The story wove sex, politics, and religion of the medieval rule of Carlos II of Spain, (1601-1700), into a comical struggle for power which resulted in the War of the Spanish Succession. The production was the largest non-musical Straight play which could be fitted into the backstage dimensions. Props for one particular scene included working versions of a torture rack, boot, and wheel. Other props included a large rocking horse and a baby's cradle. Compared to a previous production of 'Birthday Party,' Clark considered 'The Bewitched' to be a "heavy show." It ran for 3½ hours and endured two long acts with 29 scene changes.

When asked to describe his personality, Clark responded with adjectives such as outspoken, independent, friendly, understanding, and patient. The bearded, long haired technical director, who looks like a refugee from the Woodstock Era, feels that these are especially important qualities to have in theater when dealing with the impressionable minds of students. Tom Clark may have never made it as an actor, but his encore is proving to be a success.

by Richard Pawlak '78
Accomplishments Recognized

Donald M. Bay, ’55, manager of Upstate Milk Cooperative, Inc., and chairman of the Board of Trustees of the New York State 4-H Foundation, has been honored with the first New York State “Partner in 4-H Award,” in recognition of his 22 years of volunteer service to 4-H. He is a member of the Advisory Council of the College of Agriculture and Life Sciences and has served on the Board of Directors of the Ontario County Extension Service Administration. An international judge of dairy cattle and a member of many dairy and business organizations, Bay has volunteered his services to 4-H throughout the years and is a popular fund-raiser for the state organization.

Ricky A. Marshall, ’78, an undergraduate student majoring in agricultural and biological engineering, has been honored by the American Society of Agricultural Engineers for a paper he presented in a national competition at the Society’s annual meeting. The paper, which took top honors among a field of finalists, discusses different designs of electrical heat probes used to detect the exact time that a cow comes into heat. Marshall is a native of Grand Island.

Jody Blanco, ’77, has been honored by the State University of New York for academic excellence while participating in the State’s Educational Opportunity Program for educationally and economically disadvantaged students. Blanco, who is the first member in his family to graduate from college, is now studying for the M.D. degree at the Upstate Medical Center in Syracuse.

Elizabeth Milburn, Grad., has been named an honorary member of the Iroquois Confederacy of the Six Nations, which includes the Cayuga, Mohawk, Onondaga, Onondaga, Seneca, and Tuscarora tribes. She has been working since last summer on a project to restore bald eagles to New York State, as only one mature pair remains. The chief of the Confederacy said that the Six Nations have a special affection for Miss Milburn’s work, “because the eagle was our own national symbol long before the United States came into existence.” She is the first woman so honored by the Confederacy.

Prof. Milton L. Scott, chairman of the Department of Poultry Science and Jacob Gould Schurman Professor of Animal Nutrition, has received the Borden Award in Nutrition from the American Institute of Nutrition. Scott was recognized for his studies establishing selenium as an essential nutrient for normal growth and health of poultry. Scott is the author of more than 230 scientific articles in the field of nutrition.

Prof. Robert J. Young, chairman of the Department of Animal Sciences, has received the Distinguished Nutrionist Award from the Distillers’ Feed Research Council for outstanding performance in nutrition research and service to the feed industry. His research has included studies of fat absorption and metabolism of fatty acids.

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Bailey Professorships

Martin Alexander, Harlan P. Banks, Neal F. Jensen, William T. Keeton, J. Thomas Reid and Kenneth L. Robinson have been elected Liberty Hyde Bailey Professors in the N.Y. State College of Agriculture and Life Sciences. Established to recognize distinguished faculty with international and national reputations in agriculture and related sciences, the first Professorship was held by Charles E. Palm, now professor emeritus and dean of the College, 1959-1972.

Prof. Martin Alexander, Dept. of Agronomy, is a recognized leader world-wide in soil microbiology and biological ecology. Prof. Harlan Banks, of the Division of Biological Sciences, is an expert in paleobotany, and has an international reputation in botanical science. Prof. Neal Jensen, Dept. of Plant Breeding and Biometry, has developed and introduced 20 superior varieties of wheat, oats and barley for the northeast. Noted as a teacher and author. Prof. William Keeton, Division of Biological Sciences, will be the Keynote Lecturer at the International Ornithological Congress in 1978. Prof. J. Thomas Reid, Dept. of Animal Science, has published widely in animal nutrition, biochemistry and physiology. Prof. Kenneth Robinson, Dept. of Agricultural Economics, is recognized for teaching, public service and research. Author of a text and more than 150 articles, he has been a consultant to the National Science Foundation.
Keeping in Touch...

The Cornell Countryman, I'm on the staff,
Time and effort, but still some laughs.
A position held for a time so short,
With hope that this may be my start.
Countless others have done the same,
They've seen the joy of printed name.
The copies that are now on file,
Reflect the change in form and style.
The important things from years gone by,
Are recorded here to never die.
It changes some from time to time,
The stories range from cows to wine.
We try to write things just for you,
Although it's very hard to do.
We don't feel like we know you well,
There are things that only you can tell.
Some readers always keep in touch,
And those we thank, so very much.
But other stories don't get told,
Names are forgotten and facts get old.
We need some more alumni news,
And assure you we're not just after dues.
The Countryman should be more than nice,
More contact with you would put that on ice.

by Ralph Spence '77

P.S. Turn to coupon on capsule page for information on contacting the Countryman.
The Ag Faculty Meets the New President... page 4
ABOUT THIS ISSUE
Students returning to Cornell this fall discovered many changes in the campus and community they left behind last spring. This Countryman focuses on some of the new faces and places to be found far above Cayuga’s waters.


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One senior asked another, “Meet you in the Alfalfa Room at 9?” The two freshmen looked at each other, puzzled. What was the Alfalfa Room? Was it a special section of Mann Library they hadn’t heard of yet?

It wasn’t long before the two freshmen found out. Curious, they asked a student where it was. After going down the stairs to the basement of Warren Hall, they went through the door marked “Room 14.” Upon seeing the rows of vending machines, they immediately put their coins in and were soon munching happily.

The Alfalfa Room is a hangout for students in the College of Agriculture and Life Sciences. Conveniently located in Warren Hall and right next to Mann Library, many students, faculty and staff visit it every day for a cup of coffee, a cigarette or a meal.

When one enters the room, one is immediately struck by the wide variety of vending machines. These machines dispense everything from hamburgers to hot soup to cigarettes, and there are two microwave ovens to warm food. Two long wooden tables dominate the room. The walls are an unattractive light green, the only break for the eye being a large bulletin board on one wall with the usual announcements and ads common around Cornell thumbtacked onto it.

Although the room lacks the charm of the Temple of Zeus in Goldwin Smith Hall or the Green Dragon in Sibley Hall, the atmosphere in the Alfalfa Room is very friendly. Groups of students sit chatting, and one suspects many a student has decided to skip a class because he or she didn’t want to leave a conversation for a class that probably wouldn’t be so interesting.

When asked why they came to the Alfalfa Room, students’ answers were many and varied.

“I come here to watch the girls,” a senior frankly admitted.

“We always get the munchies around 9 p.m.,” two giggling sophomore girls said.

A junior reading a comic book said, “I’ll do anything to procrastinate.”

Looking up wearily from her cup of black coffee, a senior girl said, “I have two prelims tomorrow and a paper due the day after that. If I don’t come down here and drink coffee to stay awake, I might fall asleep and not wake up for two weeks.”

A sophomore said bluntly, “I come here because I’m hungry and need a break from studying. Why else?”

And a junior girl in the College of Engineering said, “I don’t come here often because I’m usually on the Engineering Quad, but sometimes I meet my roommate here. I must say, the guys in the ag college are a lot better looking than the ones in the engineering college!”

The informal atmosphere of the Alfalfa Room makes it an ideal place for students and faculty to meet.

“One day when I was down here one of my professors sat down across from me with a cup of coffee,” a junior girl said. “We had a really good conversation, and I never knew he was so interesting. Usually I never get to know any of my professors personally, so it’s nice to know that I’m not just another number to at least one professor now.”

At the end of one of the tables, a professor and a student were playing a game of checkers. Next to them two students and a teaching assistant were discussing how to improve a discussion section for a course.

“I come down here a lot to meet with students,” a teaching assistant admitted. “It’s more of an informal atmosphere than my office would be, and it’s better than the rigid confines of a classroom. Lots of times I run into other students in my classes, and what started out as a one-to-one talk will often end up in group discussion.”

The Alfalfa Room is a lot more than an old unused classroom with vending machines. So the next time you’re in Mann Library, come on down and relax. Everyone needs a break from studying once in a while!
Murphy's Law is a simple statement that often holds true: anything that can go wrong usually will go wrong. Ithaca weather is no exception to the Law, as the faculty and administration of the College of Agriculture and Life Sciences will attest. Sunday, September 18, the day of the Agriculture and Life Sciences reception for new University President Dr. Frank H.T. Rhodes, was the wrong day for rain. And rain it did.

Luckily, the mysterious Mr. Murphy did not attend the reception. If he had come, he would have found that the entire afternoon on the covered veranda of Emerson Hall was a notable exception to his famous hypothesis. The ubiquitous rain dampened the ground on the Cornell campus for most of the afternoon, but the spirits of those attending remained high and dry as almost 600 members of the Agriculture and Life Sciences faculty and administration greeted Dr. Rhodes and his wife Rosa.

Except for the precipitation, the event was planned and executed beautifully. The faculty and administration were divided into three groups roughly equal in size, according to department. Punch and other refreshments were served throughout the afternoon as the Rhodes' and Dean and Mrs. Kennedy greeted each faculty member and administrator individually. Dr. Rhodes was obviously well-informed as to the concerns of the individual departments, speaking with ease on specific and technical topics. Needless to say, the members of the faculty were pleased with Dr. Rhodes' wide-ranging knowledge of College concerns. In addition, he took to the podium several times during the afternoon and spoke with equal ease to the audience as a whole.

His extemporaneous talks focused on the College of Agriculture and Life Sciences in general. Dr. Rhodes chose to meet with the Agriculture and Life Sciences faculty and administration before any of Cornell's other schools and colleges, noting the admirable degree of cooperation and teamwork found in a College so large and diverse that it could stand as a university on its own. He said this spirit is the basis of the teaching/research/extension system on which the College operates, carrying innovations.
Rhodes and Kennedy discuss research topics at the Geneva Agricultural Research Station.

from the idea stage through to practical application. Dr. Rhodes stressed the importance of the research function of the College in solving major world problems, including that of food supplies. Rhodes believes that major world problems can be solved, and that the College of Agriculture and Life Sciences will play a role in the process. In addition, he had praise for the student advising program of the College, saying he has learned from a number of independent sources that it is the best of all the schools and colleges at Cornell.

Although he had much praise for the College of Agriculture and Life Sciences, the concerns of the University as a whole have never escaped Dr. Rhodes' attention. In the statement he issued accepting the University presidency, Dr. Rhodes outlined the major problems he sees facing Cornell in the immediate future:

"Though in accepting the presidency at Cornell, I am excited at the challenge it provides, it would be wrong to minimize the dangers that now confront us. At a time of global tensions--social, environmental, economic, technological and ideological--higher education has a pivotal contribution to make. Yet we also face problems of a declining applicant pool, declining federal and state support, economic constraints, an increasing tendency for government intervention, the changing employment market, and a whole range of internal educational problems." He has said many times that accessibility to the community, more imaginative financial aid programs, alumni support (especially in the area of athletics) and the increasing specialization of education should be major areas of concern for Cornell.

Dr. Rhodes is well qualified to identify the problems of the University. Before coming to Cornell, he was vice-president for academic affairs at the University of Michigan. That position roughly corresponds to Cornell Provost, so it is quite apparent that Dr. Rhodes is no stranger to the complex world of administration. A geologist and paleontologist by profession, Dr. Rhodes received his bachelor of science degree with first-class honors from the University of Birmingham, England in 1948. He received his doctor of philosophy degree there in 1950. His work in geology and paleontology has been highly acclaimed, winning several awards from the Geological Society of London. He has toured the Middle East, lecturing and gathering geological data, and has also been a guest lecturer at Ohio State University and Cornell in the past.

In addition, he has written 62 major articles and monographs on a wide range of topics, and written four books on geology and paleontology. Dr. Rhodes has participated in many other educational projects, including the production of the B.B.C. television series The Planet Earth.

The entire Cornell community is looking forward to a long association with Dr. Rhodes. Even though he has been University President for only a short time, Dr. Rhodes already has at least one achievement to his credit: proving that Mr. Murphy isn't always right.
For many people, and in many ways, Cornell stands as one huge test of character, knowledge and strength. But for thousands of racehorses at over a dozen tracks in New York State, Cornell is the final test past the finish line that determines the true winner of a horserace.

The Equine Drug Testing and Research Program of the State Veterinary College at Cornell is responsible for testing blood and urine samples from standardbred and thoroughbred racehorses for illegal drugs.

"What basically happens," explains Dr. George Maylin, the Program's head, "is that Cornell receives a sealed, labeled sample of blood or urine from the racetracks and then asks the question: Is anything there?"

The questioning began in September of 1971, when the standardbred associations began experiencing irregularities in their testing programs. The industry asked Cornell to implement a drug testing program similar to the one at Ohio State University. Thoroughbred tracks followed suit during 1973-4, making Cornell the hub for equine drug testing in New York. Contracts for the service were originally with the individual tracks, but this year the New York State Racing and Wagering Board instituted what's called a first instance appropriation. A sum of money is appropriated by the individual track through the State Board to Cornell's program. No taxpayer money is used directly.

Probably the most famous case of a horse failing a drug test occurred in Kentucky when a "positive" was found in the sample of Dancer's Image, the "winner" of the 1968 Kentucky Derby, the first leg of the Triple Crown. However, the ratio of tested samples that are positive to those that are not is extremely low.

The task of testing blood and urine samples of racehorses for drugs is Herculean. Dr. Maylin, who is a veterinarian and has a Ph.D. in pharmacology, explains why: "Until recently, no one has really studied drugs in horses. In many instances only a small portion of the dose is excreted as the parent drug and the remainder is excreted as metabolites. Often the metabolites are unknown entities and must be characterized to determine which drug they are from."

Samples are tested for acid, base, and neutral type drugs. Powerful new techniques in analytic chemistry such as gas chromatography and mass spectrometry are being used as Dr. Maylin's team begins to develop a comprehensive procedure for drug testing.

The testing of labeled samples (usually of the first three finishers, but depending on the track and race, maybe more) is completed the day following the race. In the case of pre-race blood testing of standardbreds, the procedure is finished 90 minutes after it is begun. Thoroughbred racing associations are considering pre-race blood testing at their tracks at this time.

Supposing the test of a sample for drugs is positive? Dr. Maylin immediately informs the New York State Racing and Wagering Board, which takes appropriate action in accordance with the state rules and regulations of racing.

All of which is well and good. But you or I might ask: How does Cornell benefit?

"As you know," replies Dr. Maylin, "the three basic functions of Cornell as a state land grant university are teaching, research and service. The Equine Drug Testing and Research Program performs a valuable service for the State Racing Board, the racing industry, and the people of the state, in addition to researching an area we know little about: the effect of drugs on horses." The Program has begun to acquire what he calls "a critical mass of people" that's needed to find out more about effects of equine drugs. Recent additions to his staff include an analytic chemist and a cardiovascular physiologist.

The testing program lends integrity to a racing industry that provides the state with one of its biggest sources of tax revenue. But service and research toward more knowledge and better service is the key function of Maylin's team. Racing's credibility in the eyes of the huge betting public is an absolute must for a healthy future, and Cornell's Equine Drug Testing and Research Program looms large in that future.
A NEW USE FOR MANURE
by Jo Schaffel ’78

Much energy is wasted in our highly mechanized world. Synthetic fertilizers are used to grow food for livestock, which in turn are slaughtered to feed humans. Energy is lost in each step of this process. Tremendous energy is put into making nitrogen fertilizers, yet much of this nitrogen is lost through animal waste. In the past, manure has been spread as crop fertilizer, but land space is becoming increasingly less available for this type of waste disposal. What is needed is a way to reclaim the nitrogen and other valuable elements lost in animal waste, as well as a practical way to dispose of the waste.

In many tropical areas of the world, farmers have been using fermented animal manure as a source of methane gas for cooking. A research team at Cornell is seeking other answers to this problem. Graduate student Po Chung of Taiwan has made a study of an algae that grows rapidly on swine waste; one which could be an excellent food for livestock. Several others are working on the project under the guidance of Prof. Wilson G. Pond, Department of Animal Science. They are Prof. Lennart Krook, Pathology Department, College of Veterinary Medicine, Prof. John Kingsbury, chemist Earl Walker, and PhD candidate Tuan-Ngan Yap. The researchers fed this blue-green algae to laboratory rats, finding it to be as protein-rich as soy beans, and equal to them in protein quality.

“So far we have only fed a few rats!” cautions Professor Pond. The research is still in a very preliminary stage; there are no grand scale algae-producing plans for the future, he said.

The experimental set-up, in Morrison Hall, is relatively simple. A bottomless wooden frame, lined with a polyethylene sheet, is filled with water. The swine waste is allowed to ferment for ten days, and the liquid is then slowly dripped into the tank. The algae, *Arthrosira platensis*, grow quickly on the waste medium and are harvested by filtering out through a fine mesh. Other nutrient sources for the algae are also being investigated, such as synthetic fertilizers, human, chicken and cattle waste. The experiments have not been carried far enough yet to fully interpret the results, Professor Pond explained.

Another species of algae, *Arthrosira maxima*, is being produced in Mexico at the rate of about one ton per day, on a larger scale and at greater cost than is being done in the Cornell project.

*Arthrosira platensis* could be an excellent livestock feed. Professor Pond explained that it has a 55 to 60 percent protein content and could theoretically yield 20 to 40 tons of dry matter per acre per year. Corn, by comparison, has a ten percent protein content and yields only three tons of dry matter per acre per year. In addition, the algae contain high levels of two important amino acids, lysine and tryptophan. Most plants contain very low levels of these essential amino acids, needed for animals’ growth and survival.

Researchers know that the algae will grow on the residue left after swine waste has been used to produce methane gas. It may also be possible to grow algae on fresh waste. Either way, the process could be extremely beneficial since it recycles nutrients from an already existing waste product, and also cuts down on the disposal problem. The method requires very little water, as algae production would not compete with conventional crop space, and algae needs only the sun as its energy source. These factors make growing algae on animal waste very practical for tropical areas, which have a lot of sunlight. Harvesting this particular species of algae is relatively inexpensive and easy. As its name implies, *Arthrosira* is a spiral-shaped algae, and can simply be filtered out of the water in which it has grown. Other differently-shaped algae must be centrifuged or precipitated out of the water, involving much more time and cost.

The algae could be fed to livestock just as it comes from the water, but Professor Pond pointed out that there might be a problem with diseases caused by bacteria in the animal waste used. If the algae is ensiled, it would ferment, killing any bacteria present. Another way to use the algae could be to dry it out by heating. This would also kill any bacteria that might be present. The algae could then be stored for future use. The preparation of the algae for feeding has not been fully worked out as yet.

Research involving energy in agriculture is becoming increasingly important. There is a very limited amount of raw energy available for agriculture, and much of it is being wasted by our present farming methods. New ways of reclaiming energy lost through a system have only recently been investigated. By re-using the nutrients lost through animal waste production, decreasing the waste disposal problem, and producing a high-energy food source for livestock, Po Chung and Professor Pond are making important progress towards the goal of economical energy use.
Prospective Cornellians often wonder if it is possible to get some semblance of an individualized education at Cornell. Despite the immense size of the University, some of the colleges are encouraging student independence through specialized programs.

In the College of Agriculture and Life Sciences, over 175 students are enrolled in the General Studies Program. According to Dr. Donald C. Burgett, college registrar, this program eliminates specific course requirements for a major, leaving the student with many more options in curriculum. To ensure that the General Studies Program is indeed general for each student, the College of Agriculture and Life Sciences distribution requirement courses are still mandatory.

The General Studies program grew out of a general agriculture curriculum originally designed to provide a broad education for the students returning to their family farms. The new program has expanded the scope of the studies available, and more students have joined General Studies. "It's a growing area," said Dr. Burgett. "Many companies are interested in people with a broad training."

In the agriculture college there is no specific program for self-designed majors or double-majors, but many students can pursue this course if they get faculty support. A student's major is not listed on his diploma, so with a professor's support, one can pursue a self-designed major.

Beverly Holmes, a junior transfer student in the College of Human Ecology has taken advantage of the Independent Major option to pursue her dual interest in communications and consumer economics. At first discouraged from having a double major, Ms. Holmes petitioned the deans and was finally successful in designing her own program.

"Cornell has the flexibility to adapt for individual programs," says Beverly. "There were no real problems of people being opposed to the independent program. Administrators are just concerned that all requirements are fulfilled." Her only complaint was the huge amount of time involved in arranging the program and the inflexibility of the program once it was designed. Fitting courses into a schedule is a real problem for a double major, since there are so many requirements to complete.

Apparently there is growing interest in individualized education, as Beverly has had a number of students ask her what it is like and what procedures to follow to design your own program. Although there are no specific guidelines or procedures, interested students must find faculty support, and then write an academic petition stating what they want to study, why they want to study it, and why the proposed special program is the only way that this course of study can be pursued.

Cliff Cockerham, a senior in the College of Agriculture and Life Sciences, has designed a double major combining communications with genetics. "Setting up a double major is a learning experience in itself," says Cliff. "After spending more time on the rules of the College and interpreting them than on my courses, I started talking to professors who were interested in helping me get the kind of education I wanted. If you know what you want to do, and have a good reason, they will help you arrange it."

Cliff feels that Cornell as an institution had nothing to do with fostering his attempts to arrange an individual education; it merely tolerated it. He gives credit to concerned faculty members who were willing to devote time and support to his idea. The administrative tangle is too large to handle individualization, but official policy is to permit it if there are willing faculty members involved. Cliff observed, "Cornell, the institution, is a maze; you go in and play the game. Every now and then, however, you have an opportunity to get up on a stepladder and look at the maze to see where you are going. The professors are the stepladders."

**DESIGN YOUR OWN PROGRAM**

by Joe Lubeck '78
New students in the N.Y. State College of Agriculture and Life Sciences have diverse impressions about their experiences at Cornell. A cross-section of 20 freshman and new transfer students in the ag college have told the *Countryman* how they feel about being at Cornell.

Some students confidently claimed that they knew what awaited them. Dan Sovocool, '81, a third generation Cornellian, explained, "Practically everyone in my family came to the College of Agriculture so I knew what to expect. My grandfather, Lewis Sovocool, graduated in 1925; my mother is a '52 graduate, and my dad, a '50 graduate."

Some students had the opposite reaction in that they did not know what to expect at the ag college. Diane Stenlake, '81, microbiology, blurted out, "I thought Cornell would be snobbish because of its Ivy League reputation. Now my impression is different since most people are very friendly."

Andrea Coyle, '81, biology, claims that since her sister came here she wanted to follow in her footsteps. She finds it difficult academically, but says that the people in her suite are so studious that they give her a sense of discipline.

Others, such as Rich Patterson, '81, are apprehensive about their Cornell experience. He claims, "I'm afraid of HOW I'm going to change."

Ron Rejda, '81, ag ec major, has a more positive approach. He says, "I adapt very well to adverse conditions; I'm optimistic."

As of this fall, approximately 580 freshmen and 320 transfers have matriculated into the agriculture college. The College's Director of Admissions, Leonard W. Feddema, has warned that although these freshmen and transfers may be well prepared academically, they may not be prepared emotionally. He claims, "Cornell is tough. We can't accommodate all that run with the pack."

Among all the confusion of classes, Desirée Ball, '81, feels, "My main problem is that nobody cares about me. I can get lost in the crowd at Cornell and no one will notice."

Many freshmen have expressed uncertainty about their career goals, but Susan Giusti, '81, pre-vet major, already has her future planned to attend vet school.

Another descendant from earlier generations of Cornellians is Tom Foster, '81, who admitted that "Before I was born, I was going to go to Cornell. It seemed like the most feasible thing since so many in my family went there."

The ag freshmen are experiencing college for the first time, whereas transfers have been "through the ropes" at other colleges.

Randy Sauer, '79, transfer and natural resources major, confides that "Nothing has surprised me. I knew Cornell would be demanding and tough to adjust to." He did note that the students and faculty of the ag college had a "devotion to their college which was more noticeable than in any other college in the University."

Ag college activities such as the Ho-Nun-De-Kah barbecue were mentioned by several new students. Lisa Kanner, '79, transfer, finds such activities to be "unifying experiences."

Jennifer Koch, '79, transfer, enjoys the combination of science and humanities in the ag college. Although she is a communication arts major, she finds the "science background" very useful.

"Why else does anyone come to the ag college besides to go to vet school?" questions a junior transfer. "I've been to five different schools; I'm not sure what I want to learn, but I like the variety of courses in agriculture. I've majored in music, geology, oceanography, meteorology, and agriculture."

She is amazed at the level of teaching quality at Cornell. However, other students who were interviewed were dissatisfied with some of their professors.

Another junior transfer in ag ec finds that one of the great difficulties is the "overcrowded lectures" in the ag college. Aside from this disappointment, everything is "running pretty smoothly."

Another opinion about academics in the ag college is expressed by Steve Eggert, '79, transfer and ag engineering major. Steve feels that the Cornell ag college gives him a well-rounded agricultural education. Despite this variety at Cornell, Steve remains devoted to his career goal: "I came from a farm, I'm here to learn about this business, and that's what I want to go back to."

Ralph Souza, '79, transfer, remarks, "I was surprised at what variety Cornell has to offer. Besides that, the campus is so beautiful it just amazes me."

Freshmen and transfers alike undergo the movement from one stage in life to another under the academic and social discipline of the agriculture college. Their impressions of this experience show the interesting variety of students composing the ag college.
Meals in the newly renovated Sage House are quiet, luxurious and relaxing.

Sage Dining

by Eva Wu '78

The semester is well under way. Prelims and papers are coming at you hard and fast. Need an escape from the harsh realities of Cornell 1977? Take a step backwards into the late 1800's, an era of grace and elegance.

Sage House is Cornell's newest reminder of an age gone by. Formerly Sage Dining Hall, Sage House began its $620,000 "facelift" last January. It remained open for meals until the end of the semester. Meanwhile, construction was being done on the basement, part of which had to be lowered 15 inches so all rooms would be a uniform level. Sage House was completed and ready for service August 28.

The idea of a Victorian setting for Sage came from the original architecture of the building. However, as two full-time workers, Nellie McEve and Norma Dobson commented, "This is what it was like in the 1800's? I thought it was hard times then!" The decor of Sage House is hardly representative of "hard times."

Fluorescent lights have been replaced by Tiffany-style lamps of genuine shell and chandeliers. The tile floor has made way for soft carpeting in gold and brown tones. Hanging plants adorn the windows, and the ceiling tiles are engraved with various designs. Booths and chairs are padded and comfortable. Coat racks stand by every table and more racks are to be installed on the booths.

Signs are placed strategically throughout the various rooms. Upstairs there are the Drawing Room and the Conservatory. Downstairs there are six rooms: The Root Cellar, The Wood Room, The China Closet, The Trunk Room, The Scullery, and The Servants' Hall.

The restrooms are tastefully referred to as "water closets" and instead of the usual "No Smoking" signs, a picture with a hand holding a cigar and the words "Please Refrain" serves as a gentle reminder. The sign by the dish return window says "Thank you for being the butler." The staff is dressed a la mode 1800, complete with caps and aprons for the women and hats and vests for the men. Prices, however, remain 1977 style.

Aside from those changes that are immediately apparent, the grills are new. Your Sageburger is now char-broiled instead of grilled. The dishroom has been relocated. "You remember the mess it was before," said Manager Ed Farmer, Arts, '73. Before, the dishes had to be hand transported from the dish-return window to the dishwasher. The serving area has been enlarged; the kitchen moved closer to the serving area, and refrigeration space has more than doubled. These changes make for a more efficient dining service.

The seating capacity for Sage is now 389 people. Last year the seating capacity was 266 people. Also, business has been booming at Sage. There has been a 33 percent increase in business at lunch and a 120 percent increase at dinner.

Customers, in general, have positive remarks about the new Sage House. Louis Cohen, Arts, '78, commented, "The facilities are impressive. It looks more like a professional dining area as opposed to an institutional one. I think the money was well spent."

Sage House is merely carrying on a fine dining tradition. In the past, the building was only for women and known as Sage College. Co-ed dining was necessary to fill the seating capacity. In February 1876, 50 males refused segregation and insisted on sitting at co-ed tables. It is said in A History of Cornell, that the Psi Upsilon sisters were particularly troublesome, demanding breakfast from the best end of the sirloin steak. History also shows that in order to attract business, many of the dining halls of the 1800's had gone so far as to provide an orchestra several times a week.

Breakfast is no longer served; orchestras are economically at least, passe. But Sage House remains open, a tradition in fine dining.
At 8:30 P.M. on September 24, the Strand Theater reopened its doors for the theater's first evening of live performances in 27 years. The dedication ceremony and welcoming of dignitaries and guests preceded the season opening show, a debut performance of the Dennis Wayne "Dancers." Opening weekend continued on Sunday the 25th with a special concert by the Cayuga Chamber Orchestra, part of which was narrated by Cornell astronomy professor Carl Sagan.

The story of the resurrection of this Ithaca landmark is an interesting one. When it was built in 1917, the Strand was one of five theaters in the downtown area. Long outliving the other four, the Strand had live performances up until 1950 featuring such legendary performers as Helen Hayes and George M. Cohan. But in 1950, this elegant theater was converted into a moviehouse which was subsequently abandoned. Eventually there were even plans proposed to tear down the Strand and put in a parking lot or a furniture store.

But in the fall of 1976, Ithacans became inspired by successful renovation projects in the nearby cities of Binghamton and Elmira. A drive to create interest culminated in the purchase of the Strand in January 1977 by two Ithaca residents. These two, Barbara Thuesen and Elaine Downing, acted in behalf of a community corporation-the Tompkins County Center for Culture and the Performing Arts, Inc.

Just how big an undertaking was the renovation? According to Thuesen, there really wasn't that much to do. The stage was classified as "absolutely first rate" and the building itself was fine. Helped immensely by a loan from a bank in Binghamton, the work mostly involved installation of new safety equipment. This included adding new fire doors, wiring, and a sprinkler system. Seats were also installed downstairs and the balcony tiers are carpeted for a more relaxed, comfortable atmosphere. Otherwise, most of the work was in restoring the theater to its original 1917 condition. Even the original color scheme of ivory, rose and gold was faithfully restored.

In addition to adding an exciting new dimension to Ithaca's downtown cultural scene, the Strand will also be benefiting the Cornell theater arts department. Cornell's Board of Trustees recently agreed on a five year contract with the Strand giving the theater arts department 50 days use of the theater annually. The advantages of the Strand Theater over Willard Straight (where Cornell productions have always been) are many. The main advantage is the Strand’s size. Not only does it seat 500 more people (900 versus 400), but the large size of the stage allows Cornell to produce musicals, operas, and Shakespearean plays—all of which they’ve never been able to do before. The downtown location of the theater is also very convenient to ample parking.

The Strand renovation is a gift to everyone in Ithaca. A full season of ballet, jazz and mime is planned and the people of Ithaca can once again enjoy live theater art downtown.
Most of the Ag Quad's beautiful elms have fallen to Dutch elm disease, but recent plantings ensure a green future.

Med boards, law boards, business boards; skateboards fit right into campus life.

"...and the wall came a 'tumblin' down!' Bank renovations have forced the late-night Collegetown crowd to seek a new hangout.
Moped-mania hits the Cornell campus, making the hills just a little easier to bear.

With construction proceeding ahead of schedule, the Boyce Thompson Institute for Plant Research looks forward to a June 1978 opening.

Gorge-gazers say the view is obstructed, but steel restraining bars on the Suspension Bridge prevent accidents.
Cheap Thrills and Other Frills
A Current Look At University Unions

by Steve Hodgson '78

They are the hangouts for the pool sharks, the hideaways for the serious students, buildings "to provide for the furtherance of human contacts among Cornell students," as Willard Straight, '01, once expressed. It was on this latter premise that Willard Straight Hall was built in 1925 to be followed by Noyes Center in 1967 and North Campus Union in 1971. The Department of University Unions, a combination of all three buildings plus a separate University Unions staff, is well known in the college union field as being a front runner in providing special programming and events to meet the needs and desires of Cornell students.

Each of the three unions is run by a governing board made up of students and the respective directors of the buildings. They handle building use and policy and oversee the direction of programming. In addition, a program committee in each union is responsible for creating the imaginative and varied forms of entertainment and relaxation for the year. Both the boards and the program committees are self-perpetuating, with an emphasis on character development and working as a group.

The UU staff, directed by Ron Loomis, includes the University Unions Program Board (UUPB), the Cornell Concert Commission, the Cornell Cinema and Wilderness Reflections. Besides the paid staff, many volunteers gain experience in programming, business management and advertising.

This year, various changes and additions have been made within the unions. One of the most creative additions is "Cheap Thrills," a discount coupon book. "Cheap Thrills" offers students over sixty discounts on everything from ping-pong to concerts and movies, all for 15 dollars. Several years ago, the Concert Commission decided to develop some ways to help sponsor popular concerts because they found they were moving away from the kind of concerts students wanted. They dreamed up the idea of the books, did all the legwork in contacting all three unions and the UUPB in order to arrange special discounts and sent out advertising to incoming freshmen. "I think they're going well for the first year," commented Toni Riccardi, University Unions program director. She also added that sales should pick up once a concert is scheduled. The book holders are entitled to concert discounts, plus early selection on reserved seats in Bailey Hall. Toni added, "You only need to use about one-third of the book to make it pay for itself. It is worth the price."

Tradition is also being brought back by the Unions. Hope Spruance, the new Director of Willard Straight Hall, would like to see the "revitalization of the Straight as a cultural center." One way she envisions this is to reactivate the art lending library. Over many years the Straight has accumulated hundreds of art prints and originals which have been donated by outside sources or bought by the union. They would be made available to students, faculty and staff for a small fee. There would also be a reactivation of the art lounge for use as a gallery and for periodic art sales.

Parents' Weekend is another tradition that the Unions have brought back. The last Parents' Weekend was the same weekend as the 1969 Straight takeover. "It will be an experiment at first," said Toni Riccardi, "but the program will have a lot to offer the parents."

Chances to meet professors, enjoy Cornell sports, and visit the unions are a part of the program as well as a special lecture by Carl Sagan, noted professor of astronomy. The weekend was designed primarily for parents of freshmen and transfers to let them also become a part of the Cornell experience.

Along with bringing back the old traditions, many new additions are evident. Noyes Center, in the heart of the West Campus dormitory area, has undergone a remodeling in efforts to improve its services. The pub, a favorite place for relaxation, has been expanded to cover nearly one-third of the ground floor. "It is designed to be both a place for relaxation and education," said Steve Dalton, '78, a student bartender. "The room can be used as both a study lounge, and as a pub and entertainment center." Steve added, "We're trying to be a little more sophisticated and at the same time serve the students." Student mailboxes, once in University Hall One, have been moved to Noyes, creating a greater utilization of the building.

North Campus Union, the youngest of the unions, is also expanding. A four by six foot video screen was rented for viewing the presidential debates last year and was later acquired by NCU for increased programming ideas. The Thirsty Bear Tavern, the North Campus counterpart of the Noyes pub, has initiated a "Take a Professor to the TBT" offer. Any student may take a professor and get two drinks for the price of one.

These new programs and facilities reflect a period of growth and expansion for the University Unions, as they continue to look for new ways to provide students with a place for "furthering their contacts" with themselves and others.
Access For The Handicapped At Cornell

by Robin Feiner ’78

A few years ago Bob Holdsworth as accepted to Cornell as a linguistics major. Soon afterward he wound up in wheelchair. Still determined to come to Cornell, he contacted various administrative offices here to explain his new predicament and to find out what kind of accommodations were made for the physically handicapped. He received a series of apologetic excuses about hills, inclement Ithaca weather, and “architecturally significant” buildings which couldn’t be altered—all of which translated to Bob as, “Why don’t you look for a more suitable school?” He wouldn’t. He entered Cornell, drove his car to the entrance of each building, hired someone to physically maneuver him into Morrill Hall for his linguistics classes—and fell own a flight of steps the first week. Few days later, he was an economics major. (The auditorium in Uris Hall was more accessible.) Meanwhile, his car was getting ticketed left and right.

Bob’s case is not unique. In the last, disabled students have been forced to find their own resources on campus that’s more like an obstacle course. But the story has suddenly changed.

Last spring, the federal Department of Health, Education and Welfare issued a regulation enforcing Section 504 of the Rehabilitation Act of 1973—which, in effect, is the first federal civil rights law protecting the rights of handicapped individuals. Specifically, it provides that “No otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” This includes Cornell University.

Beyond the legal jargon, the campus-wide implications of Section 504 are great. All existing programs at Cornell must be made accessible, including classes, guest lectures, religious services, the Johnson Art Museum, use of all libraries, dining areas, parking lots or any other aspect of campus life that Cornell affords its students. All facilities under construction also must be designed so as to provide “ready accessibility” for the handicapped. But at Cornell, it is clearly the older buildings—the “architecturally significant” ones with an equally significant number of steps before each entrance, often multi-storyed and without an elevator—that are the major offenders.

Structurally revamping the entire campus, though, would be financially prohibitive. Lewis Roscoe, manager of the architectural section of Design and Project Management at Cornell, estimates that it would cost upwards of $50,000 to make the necessary structural changes in a building such as Franklin Hall to render it “readily accessible”.

Some flexibility is thus written into the legislation, suggesting that a more feasible method of compliance is to seek non-structural alternatives first. For example, class locations could be shifted, or lectures could be taped and books brought to students. But a factor to be stressed here is the goal of providing these programs in “as integrated” or natural a setting as possible. The only truly satisfactory alternative, then, is one which doesn’t separate these students but rather allows them to participate in an activity in the same manner as anyone else.

The situation resulting from the new law is not a simple one. An example of the complications just beginning to surface is the conflicting needs of different handicapped groups: while curb cuts facilitate wheelchair mobility, they are dangerous to a blind student who may not realize that he or she is entering the street.

Since last spring, Cornell administrators have been concentrating their efforts to anticipate and combat these problems. Each college has identified a person who is equipped to assist disabled students with course scheduling, room changes and exam provisions.

A handicapped access ramp has been added to Olin Library. Library services will be available for those who require them. A committee has been formed to address itself specifically to the problems of handicapped students. A designated Resource Coordinator, Associate Dean of Students Florence Berger, will be available to talk with any self-identified handicapped student about his or her concerns, as well as provide materials detailing campus accessibility.

Perhaps a major reason for the recent bureaucratic progress in the handicapped issue is its Campus Coordinator, Ruth Darling. She seems to take on her responsibilities with a moral commitment as well as a legal one. Ms. Darling is both well-informed and sensitive to the difficulties facing these students, and will be working closely with Florence Berger and Lewis Roscoe to monitor the progress of the committee and any student problems that materialize.

Cornell has three years to complete this project, perfecting all new structures and making arrangements which will convert the present campus into a completely accessible one. In the meantime, all prospective students are receiving application materials which clearly state that the University does not discriminate on the basis of handicap in recruitment or admission of students, nor in their treatment after admission. With the law and the University on their side, it is now up to these students to come to Cornell to ensure that the last part holds true.
CORNELL FOOTBALL

Change In The Air

by Mark Pinnie '78

When conversation in the Ithaca area turns to football you can usually depend on one of two things happening. Either there will be an argument about how bad Cornell football is, or there will be a reminiscing about the good old days of Ed Marinaro. But there is a wind of change going through Cornell football, a change that many predict will bring an Ivy League title back to Ithaca. The man who has instigated this change is something of a living legend in the Ivy League - his name is Bob Blackman.

The hiring of Bob Blackman has brought on an incredible wave of optimism about the future of Cornell football. Looking at Blackman's past successes it is easy to see why a reversal of Cornell's football fortunes seems inevitable. During his years at Dartmouth Blackman compiled a 104-37-3 record, winning an amazing seven Ivy League championships. After moving to Illinois Blackman completely turned around a program that was mired in the depths of the Big 10, probably the most competitive league in the nation. In the winter of 1976 after being offered several professional and major college coaching jobs Blackman accepted the head coaching job at Cornell. Why with such lucrative job offers did the third winningest coach in the nation decide to come to Cornell? Blackman's answer to that question was simple. Cornell was a good football school in terms of tradition, winning potential, and coming to Cornell would provide him with a great challenge - to make the Big Red winners again. Here then was a program Blackman could mold, and the changes that have been implemented in the short time he has been here have shown that change will not be gradual, but according to a specific timetable.

One changing factor that will aid the renaissance of Cornell football is the pledged support of Athletic Director Dick Schultz and President Frank Rhodes. President Frank Rhodes to bring a winning team to Cornell. Often overlooked in the development of a successful program are the importance of a commitment from the athletic department and the school's administration. Schultz came to Cornell from the University of Iowa and is quick to point out that contributions for academic programs rise when there is an increased success on the athletic fields. There is undoubtedly an air of cooperation between Blackman and Schultz in their quest of a winning program. In September new University President Frank Rhodes stepped onto the Poly-Turf at Schoellkopf Field, which may seem like alien territory for an academician. However Rhodes was completely at ease addressing the football squad that day, and stayed to watch the whole practice. More important, Rhodes said that there was no reason why a university could not have a first rate academic reputation, and a first rate football team, as witnessed by his experiences at the University of Michigan. The pledging of support by these two men rates as a definite plus in the changing face of Cornell football.

One change that became immediately evident in this so called "Blackman era" has been the re-organization
of the recruiting system at Cornell. Blackman came to Cornell working with two serious disadvantages. First, he was hired in the middle of the college recruiting season. Second, he has had to work hard to dispel the notion that Cornell is a loser, something that talented young high schoolers definitely consider. Although beset by these two problems Blackman has pulled off a minor miracle in his recruiting for this year. Along with several blue chip All-Americans he has recruited the largest incoming class since the heyday of Ed Marinario. Tom Weidenkopf, one of this year’s freshman players, speaks of Blackman’s recruiting wizardry: “He just impressed me incredibly with his honesty and commitment to building a winner up here. When I realized most of the other Ivy coaches recruiting me were his former assistants it really made me want to go to Cornell and see what playing for Blackman was like.”

The immediate changes that Blackman has implemented will become apparent throughout the season. Renovations were done on cavernous Schoellkopf stadium, with the words CORNELL and GO BIG RED painted in both end zones. Cornell’s uniforms are brand new and lend an added bit of flash to the Big Red’s appearance on the field. The helmet that Cornell wears was designed by Blackman himself, the trademark of a changing team. In line with these changes Blackman has instituted an offense that can only be termed exciting. Cornell’s mentor is known nationwide for his innovative plays and wide open style of ball. At both Dartmouth and Illinois Blackman’s teams have continually surprised opponents with reverses, fake field goals and specific plays that always hit right at the defense’s weaknesses.

Since last spring, when the team met for the first time at an informal meeting, there has been something intangible growing at the core of Cornell football. There is a spirit that the players on this Blackman team have developed. Dave Kintigh, ’79, said, “I never felt the confidence I feel now on the team. I think we realize that we have the potential to win and that we have a very skilled man leading us.” Dave Tretter, ’78, added that, “Blackman has really had an impact on the team. As long as I’ve been here we’ve been missing that extra something that wins ballgames. I think if we develop the discipline that Coach wants us to, that we’re undoubtedly going to be a winner—and that would be nice for a change!”

Cornell football fans all over the country would echo the sentiment that it “would be nice” to have a winner here in Ithaca. The addition of Bob Blackman to Cornell football has lent class, credibility, and impact to the football program in his short tenure. By the time this article is released we’ll know whether the impact (in the form of victories) is an immediate one. But whatever the outcome of the 1977 season, it seems as though the days of looking to the past glory of Cornell football are over. There is a change in the air for Cornell’s football future, and that change should be a winning one. Bob Blackman wouldn’t have it any other way.

Designed by Coach Blackman himself, Cornell’s new helmets and uniforms get put to the test during the Colgate game.
"A dynamite idea..."

That was one of the enthusiastic responses to a three day program entitled "Improving Scholarship in Teaching" for new teaching assistants. The comprehensive program, sponsored by the Office of Resident Instruction in the College of Agriculture and Life Sciences, took place just before fall classes began this year.

Recently, the Office of Resident Instruction reminded the College, "If we want to continue to attract high-quality students, ... [we must] provide high-quality learning experiences." Many students' "learning experiences" come from interaction with the teaching assistants in their courses. Over 300 TA's are employed by the College to help professors teach nearly 800 courses.

Usually, TA's, most of whom are graduate students, assist in autotutorial courses or in large classes which offer laboratories or discussion sections. Depending on their particular assignments, they have a variety of responsibilities: preparing materials for laboratory courses; leading discussion sections; grading exams and papers; holding tutorial sessions.

Thus, TA's have a direct influence on the quality of education a student receives. Yet many TA's have never had any, or only limited, teaching education or experience. Lack of experience or teaching knowledge shows in their classes and, in response, some students voice their dissatisfaction.

Prompted by a concern for undergraduate education, the Office of Resident Instruction organized and sponsored the TA program. Dr. Earl Brown, Associate Director of Resident Instruction, is its originator.

Although the first of its kind, the TA program's forerunner was a series of workshops addressing specific subjects of interest to TA's. Evaluations of these workshops were favorable, indicating a need, so Dr. Brown moved ahead to establish the three day program which would provide new TA's with suggestions and ideas before their classes started.

These suggestions and ideas came from lectures ranging from educational and psychological theory to practical how-to items in teaching methods and aids. While setting up the program, TA as he or she actually began to teach. A reference shelf of books which TA's might find helpful for their jobs was established in Mann Library. Thirdly, the communication arts and education departments jointly offered to videotape and critique TA's presentations once they started their classes. After observing themselves on video, TA's could better evaluate their skills and improve them.

Naturally, as evaluations come in, many suggestions are being offered to help improve the next program scheduled for January. Due to limited enrollment, only 50 of the 90 who applied for the fall could attend, so a demand for another program does exist. Of those who did come, many wrote it was worthwhile and would be even more so if suggestions they made were incorporated.

One major criticism, voiced by both students and faculty, was the scope of the program. Prof. D.G. Sisler of the agricultural economics department agreed that too much was attempted at one time. Many things were not applicable to all people, he noted, since TA's assist in different types of courses. Professor Sisler added that although a TA may not be using a certain idea for a class this semester, he or she may use that information in a later course or at a different university.

Prof. Victor R. Stephen of the communication arts department called the program a "good first step" in meeting a need. He suggested the information be communicated to TA's earlier so that they could use it more effectively in their course assisting.

Dr. Earl Brown, the coordinator of the program, never intended to imply that one can become a teacher in three easy lessons. "Even the best instructors can only give clues and hints," he adds. "The way to become a good teacher is to develop a desire and willingness to work at it, to like students and to practice." Nevertheless, when resources are made available, there is a greater likelihood of their being used. If so, then TA's awareness of these resources may be better equipped to provide even more "high-quality learning experiences." Already some of the new TA's who attended have indicated they are applying what they learned, so the program is making a desired impact.

Teaching TA's

by Marleen Bicknese '78

Dr. Brown kept in mind TA's responsibilities and tried to provide information to help meet them. He tracked down well-informed individuals from many of the College's departments and persuaded them to address specific topics at the program. A panel of outstanding TA's presented their insights on-the-job and a panel of instructors responded to questions the new TA's had asked on their application forms.

Besides the information and the opportunity to observe experienced professors and instructors in action, the fall program offered several special features. The information packet given to each new TA attending included Harvey R. Bernstein's Manual for Teaching as well as notes on each topic presented during the program. The Office of Resident Instruction hoped this notebook would serve as a permanent reference source for the
“An eye opening experience”, is how Jane E. Hardy of the communication arts department described the new campus organization, Cornell Women in Communication (CWIC). She said, “It opens opportunities that students might not otherwise come across, through events such as lectures and workshops.”

Inspired by the need for more professional contact among students and professionals in communications, plus the level of media saturation in the Ithaca area, five graduate students decided to found a chapter of Women in Communications, Inc. (WICI) at Cornell last January.

Four of the original steering committee members, Helen Taylor, Elaine Lewis, Lucia Libretti and Cheryl Woodruff are all graduate students in the Department of Communication Arts. Linda Camp, who received a Masters’ degree last year, is also a member.

Jane Hardy and four representatives from the steering committee attended a WICI conference during April in Washington, D.C. to gain some first-hand knowledge about the organization. At the conference they met with the regional Vice President, Ms. Barbara Haas, and discussed the communication resources in the Cornell community. “At Cornell there are over 50 women professionally employed in communication-related fields as well as 27 graduate students and 150 undergraduates in the Department of Communication Arts, and more than half of them are women,” said Cheryl Woodruff, one of the original committee members and the current president of Cornell Women in Communications (CWIC).

Based on this information a decision was made to establish the Cornell chapter as a joint student and professional organization. Membership in a campus chapter offers students a unique opportunity to increase their professionalism. Both students and professionals will learn about job opportunities and be able to enhance professional growth and contacts through organized field-trips, workshops, guest lectures and conferences.

Women in Communications, Inc. is an international organization that was established in 1909 with the primary goal to work for a free and responsible press. It is not a radical feminist organization focusing solely on the needs and merits of women. Recall a bit of history for a moment. During the 19th century women were excluded from any professional organizations so it became necessary for women interested in communications to organize their own group, which accounts for the name Women in Communications, Inc. Today, however WICI welcomes both male and female members whose interests lie in all fields of communications.

WICI is one of the oldest and largest organizations of its type in the United States. WICI draws members from every area of communications and since its founding more than 30,000 have become members.

The organization provides a number of services for its members, including job listings, communications education, management training, scholarships and awards, community service programs and several publications. WICI holds annual national meetings and year-round programs for members to help keep them abreast of the latest developments in the rapidly changing field of communications.

The person largely responsible for establishing communications with the WICI National Headquarters in Austin, Texas is Cheryl Woodruff. She said that one of the reasons for becoming so deeply involved in WICI is because the academic world is too isolated. She said, “It’s important to broaden students’ perspectives on life after school. One way to make this happen is by exposing individuals to professional organizations.”

Cheryl said she was delighted to discover that Ms. Mary Utting, the executive director of WICI, was enthusiastic about a new chapter at Cornell. Ms. Utting has a special interest as she is a Cornell alumna.

The chapter advisors for CWIC are faculty advisor, Jane E. Hardy and professional advisor, Barbara Hall from radio station WHCU. Currently there are 30 active members in CWIC with prospects of a bright future as each week more interested people show up for the meetings.

At the moment, members in CWIC are busy preparing for a one day workshop called New Perspectives in Communication: The Communication Specialist. The workshop will focus broadly on careers in communication and will attempt to bring together faculty and students with outstanding communications professionals from traditional and newly evolving fields.

Career panels will be set up with professionals from various fields in communications offering information and answering questions. There are other activities planned for the year including video and writing workshops, guest speakers and films. These events are open to anyone who wishes to attend. Membership in Cornell Women in Communications is not restricted to Cornellians. For more information about membership and events contact Cheryl Woodruff at 256-6500.

CWIC is an organization that can and will bridge the gap between academia and the professional world in all fields of communications.

W.I.C.I.’s organization is carried out through a Steering Committee that attended a national conference last spring.

by Rita M. Slovacek '78
Before the zero degree weather and snow set in, there are many interesting and memorable sights to see at Cornell University and in the Ithaca area. Whether a newcomer to the area, an alumnus returning to Cornell for a football weekend, or a student or faculty member, Ithaca’s fall panorama offers something for everyone. Ranging from parks to plantations to laboratories, the things to do and see on or near the Cornell campus are unlimited. Here is a brief guide to some of the more unusual landmarks in the local area.

Gorges and waterfalls abound throughout much of the Ithaca region. Three state parks near the University campus have especially wondrous falls to admire. Lower Buttermilk State Park just off the Elmira Road on Route 13 has a large waterfall with a steep hiking path parallel to the falls. Upper Buttermilk Park, one mile past Ithaca College on King Road, is dotted with picnicking tables and has hiking trails. Up the road from lower Buttermilk, Robert H. Treman State Park is also sectioned into a lower and upper area. The lower part, off Elmira Road on Route 327, features a waterfall which is surrounded by campgrounds and trails. These trails lead to the upper section of the park (further up Route 327 if you are travelling by car) which is crisscrossed by delicate creeks and winding paths. On the other side of town, Taughannock State Park’s (Route 89 - 8 miles past the Octopus) south section has a grassy beach for summertime swimming in Cayuga Lake. Visitors to the North Park may hike up to Taughannock Falls or drive to Lookout Point at the top of the 215 foot waterfall.

Visitors can stop in at Stewart Park for a panoramic view of the Cayuga Lake landscape. The park, located on Route 13 down the road from the Triphammer Shopping area, has lovely facilities for picnics and fires. Without having to go too far from the Cornell campus, however, Beebe Lake is another water hole which deserves a quick walk around. If a hike is not in order, a view of Beebe Lake can be admired from inside the Noyes Pancake House which overlooks the lake.

Two of Cornell’s own facilities exhibit the natural habitat: the Plantations and the Laboratory of Ornithology at the Sapsucker Woods Sanctuary. The Sanctuary contains almost 180 acres of flora and fauna intersected by four miles of trails. On the sanctuary premises, the Lyman K. Stuart Observatory provides a window wall and telescopes to view a ten acre pond and feeding station. Inside the Observatory itself, a varied selection of Louis Agassiz Fuertes’ bird paintings are exhibited. The Observatory is open usually from 8:30 a.m. to 5 p.m. weekdays; 10 a.m. to 5 p.m. on Saturdays and Sundays. A variety of plants, trees, and shrubs, some rare or uncommon to this area, may be found on the 1,500 acres of Cornell land called the Cornell Plantations off Forest Home Drive. A main office on Comstock Knoll provides a large scale model of the area, maps and brochures. The Plantations include a wildflower garden which is part of Rockwell Field Laboratory, the Cornell Test Gardens, the Hedge Collection, the Walter C. Muenscher Poisonous Plants Garden behind the New York State College of Veterinary Medicine and the Robison York State Herb Garden. Still another place to visit is the University orchards on Dryden Road. A special October treat is the Plantations’ Fall-in, an educational celebration of autumn. Although this year’s seventh annual festival has passed, keep in mind the wagon rides, pumpkin carving, craft demonstrations, the old-fashioned apothecary shop, music and dance entertainment and food for sale as part of any future adventure.

A Guide to AUTUMNA

by Peggy Koenig ’78

Students take advantage of sunny fall weather before winter “Ithacation” arrives.
The L.H. Bailey Hortorium greenhouse on Tower Road provides an education in tropical and sub-tropical plants, some 1,500 species in all, while its neighbor the Minns Garden displays a changing landscape from spring to fall. The greenhouse is open to the public daily, 8-5, except Friday, 9-4.

Cornell's constructed environment also offers many interesting places to visit. Atop the Johnson Art museum, an aerial view of the Ithaca landscape is outstanding. Open Tuesday through Saturday from 8-5 and Sundays from 11-5; and Wednesday evenings until 9, the museum houses several permanent collections and various touring exhibitions.

For those more taken with the outer cosmos, the Fuertes Observatory is located between Helen Newman Hall and Pleasant Grove Road. It is open most clear evenings while the University is in session. Another wonder on the Cornell campus, the Wilson Synchrotron Facility, is located on the north side of Route 366. A particle accelerator, the Synchrotron studies the properties of materials by speeding their particles around a magnetic ring of over 800 feet in diameter. It is one of the world's largest. Hours are from 9-4 Monday through Friday. Tours must be arranged.

These waterfalls and parks, observatories and labs and plantations and gardens are just the beginnings of the area's wonders. But if nothing else, a visit to each should almost be a must during any stay or visit to Cornell University or the Ithaca area.

Good times for all at the Fall-In: The hayride stops to pick up more passengers for a ride around the Plantations.
There may be no such thing as a free lunch anymore, but tonight has proven that free dinners still exist. These words of Cornell University President Frank H.T. Rhodes aptly set the mood for the College of Agriculture’s annual chicken barbecue for new students held on September 19, 1977. The event, co-sponsored by the College of Agriculture and Life Sciences and its senior honorary society, Ho-Nun-De-Kah, was successful for the 31st consecutive year in bringing freshmen and transfers in the College together with faculty and administration for an informal evening.

Dr. Donald Burgett, advisor of Ho-Nun-De-Kah, explained that the yearly barbecues were suggested by the honorary back in the 1940’s as a way for new students to get to know their advisors outside of a strictly academic setting. “I believe that students need to feel that there is a sense of camaraderie between themselves and the faculty of the school,” Burgett noted. The Dean of the College agreed to finance the event, stipulating only that Ho-Nun-De-Kah be responsible for organizing and running it.

Since 1947, the barbecue has become virtually the only non-Orientation large-scale gathering of new students and faculty at Cornell University. Chi Chi Lau ’78, vice president of Ho-Nun-De-Kah and chairperson of this year’s barbecue, thinks it appropriate that the honorary brings new students and faculty together through this event. She explained, “Ho-Nun-De-Kah focuses on helping the agriculture college student. This barbecue is a real service because it shows freshmen and transfers another side of the school.”

In the huge Livestock Judging Pavilion where the event is held, red-and-white-clothed tables span from one end of the building to the other to seat the 850 students and 150 faculty invited. The faculty and student advisors sit in specially-numbered sections according to their departments, while new students are given programs that point out where they can find them.

The traditional evening is known not only for its enjoyable atmosphere and excellent food, but also for its speakers and entertainment. This year, Cayuga’s Waiters crooned several smooth melodies and hammered it up on Cornell songs before rendering the Alma Mater for the benefit of new students and old. Later, the evening’s speakers had several excellent comments to make to the new students. Gary Bender ’78, the president of the College of Agriculture’s Positive Action Council (AgPac), urged the new students to become involved in issues, ideas and decision-making in the school by joining AgPac. To further emphasize the importance of service and satisfaction as well as scholarship at Cornell, the other speakers, University President Rhodes, agriculture college Dean W. Keith Kennedy and the main speaker, Professor J.M. Elliot, agricultural science, focused on their ideas of what Cornell can offer every student.

Awards are also given annually at the barbecue. Professor Wendell G. Earle of the Department of Agricultural Economics received the Professor of Merit Award based in last spring’s balloting in the College. Diane Henke ’80, earned the Alpha Zeta Key for the highest freshman cumulative average, while the transfer with the highest average, Gregory Seblenkins ’78, received the Agriculture and Life Sciences Award. Steven Carter ’78 and Charles Deutsch ’78 merited the Alumni Association Awards for their averages at the end of junior year. In addition, Kathleen Dear ’77 won the new Service to the College Award for her activities in AgPac, Ho-Nun-De-Kah and Ecology House.

Overall, the barbecue was an enjoyable experience for the students, faculty and administration. Nearly all of the faculty and student advisors of the college were present; their opinion is that the barbecue provides a convenient and informal opportunity to visit with their students and to get better acquainted with them. The turnout of new students was not as high in proportion as the faculty, but those who attended felt the evening was a worthwhile use of their time.

W. Keith Kennedy, Dean of the College, foresees the annual barbecue continuing for as long as there is student interest in it. “I wouldn’t want to continue the barbecue if students didn’t enjoy it,” he explained, “but I think that those who do go do find it interesting, and I know that the faculty and I do.” Almost assuredly, the future of the annual barbecue will remain secure— as long as the College’s advisors and students want to get to know each other and as long as the barbecue means a free dinner is in store.
Elected to National Academy of Science

Professor Roderick K. Clayton, Division of Biological Sciences, has been newly elected to the National Academy of Science as one of its 60 new members. The National Academy is a private organization of scientists dedicated to the furtherance of science for the general welfare of the nation. Clayton's principal research interest is photosynthesis, and he is especially renowned for his work on the isolation of the photosynthetic reaction center in green plant tissues. He received his degrees from the California Institute of Technology and was associated with the C.F. Kettering Research Laboratory and the Oak Ridge National Laboratory before coming to Cornell in 1966.

Dr. George S. Abawi, M.S. '65, Ph.D. '70, assistant professor of plant pathology, has received the 1977 CIBA-Geigy Award for excellence in plant disease research in the United States. He has done extensive studies of white mold disease, which causes severe damage to snap bean plants, and has also been studying root rot diseases of snap beans and table beets. A native of Iraq, Abawi has been a member of the Geneva Experimental Station faculty since 1972.

Professor Emeritus Wins Medal

Sydney A. Asdell, Professor of Animal Physiology Emeritus, has been presented the Marshall Medal of the Society for the Study of Fertility in Dublin, Ireland. A pioneer in the field of reproductive biology, his major research contributions were in establishing the basic mechanisms of reproduction in domestic animals. He received his degrees at Cambridge University and was a student of F.H.A. Marshall, in whose honor the medal is awarded. A member of the Cornell faculty for 35 years, Asdell wrote several books, lectured nationally and internationally, and served as consultant to many national committees. He now resides with his daughter, Mary Asdell, in Frederick, Maryland.

Roelofs Co-Winner of von Humboldt Award

Dr. Wendell L. Roelofs, professor of entomology at the Geneva Agricultural Experiment Station, has been named a co-winner of the 1977 Alexander von Humboldt Foundation Award for his work using insect sex attractants as a possible means of controlling economically damaging insects. The prestigious von Humboldt award honors the individual who has made the greatest contribution to American agriculture in the past one to three years. Roelofs was named along with a colleague, Dr. Harry Shorey of the University of California, Riverside. Joining the Geneva faculty in 1965, Roelofs was made an associate professor in 1969, and was promoted to full professor in 1976. He was awarded the Entomological Society of America's J. Everett Bussart Memorial Award in 1973, and a College of Agriculture and Life Sciences Travelling Fellowship in 1974. His international reputation as an entomologist took him to China as a member of the United States Insect Control Delegation.

Durniak Retires

Walter Durniak, '45, who joined Cooperative Extension of Schenectady in 1946 and became County Agricultural Agent in 1950, retired in June of this year. Specializing in fruit and vegetable work, he also wrote a newspaper column on home and garden care for 26 years, founded the Rural-Urban Mixer, developed the first homeowners' advisory committee, and did a considerable amount of television and radio work on homegrounds related subjects.

Dr. Forrest B. Wright, B.S. '22 M.S. '24 Ph.D. '33, has written a third edition of his authoritative work on home and farm water systems, Rural Water Supply and Sanitation. Professor emeritus of agricultural engineering, Dr. Wright grew up on a farm and has had a lifelong association with the technical aspects of agricultural and rural communities. He is a native of Falmouth, Kentucky.

John Mott, '37, an Otsego County dairy farmer for thirty years, is now a member of the historic farm staff at Old Sturbridge Village, a recreated 19th Century rural New England settlement in Massachusetts.

William E. Fry, Ph.D. '70, has been elected associate professor of plant pathology. He joined Cornell in 1971 after a year on the faculty of Central Connecticut State College. His research centers on factors affecting plant epidemics and the mechanisms of natural disease resistance in plants. He is a native of Lincoln, Nebraska.

Dairy Cattle Judging Team Takes Top Honors

Cornell University's dairy cattle judging team took top honors at the Eastern States Exposition Intercollegiate Judging Contest, winning over 12 other teams. The team coach is Professor Samuel T. Slack of the Department of Animal Science. Team members also placed first, third and sixth for their individual judging scores.
"Look! Up in the sky..."

No, it wasn’t a bird, nor plane nor even Superman, but to the crowd of curious onlookers, it was just as exciting. Hundreds watched on the sunny September day as a helicopter lowered what looked like a large white gumdrop onto the rooftop of Bradfield Hall.

The gumdrop, which turned out to be 1000 pounds of new weather forecasting equipment, was lowered onto the roof by nylon straps from a helicopter service operating out of Pennsylvania. The weather dome, known as a "radome" because of its radar capabilities, was transferred to the Cornell campus from the Broome County Airport in Binghamton.

The roof’s new addition is part of a sophisticated radar system being installed by Cornell’s Department of Atmospheric Sciences. While intended primarily for research, atmospheric sciences department staff member Paul Sanik says the new system will improve Ithaca’s weather forecasting capacity considerably.

"Ithaca has never been covered very well by radar," explains Sanik. "The nearest stations are located in Pittsburgh, Buffalo and New York City, which are too far away to give Ithaca and the rest of the Central New York area adequate coverage."

Sanik says the new system will be able to detect storm systems from up to 100 miles away. Such advancements can give weather-watchers as much as four to six hours of advance warning before the storm actually hits.

"The system works by sending out a narrow beam of energy which travels in a straight line until it finds a reflecting target such as a storm system," says Sanik. "If a storm is present, a portion of the energy is bounced back to the system’s receiving antenna. The reflected energy is then amplified, and the intensity of the storm is measured by the strength of the returning signal, while the distance to the storm is determined by the time it took for the signal to return."

Sanik says the new "radome" should be a big help in detecting the severe storms which often hit the Ithaca area. The system will be used in conjunction with Cornell’s present equipment, which includes a weather satellite receiving station. This equipment is currently used to take photos of weather patterns, another useful tool in determining when and if a storm is on the way.

Cornell also possesses a teletype which receives observational data from the National Weather Service. In addition, a reproducing machine can deliver copies of surface and upper-air maps, as well as other visual data.

The new equipment could be an important aid when it becomes operational next spring, in case torrential downpours like those during September reoccur. Over ten inches of rain fell during that month, breaking the old record by almost three inches.

by Peter Schacknow '78
1918: When skaters flocked to Beebe Lake.
ABOUT THE COVER
Skating on Beebe Lake was a popular winter pastime for many Cornellians in the 1920's. The article on the next page, "Forbidden Fun," tells why most students no longer skate there.

EDITORIAL STAFF:
Brenda Angyal, Paul Brantley, Laura Lee Collyer, Susan Itzkowitz, Dan Ivanick, Mark Pinnie, Judy Redel, Jo L. Schaffel, Peter Schoenberger, Rita M. Slovacek, Chuck Summers, Tom Sutcliffe.

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FORBIDDEN FUN

by Debbie Moses '79

The icy cold wind brings tears to your eyes, and everyone lets out excited screams just for the fun and thrill of it all. You pick up speed, the buildings and trees surrounding Beebe Lake turn to a blur as you go shooting by on your toboggan.

This image, however, has long disappeared. Although the Cornell campus appears to have been specially designed for winter sports and fun, many of these activities have either been abandoned or forbidden. Skiing and tray sliding down Library Slope are now strictly banned. The old toboggan slide which dominated the south shore of Beebe Lake in the winter has been dismantled and out of sight for decades. The lake is no longer open to the hundreds of skaters who used to glide gracefully across its frozen surface.

"I remember when Beebe Lake froze over; they used to take a white flag with a big red dot in the center and hang it on the trolley car to signal the whole town that skating was open on the Lake," described Frances Lauman, '35 who works for the Cornell Archives.

In addition to public skating, the University hockey team would hold practice and play their games on Beebe Lake.

According to Eugene J. Dymek, Director of Life Safety Services and Insurance at Cornell, skating was restricted on the lake for two main reasons. First, on the south shore of the lake, the water is always moving under the ice. Therefore, you can never know exactly how thick and stable the ice is. Secondly, because Beebe Lake is so shallow, it is also possible to see and feel mud, grass and rocks in the ice when the lake freezes over. This may lead to dangerous skating conditions. The opening of Lynah Rink, the indoor skating facility, has also taken away much of Beebe Lake's skating population.

Throughout the winter season, both night and day, crowds thronged around the lake. If they were not there to ice skate, they were there to use the toboggan slide, located next to Toboggan Lodge. Originally made of wood and later of metal, the toboggan slide was designed to carry two toboggans at once. The slide itself was lined with cakes of ice taken from the lake. For safety reasons, no sledgers or skaters were allowed on the slide.

The Cornell toboggan slide was constructed without a banked curve so that when toboggans sped off the slide they would shoot across the surface of the lake. The last person on the toboggan was the steersman and if he was not careful, the whole group would be sure to take a spill.

Finally, according to Morris Bishop's A History of Cornell, "The toboggan slide, after providing twenty-one injuries, seven of them fractured vertebrae, in the winter of 1939-1940, was quietly abandoned."

In any season when you look at Library Slope, the first thought that comes to mind is skiing, sledding or somehow sliding down it in the winter. In fact, during Cornell's earlier history, "Libe" Slope was a popular place to ski. The most popular mode of traveling down Library Slope, however, has always been by dining tray. Although the University permitted and even supported tray sliding, it is now strictly prohibited. "No one should be tray sliding anymore," asserted Mr. Dymek.

"It's just too dangerous and there have been too many serious accidents. The insurance and liability risks are too high, and the University just can't afford those kinds of risks."

Student opposition to the ban on tray sliding has always been high. At one point, when the University tried to put snow fences across the middle of the slope, students stacked hay against the barriers, twice attempting to burn them down.

Tray sliding still goes on today despite the ban and public safety patrols. Two ex-West Campus residents describe tray sliding as, "The most fun thing to do in the winter when there is snow around. It's better than sledding because the hill is so steep. Besides, it's convenient. You don't have to be hassled getting in your car and going out to the ski slopes. All you have to do is step outside. What's more, it's cheap. In fact, it's free--no lift or rental fees, nothing."

Cornell is literally a natural winter wonderland. The location and general layout of the campus are innately suited for winter sports--sking, skating, sledding and tobogganing. Because many of these activities are now extinct, today's Cornell student does not realize the fun and excitement which was once open to him.
NEW YORK'S MARINE CONNE

by Chuck Summers '78

Many of us whose lives are not immediately affected by lakes and oceans have little idea of the real importance of these resources in our everyday existence. The purity and environmental balance of oceans and lakes now and in the future depend greatly on timely research, on keeping the public informed and on enlisting their concern. Sea Grant, a national program whose aims are to protect and preserve our Great Lakes and oceans, provides money for research and information programs that relate to existing and potential marine problems. As a participating state in the Sea Grant program, New York is in a unique position because it is the only state in the country with both marine and Great Lakes coastlines.

The national Sea Grant program is administered by the National Oceanic and Atmospheric Administration of the U.S. Department of Commerce. In existence since 1966, it has funded literally thousands of projects in 27 states ranging from finding new ways to protect city harbors to developing new seafood products. As a reflection of its changing research interests, a college may review its participation in the Sea Grant program each year. So far, 11 colleges have initiated planned, ongoing Sea Grant programs and have been officially designated by the N.O.A.A. as Sea Grant Colleges.

According to Professor Bruce T. Wilkins of the Department of Natural Resources in the College of Agriculture and Life Sciences, a Sea Grant College "demonstrates continued high performance in its role as a Sea Grant institution." To qualify for this status, the institution must set up programs in the general areas of research, education, and advisory services.

In New York, the State University of New York system and Cornell University conduct Sea Grant programs and in recognition of excellence were named together as New York's Sea Grant College in 1975. The designation as a Sea Grant College means that projects conducted in New York have their funding reviewed every two years as opposed to every year in states without a Sea Grant College.

Projects in each of the three program areas--research, education, and advisory services--are funded independently. However, the three areas must cooperate efficiently in order to make the overall program in the state a success.

Topics for funded research are generated in two ways. If an individual concerned with a certain problem in a marine area seeks information to
solve that problem from Sea Grant, he may set into motion a large-scale research effort to find the answer. An example of this process was the request for information received from a group of Long Island fishermen. They complained that they spent too much time and effort sorting and disposing of species of fish that have little or no commercial value. Sea Grant Extension staff met with the fishermen, discussed the problem, and decided that no information existed that would help solve the problem. Researchers were contacted, and soon a new machine was found that scales and de-bones fish.

From there, Cornell University nutritionists went to work on creating new fish products by mixing the meats of different kinds of fish to make a kind of aquatic hamburger. The new product, minced fish, was packaged and test-marketed by Cooperative Extension, and a good degree of consumer acceptance was noted. Armed with this information, Extension agents went back to the fishermen, presented their findings, and demonstrated the machine and the new product. It is hoped that this process will be utilized commercially in the near future.

University researchers who think that a particular problem might have marine applications may also apply for funding. To date, about half of the projects that have received approval for Sea Grant funding have been identified by concerned citizens or industry, the other half by independent university researchers. In almost all cases, the research done has provided a solution to an existing problem.

Just as research is the most valuable tool known to help solve today’s problems, education is the most valuable tool known to help solve the problems of tomorrow. Recently, New York Sea Grant has supported a series of seminars on topics such as coastal zone management and marine transportation. These seminars are presented to interested groups in industry and to professional associations. The seminars stimulate interest in local marine problems and may actually be the impetus for new citizen groups forming to help protect the Great Lakes and the ocean. In addition, as an investment in the more distant future, a program for elementary education has been started for children in the New York City area.

At the Sea Grant College level, grants are awarded to researchers to attract post-graduate assistants. The assistants receive pay and gain knowledge and thesis material in exchange for their help on the program. New York is second only to California in the number of colleges that offer marine science programs. With so many opportunities to study marine science in the S.U.N.Y. system and at Cornell, New York has consistently attracted highly qualified graduates.

 Possibly the most interesting of the three program areas in Sea Grant is its advisory service. The Cooperative Extension specialists form the primary network of contacts between the Sea Grant College and the citizen. These specialists are stationed in New York City, at Stonybrook and Riverhead on Long Island, and at Fredonia, Brockport, Oswego, and Potsdam along the Great Lakes. The home of the support staff for these offices is Cornell University.

The primary responsibilities of the field staff are threefold: to transfer existing information on marine problems to groups that need it, to stimulate the interested groups to apply the information to their problems, and to involve researchers to generate information if it does not already exist.

The importance of the advisory services is illustrated by a request for information from city officials in Dunkirk, New York. Located on Lake Erie, the city harbor is ill-protected from the waves of the lake. If the wave action becomes sufficiently violent, boats moored in the harbor may be damaged. To alleviate this situation, a submerged wall is usually constructed to calm the waves approaching the harbor. However, such a project is often time-consuming and always expensive. Dunkirk city officials came to Sea Grant with the problem of little time and money with which to construct their breakwater. Using research from the University of Rhode Island Sea Grant College and the assistance of the Goodyear Tire and Rubber Company, a new method of chaining old automobile tires together to form a floating version of a breakwater was tested. Dunkirk obtained a new breakwater and a new way to recycle automobile tires was found.

The entire Sea Grant program reflects a growing concern with the use and management of marine resources. With programs such as Sea Grant, the public is assured that our oceans and the Great Lakes will be unspoiled and productive in the future.
Laurels for LANDSCAPE ARCHITECTS
by Laura Lee Collyer '78

Cornell University won first prize in a student landscape competition sponsored by the Department of Community Affairs in Rochester last January. The subject of the competition was the development of proposals for improving the lower Genesee River corridor.

This corridor extends nearly seven miles from the upper falls in the central business district of Rochester to the forested plain by Lake Ontario. The area is rich in historical and natural heritage. In this seven-mile stretch, the Genesee River encompasses both gently flowing waters and swift moving rapids and two very high waterfalls. Along the river, land holdings have been developed by railroads, industrial groups, and public and semi-public sectors. These groups own or have partial control of most of the land.

The Landscape Architecture program, which is jointly sponsored by the N.Y. State College of Agriculture and Life Sciences (Department of Floriculture and Ornamental Horticulture) and the College of Architecture, Art, and Planning at Cornell University, participated in the competition. The Cornell project team had 18 members. Thomas H. Johnson, a professor of Landscape Architecture, assisted these students with the project which contained two main parts: a 16-foot model of the existing area, constructed by Alex Close '77 and Jim Doenges '77, and a 16-foot colored master plan with a 130-page publication explaining the study of the lower Genesee River area.

The Center for Environmental Research at Cornell provided a $1,000 grant to publish the study. Both the 16-foot model and the master plan with the publication won first prize. Noel Corkery, Grad. and Rodney Wulff, Ph.D. '77, won a second prize for another Cornell entry.

Professor Johnson explains, "The project required more effort than we originally anticipated. After attending commencement, many students removed their robes and returned to the studio for a session that lasted until 3:00 AM. The project was submitted the next day."

During this study, at least half of the project members travelled to Rochester to view the site and also to interview people in community associations and industries along the river such as Kodak Research Laboratories, Rochester Gas and Electric, and the Genesee Brewery.

The 16-foot model was initiated by Professor Johnson and constructed by project team members Alex Close and Jim Doenges. "The objective of the model was to provide public information and generate public interest about the Genesee River area near the central business district," said Alex Close. "We wanted to give the public something tangible and easy to understand since topography maps are difficult for the layman to interpret."

Doenges and Close used various techniques to construct the model. One interesting method was the projection of black and white aerial photographic slides onto a white surface. Using this method they could find exact locations of areas on the existing site.

Close further explained that he and Doenges had designed the model for use on a conference table so that it could be placed in the center of the table. People sitting around it could then make proposals while viewing the model. "We also divided the model into four segments which were bolted together. In this way several communities could discuss one of the sections of the site at different times."

The model was on display at the Rochester Midtown Mall for two and one-half months. Then it was displayed at the Department of Community Development at Rochester. The prize-winning project also impressed crowds of Cornellians and visitors at Mann Library in the agriculture college.

Before proposals for a master plan design were made, the existing landscape was studied and analyzed. The report, "The Lower Genesee River," which accompanied the master plan, explains the landscape architectural study of the area. Graduate students Noel Corkery and Rodney Wulff com-
plied the second-prize winning publication entitled "The Genesee Gorge Landscape Study."
The landscape analysis for the project entailed many stages of progress. In the first stage, the purpose and process of the project were determined.
The next stage was a "methodology review." This was a review of visual and natural resource analysis methods and the legal tools for managing a small region.

Following the methodology review was the "model criteria" stage. This stage involved establishing systematic organization of natural and cultural criteria for locating recreation, development, and preservation land uses.
The survey data used for establishing the "model criteria" was organized into an inventory of natural and cultural systems including land use, zoning, and property ownership. The traffic flow and accessibility of the area to areas, such as wetlands and established parks, that should be preserved. The recreational model was subdivided into areas suitable for trails, parks and picnic grounds and fields. The attractiveness model for development indicated the kind of development areas, such as housing and industry.

To make management recommendations, an overall composite map was developed which showed areas where conflicts between the preservation, recreation and development models existed. The composite map was a separate overlay combining the three attractiveness maps. Then it was possible to analyze and resolve conflicts and make decisions based on goals and priorities that had been set previously. These decisions were made at a scale of one inch to 1200 feet.

The Genesee gorge corridor was then divided, at a scale of one inch equal to 200 feet, into four adjoining regions defined by cultural and natural features. These areas were: Industrial Falls, which stretches from the Upper Falls to the Lower Falls; Maplewood and Seneca Parks, which extends from the lower falls to the north border of Riverside Cemetery; Turning Point Park, which includes the area from the northern edge of Turning Basin; and Charlotte Waterfront, which extends in the northern area of the corridor from the Turning Basin to the river mouth and includes the village of Charlotte.

As the master plans were designed for the four regions, many problems arose in the landscape analysis. For instance, one major problem was the difficulty of reaching the steep gorge area. These problems challenged the ability of the project team to develop proposals for the sites.

The project team offered several recommendations for the revision of the master plan and strategy for the improvement of the lower Genesee River corridor. They suggested that existing warehouses on the Charlotte Waterfront site be converted to a marina. Since land near the river is relatively flat, it is desirable for water-related recreational uses. Improving water quality and practicing conservation measures would increase the value of the land. Furthermore, historic marine character could be planned, which would classify this region as a preservation and a recreation area.

Turning Point Park, a plateau and wetland region, should be established as a wilderness park with increased access.

The Maplewood and Seneca region, an existing park, was originally designed by Frederick Law Olmstead, the first American landscape architect. This area could be improved and maintained as a recreational area.

Certain sections of the Industrial Falls region could be used for developmental purposes. Other sections which are too steep could be planted with vegetation to check erosion and thereby be used for preservation.

In addition to the master plans for each section of the corridor, recommendations were made to unify the entire corridor. These recommendations included establishing a continuous bicycle path and walking trail, planting trees along peripheral roads, using city buses and industrial parking lots on summer weekends, improving boating access, and making historical districts.

The detailed proposals involved in this project show how large and complex the study was. The students learned a great deal about such projects, and their hard work was rewarded with the prizes they received.

Full view of the Close and Doenges model, including the Industrial Falls, Maplewood-Seneca Parks, Turning Point Park and Charlotte Waterfront sections.

The public were also catalogued. The inventory required data on soils, geology, climate, vegetation, hydrology and slope analysis.

Once the three basic models—recreation, development, and preservation—were chosen, it was possible to define the requirements for any specific proposal. Data was divided according to the three basic models and shown on separate overlay sheets.

Three "attractiveness" models, or maps, were developed. The preservation attractiveness map indicated those
GRADUATING WITH HONORS

by Marleen Bicknese '78

For his Honors project, Doug Capiello '78 is investigating the internal protein make-up of RNA in a virus that causes leukemia in chickens.

Snow blankets the hillsides and provides perfect conditions for snowmobiling. As you zoom along, taking in the splendor of the countryside, you spot a white-tailed deer. Questions dart through your mind: How will the deer react to this snowmobile—the noise it makes, the suddenness of its coming?

Now you can get information to help answer these questions. The effect of snowmobile interactions on the heart rate of white-tailed deer was the subject of an honors research project completed by an undergraduate at Cornell last year.

The Honors Program in the College of Agriculture and Life Sciences supports qualified students undertaking faculty-supervised, independent research. When students have successfully completed the program, they have not only acquired valuable experience in the research field, but they have contributed significant findings to it. They have also earned the special diploma designation of "Bachelor of Science with Honors."

Not all students engaging in independent research are eligible for the Honors program. Each student must have completed a minimum of 55 hours of course credits, 30 of which have been completed at Cornell. Seniors must make a written application before the end of the third week of their first semester, senior year.

Furthermore, a cumulative grade point average of 3.0 or better must have been maintained during previous course work at Cornell and must be maintained during Honors work. Nevertheless, the "with Honors" designation is not a distinction of academic excellence. Students may graduate "with Honors" and "with Distinction" if they meet both sets of requirements.

Naturally, not all research proposals are accepted for Honors work. A student with a research idea and plan must find a faculty member to supervise his research and win the approval of the Honors committee in his field. Without authorizations from both, he cannot enter the Honors Program. All proposals fall under the jurisdiction of at least one of the seven Honors committees: Animal Sciences, Biological Sciences, Entomology, Natural Resources, Physical Sciences, Plant Sciences and Social Sciences. Several faculty members, one of whom is chosen chairman, are elected from the constituencies they serve to be on each committee. Thus, the Social Sciences Honors Committee may include faculty members from the communication arts, education, and rural sociology departments.

Each Honors Committee develops its own criteria for a final recommendation of the Honors designation. Dr. R.E. McDowell, chairman of the Animal Sciences Honors Committee, notes that undergraduate Honors' theses in his field must be suitable for publication in technical journals of animal science. Moreover, each candidate must complete a 20-minute interview with the Committee to determine the extent of his involvement and knowledge of the research. The Honors Program in Animal Sciences has grown "from almost zilch about five years ago to a substantial program of nine students this year," commented Dr. McDowell.

The four year old Honors Program in the Department of Natural Resources requires that similarly challenging criteria be fulfilled for earning the Honors designation. "We maintain very high standards for this research experience," writes its chairman Dr. Milo Richmond. When the thesis does not meet certain standards after its revision, it is not accepted. Reflective of the high standards is the fact that four of the five theses that were accepted have been published in scientific journals. One of these theses, entitled "Egg-Processing Wastes as a Replacement Protein Source in Salomid Diets" in The Progressive Fish Culturist, showed the value of chicken egg protein in fish diets. Dried egg-processing wastes proved to be a reasonably successful replacement for fish meal.

Honors research is not graded, unless the student decides to earn academic credit for his work by enrolling in an appropriate Independent Study course. Most students do choose this option. They earn between six and eight credit hours for their research.

Information about the administrative details of the Honors program, such as the Independent Study option, are handled in the College Registrar's Office. Dr. D.C. Burgett, College Registrar, is the overall coordinator of the program, acting as a liaison between students, administration, and Honors Committees. Interested students can find additional information about the Program at his office in Roberts Hall.
WHAT PRICE ENVIRONMENTAL VALUES?
by Tom Sutcliffe '78

Mention the phrase "natural resources" to people on the ag quad and many would respond with answers like "unpolluted water" or "clean air," "a shortage of minerals" or, perhaps, "a forest of redwoods." But there is a chance that someone would stop, fold his arms, and think for a moment before answering, "Well, I took this course with Dr. Baer, and..."

That student is familiar with one of the most popular and unique programs offered at Cornell in the College of Agriculture and Life Sciences' Department of Natural Resources—a Program in Environmental Values. Part of the reason it seems so unique is that at first glance it does not seem to belong there.

In the fall of 1974, largely at the initiative of Dr. Richard Baer, the program was launched through a three year grant by Lilly Endowment, Inc. It sought to foster understanding of man's relationship with the environment in light of basic value considerations from the humanities, particularly religion, ethics and philosophy. Teaching, research and extension are the three basic parts of the program.

Dr. Baer considers the natural resources department the ideal place for the Program. "There's a real challenge in being part of the department," he explains in his basement office at Farnow Hall, "and an importance in the way different disciplines interact at the level of basic departmental organization." While in most interdisciplinary endeavors the process of interaction is limited to particular classes and seminars, the Values Program enables a humanist to become a resident faculty member of the department. Dr. Baer's input goes well beyond the confines of just a visiting lecturer.

Much of the energy that seems to fuel the interaction in the Environmental Values Program comes from Professor Baer himself. He headed the Department of Religion at Earlham College before leaving his tenured post to become a full-time consultant in environmental values, and later to initiate the Program at Cornell. He says the challenge of trying something new was one reason he moved to Cornell.

Another reason is his personal belief that the development of a person's values is central not only to that person's complete education, but also to the way he will live the rest of his life. Dr. Baer thinks that this development is often neglected.

He writes, "Science students at prestigious universities earn Ph.D.'s without having had a single course in the philosophy of science and the opportunity such study would afford them to examine assumptions, methods and goals of their own discipline. Theories of justice and the good society, basic understanding of the nature of ethics, the relationship between ethics and metaphysics—all of these remain outside of the academic experiences of the great majority of our college graduates. Unless the university is willing to change, I see little hope that we will become a society more genuinely sensitive to long term environmental values and more deeply committed to working for a just and egalitarian society. The university must return to the task of educating men and women for living rather than simply training technicians."

Students who have taken the Program's course, "Religion, Ethics and the Environment" have consistently rated it among the most valuable courses they'd taken at Cornell. "Students are challenged to think about personal values, work values, environmental values and really what they are doing here," explains Baer. The Program has also received the solid support of the faculty.

What is the future of "Environmental Values" at Cornell? The Program has been assured funding until 1980 through a one year grant renewal by Lilly Endowment and a new two year grant from the Rockefeller Brothers Foundation. Beyond 1980, however, lies an uncertain future. Support through College funding will depend largely on the College's own values and commitments as reflected in specific budget decisions, for New York State is in a period of financial belt-tightening. Private funding is also being sought by the Development Office.

"Cornell is an enormously stimulating place to conduct the Values Program," says Dr. Baer, "because of the mix of academic and applied interests like Cooperative Extension, research and teaching. I couldn't think of a better environment."

Dr. Richard Baer, who teaches a unique course in environmental values in the College, chats with natural resource graduate student Linda Schenck.


"Fanny, my dear, you must train Emily to earn a living. You need her earnings to help you out. I don’t like to say it, but you do my dear. Why don’t you have her apprenticed to a milliner? Why, look at her fingers—I’m sure she could make a success of it. I will be glad to speak to my milliner about her.” When the woman left, Emily’s mother called her into the room. With her back pressed against the door, and in a different, compelling tone of voice, she said, “Well, Emily, that settles the question. You are going to go to college.”

investigated the entrance requirements for Emily, and devised an intense summer program for her so she could enter college a year early.

With all these plans well-laid, the only remaining obstacle was a financial one. The fact that Emily’s great uncle was Henry Sage, a cofounder of the University, by no means made her acceptance a sure thing. In her memoirs, Emily later wrote of him: “This great uncle was something of a family legend. As a lad he had been pressed into service to help support his widowed mother and her younger children when his father was shipwrecked off the Florida coast and massacred by the Seminole Indians. We heard tales of his penniless childhood and how by thrift and hard work, and suffering the greatest privations, he had worked his way up until fortune smiled on him, and his money doubled and tripled and finally landed him in the multimillionaire class. Having reached this upper bracket, he had acquired certain of the idiosyncracies that went with money, including that of not parting with it easily. Uncle Henry was very definite about the things he would spend money on, and the Dunning family was clearly not on the list.”

But with nothing to lose, Mrs. Dunning wrote to her husband’s uncle to inquire about tuition and general expenses of a Cornell student. To their surprise, “Uncle Henry” visited them promptly, and told Emily’s mother, “Mrs. Dunning, I am going to help Emily go to college. I shall give her tuition, and what is more I shall keep an eye on her for you.” So with a most unique class of financial aid, Emily Dunning entered Cornell University in the fall of 1894.

Although her pre-medical course was a rigorous one, Emily considered her college years a relatively carefree interlude between the difficulties of her childhood and the cares of her professional life. She joined Kappa Kappa Gamma sorority, took up rowing—one of the sports offered by the women’s athletic associations, ‘Sports and Pastimes’—and was a member of the first women’s crew to voyage down the Cayuga Inlet. But as her sorority sisters were getting pinned for marriage, Emily kept her sights firmly fixed on her goal.

Of academia she remembers Dr. Wilder’s “Cat House,” the feline headquarters where young boys brought stray cats to be pickled for anatomy classes, in exchange for some appropriate stipend. And then there were the privileged memories of evenings at her uncle’s mansion. In Emily’s words, Cornell of the 1890’s was "too young to be stuffy, too vigorous to be formalized.”

Dr. Emily Dunning Barringer ’97 during her internship at New York City’s Governeur Hospital in her ambulance outside the medical facility.

For 1893, that was quite an unusual statement. In fact, at Cornell only 171 women were enrolled. Everyone warned that a college education might be a hindrance rather than a help to a young lady’s development by causing a sublimation of her normal mating instinct, and postponing beyond a safe time her chances of marriage. But Emily’s desire for success made her indifferent to the jeering concensus. And thus the hands of a would-be milliner were molded, despite all resistance, into those of an expert surgeon—the first woman ambulance surgeon in New York.

Emily Dunning’s dream of being a nurse was born one night as she assisted the obstetrician with her mother’s difficult delivery. Two prominent women of the time were to provide the next important influences on Emily’s life. The first, Dr. Mary Putnam Jacobi, advised Emily to get a good scientific background, and predicted that she would then choose medicine as her profession. She recommended Cornell University, noting that her friend Dr. Burt Wilder and a Professor Simon Gage were working out a medical preparatory course there—one of the first in America—which was receiving much recognition. The other woman was Anna Brackett, a renowned educator who founded her own secondary school for women. She

One of Cornell’s Earliest Women Graduates

EMILY DUNNING BARRINGER ’97

by Robin Feiner ’78
After two years at the Medical College of New York for Women, Cornell opened its medical school, and Emily was reunited with her Alma Mater, but in New York City. It was during these two remaining years in medical school that she met Ben Barringer, her fellow student and future husband. Finally, graduation arrived. But with the eight year haul of strenuous study now over, the doors of opportunity did not seem to fling open for Emily as they did for her medical brothers. As the men slid easily into hospital positions, Emily met the most potent opposition—acceptance in a man’s world.

Every hospital declined her appeal to compete for a staff position, citing “lack of precedent”—why should they jeopardize their harmonious operation for the sake of an experiment? After myriad subsequent pleas, the medical board at Mt. Sinai Hospital allowed her to take their exam. But this was not exactly a hallmark, considering the stipulation: even if she happened to win a place by score, she would not be appointed, and her marks would never be made public. Twenty years later, and quite by accident, she found out that she had ranked #1, but that the post was then quietly granted to Mr. #2.

The years that followed brought substantial civic reform to New York, the fruit of mounting pressure from young women physicians. The Gouverneur Hospital exam opened up to women the following spring, and Emily secured a position. Though the staff seemed friendly enough, a less hearty welcome appeared in the evening paper. A headline on June 28, 1902 read: WON’T SERVE A WOMAN DOCTOR—MEN SAY THAT HER SUPERVISION WILL BE DISTASTEFUL AND PETITION COMMISSIONER FOLKS. It was no secret that Emily’s presence aroused controversy.

Her first day was running smoothly, when the House Physician said to her, “Dr. Dunning, you are on duty tonight for the routine catheterizations in the male ward.” With this directive, Emily had a sample of the long, grueling game devised by four doctors on the staff, the object of which was to eliminate the lady doctor. Throwing her into the male ward on her first night, they reasoned, would create quite a stir either in her or the patients. Then, with a little publicity, the probationary experiment would be deemed a failure.

But Emily attended to the old men, teenage boys, sailors, longshoremen and burns all evening, without incident. Her confidence grew, and soon there was a demand for the “lady doctor” in the clinic. She learned one thing immediately: when one is sick and in pain, sex is immaterial.

After six months of interning, Emily was assigned ambulance duty. Working ambulance shifts in the Bowery was hard, often ugly work and Emily’s colleagues would go out of their way to tell murky tales about New York’s wickedest streets, hoping to instill a nightly fear to accompany her on ambulance calls. The neighborhood folk went through phases of wonder, indifference and then eager acceptance upon seeing a woman occupy the ambulance seat. Before long, children were waiting on street corners and sitting on sidewalk pumps to wave to Emily when her ambulance hustled by.

But the stratagems of the opposing bloc became more complex and premeditated. The doctors were well aware of the importance of nutrition in keeping a person on such a demanding schedule in top form. Thus they attempted to interrupt her meals with “emergencies,” or to make them so unpleasant that she would decide to forego them completely. One incident she recalled was a doctor asking her to “pass the puck” in reference to a bowl of gravy; another was being sent to check on an ulcerated lesion wriggling with maggots just before lunch.

Recalling those days, Emily wrote, “I do not believe any Freshman at West Point ever received more consistent and concerted hazing than I had to face.”

Needless to say she stayed out her four years at Gouverneur, witnessing in that time what few women in the gay nineties could. She became acquainted with life and death and every phase of human activity in between, with an intimacy formerly reserved only for certain men. Emily abhorred the polemics with her professional brothers; but the battle was to become less virulent, and Emily to emerge the silent victor. And of the forces which helped to build the strength that she so needed to draw from on a daily basis, Emily cited her years at Cornell as among the most fundamental. Describing the personal union she felt with Cornell, in retrospect she wrote, “When the going got foggy, I have always been able to put a mental foot down to touch that base. I learned to work side by side with men on an equal intellectual level. Without that day to day contact, I probably would have never made it through the next ten years of my life.” And, in turn, Emily gave to Cornell the roots of a mounting precedent: women in worldly—not just domestic—trade.
Nothing like a jam session to enhance my growth, but a sip of water now and then wouldn't be bad.

It's not uncommon to find offices, labs, even library study rooms bedecked with plants these days.

You only have to glance in a window to find anything from a 40-foot vine crawling around a bulletin board to an assortment of prize African violets.

Plants are one of the most attractive ways to brighten up a bookladen, paper-cluttered office. These potted beauties add color and zip to a room that might otherwise be stark and institution-like.

Plants give a lively flare to the austere, academic atmosphere. And our leafy friends have personality of their own. These pages display a glimpse of that character which has become an integral part of the halls of ivy.

Every department has its roots and those embedded in clay pots are no exception.

I thought if I changed my image these absent-minded professors might notice me.

We're proud to be ROTC plants.
Here I am, squeezed between books on communication theory on the one side and Roget's Thesaurus on the other, burdened by deadlines. I feel like a press-ed plant.

production functions, cost value, input, output. Gee, I wish they would pay attention to my marginal growth.

This is the life. I have a comfortable home; I'm treated royally. Yet a bath and a shampoo from a Ph.D every day is a bit much, you know?
"As for passing on wisdom to upcoming medical students: Genetics is an absolute must!"

This opinion is from a Cornell graduate now attending the Medical College of Virginia, and seems to be shared by Cornell University, which requires Genetics of all its biology majors.

Biological Sciences 281, Genetics is a five credit course consisting of both lecture and laboratory periods. The philosophy behind structuring the course this way is that students will learn the most by doing the experimental work themselves. The laboratory is therefore mandatory, and is an integral part of the student’s semester grade.

One key to the success of Genetics, according to the administrators of the course, is the assignment of a professor to the full time position of "laboratory coordinator." This job, usually held by Prof. Ross J. Maclntyre, is being handled this semester by Prof. Harry T. Stinson. The switch was made because Prof. Maclntyre is filling in as the course lecturer for Prof. Peter J. Bruns, who is on sabbatical.

It is Prof. Maclntyre who is primarily responsible for the format of the current Genetics laboratory program. Although students had been actively involved in labs in the past, when he came to Cornell in 1966, the Genetics laboratory was organized as a demonstration, requiring minimal thinking on the part of the students. Prof. Maclntyre overhauled the format and introduced an experiment in which pairs of students had to locate and map several unknown genes on chromosomes of Drosophila melanogaster (fruit flies).

According to Prof. Maclntyre, students work on this experiment for the first half of the semester, continually gathering data in an effort to "put the pieces of the puzzle together." The second half of the semester is devoted to a laboratory study of bacterial genetics.

Due in part to the notoriety of the Drosophila experiments, Genetics is reputed to be a very difficult course at Cornell. Professor Maclntyre is aware of this reputation, and is the first to admit that "you can’t teach genetics well without it being hard."

However, the course’s reputation seems to have become somewhat overblown. Prof. Gerald R. Fink, Genetics lecturer in spring semester, tells of a student who once approached him and asked, "Is it true that the highest grade you give is a D?"

Professor Fink made it clear to the student that this was certainly not the case, but the fact that the question even arose illustrates the nature of the problem. The course administrators feel that the rumors may be started by students who may have done poorly in Genetics, and then exaggerate the amount of required work in an effort to rationalize their own performance.

Professor Maclntyre sees a problem in the persistence of Genetics rumors, since many students are "scared off" from taking the course until they are seniors. In likening this situation to a student "putting blinder on," Professor Maclntyre argues that by the time senior year rolls around, students have already taken upper-level courses in which the experience in analytical thinking afforded by Genetics would have been invaluable.

Professor Stinson, who teaches several Genetics laboratory sections each semester, feels that the reputation of the Genetics course is "unfortunate." He notes, however, that in a survey taken a few years ago, over 50 percent of the students questioned said that Genetics was one of the best courses they had taken at Cornell. "If this is a stigma, that’s okay with me," says Professor Stinson.

Mary Taylor, ’78, a biology major who took Genetics last fall, is among many who really enjoyed the course. "It’s time consuming, but not that hard," she explains. And although she sometimes put in 12 hours a week in lab, she found the puzzle-solving nature of the Drosophila experiments kept her interest.

Randy Beale, ’79, a neurobiology major currently taking Genetics, notes that "the course is extremely difficult and you’ve got to stay on top of it," but adds that it "hasn’t been as difficult as I’d heard." He feels the material is relevant, and says he probably would have taken the course even if it had not been required for his major.

That there is an exaggerated reputation surrounding Cornell’s Genetics course is undeniable. Also undeniable, however, is the truth of that Cornell graduate’s statement regarding the importance of Genetics, to which he adds: "I complained a lot about 281, but it has turned out to be a real life saver."
CAREERS IN
Ag Engineering
by Judy Redel '78

If you asked any senior in the College of Agriculture and Life Sciences to name a few females he or she knows in his major, you'd expect to hear mention of quite a few. This is not true, however, for a senior in the Department of Agriculture Engineering, where the number of women is still far exceeded by men.

The question is: Why is this so? Women are being attracted to engineering in greater numbers in recent years due to the relaxation of the male stereotypes in engineering, the opportunities for upward mobility, the assurance of rewarding work with good pay, the choice of a broad range of careers and the possibility for achieving individual status. Yet, to ag and non-ag students alike, mention of the ag engineering department induces typically "male" images of tractors, farm buildings and agricultural machinery.

In reality, however, ag engineering does not just focus on farming; instead, it offers to both females and males some of the most varied opportunities available in the University.

The program choices of agricultural engineering promote engineering knowledge as well as strength in the biological, social and agricultural sciences. Two broad options for specialization are open to the student.

One is the engineering specialization, which offers theoretical and practical background needed for design and research. It is jointly administered by the NY State College of Agriculture and Life Sciences and the College of Engineering, resulting in a bachelor of science degree from the engineering college. The technology specialization, in contrast, emphasizes the biological and agricultural sciences which are linked to engineering aspects of agriculture. It in turn leads to the awarding of a bachelor of science degree from the ag college.

Both specializations include widely varied interest areas that the student can choose from, ranging from food engineering to community development to soil and water management. The flexibility and choice of these options makes the department attractive to men and women alike.

The increasing percentages of women in the ag engineering department indicate that women are becoming interested in it for the same reasons many men are. Diane Henke '80 came to the ag engineering department from a farm in Callicoon, New York, but her major interests are not in farm production and processes. "The curriculum of the department's engineering and biology courses looks very good to me, since I am interested in biological and environmental systems," she explained. "I have found that I really like the department because it is small and has good professor-student contact."

Another ag engineering student, Sue Edinger '81, found out about the department when she was interviewed in the ag college last year. "When I said I was interested in concentrating on science and math, I was told that ag engineering might be the major for me.

Ronald Furry, '53 M.S. '55, a professor in the ag engineering department, feels that the department has much to offer to women. "There is automatic flexibility in career choice because of the many interest areas a student can design her major from," he stated. "In addition, there are great advantages in terms of tuition and of courses offered in the agricultural and biological sciences."

Professor Furry feels that besides course work, activities like the annual party and the work of the Cornell Student Chapter of the American Society of Agricultural Engineers in the department are also very valuable to students. The yearly student-faculty-administration party in the fall encourages greater personal contact, while the student branch of the ASAE affords social and academic opportunities for communication with people of similar interests.

The women in the ag engineering department, though relatively few in number, are making themselves known in the college these days. Diane Henke was the 1977 recipient of the Alpha Zeta Key for achieving the highest cumulative average among the freshmen in the ag college. She retains some definite ideas about women in engineering. "I entered ag engineering knowing that if I didn't like it I could always change my major - but I don't think that will happen," she stated. "I believe that women with aptitudes in science and math can perform as well as men in engineering. In fact, I feel that women purposely take a more serious attitude toward work and try to solve their problems more readily than men to prove their abilities."

Soon, a senior ag engineer will probably be able to name many females in his department, for women will realize more and more their potential for dealing with the technological problems of production and society through careers in ag engineering.
Imagine, for a moment, that you are at the receiving end of a letter at one of the Cornell post offices. The year is 1939. You are flipping through letters that are addressed fairly ambiguously to someone at Cornell. One letter in particular catches your eye. It says: Director of Distension, Cornell University, Ithaca, N.Y.

Whether it is 1939 or 1977, the post offices in Barnes and Roberts Halls on the Cornell campus are kept busy with the continuing flow of outgoing mail of all types. Both facilities are contracted substations of the main U.S. post office in downtown Ithaca, and both offer the same services as the downtown P.O. They sell stamps and money orders, and receive outgoing mail. This mail is not postmarked and distributed at the Cornell post offices, but is picked up by the Ithaca P.O. and processed there.

Barnes Hall, the older of the two Cornell post offices, became a contracted substation of the Ithaca post office in the early 1900’s. It handles mail from students, faculty, and employees of the University. Letters are mailed all over the world from Barnes. Stamp sales reach up to $150,000 a year.

The Roberts Hall post office was opened shortly after Barnes began operating. Roberts Hall, which serves fewer people, handles the incoming mail for the tenants of Roberts Hall.

such as Cooperative Extension, the credit union in Bailey Hall, Plant Science and Stone Halls. Roberts takes in between $25,000 and $30,000 in stamp sales each year. Both post offices handle quite a bit of mail, and it is difficult to pinpoint the exact number of letters that is mailed each day.

You glance through a pile of letters that has just been handed to you, and you come across a postcard addressed to Roberta Hall. Perhaps it is a letter from someone who likes to think of buildings in the female gender, as sailors so affectionately do of their yachts.

Where do all of these strangely addressed letters go once they have been delivered to Cornell? Bob Grant, the coordinator of U.S. mail on campus in the Postal Services Division of the Administrative Support Services, explains that mail addressed to Cornell University, Ithaca, N.Y. 14853, without the name of the building, is sent to the mailroom in Day Hall. Here the mail is opened and decisions are made as to where it should be delivered. Mr. Grant says it is a common occurrence for mail to be addressed simply “Cornell University”. He suggests that all mail addressed to the Cornell campus include the name of the building in which the individual or department resides.

All right, you can see how there might be a director for distension on campus; if there isn’t one yet, you’ve decided that there is a definite need for one at any rate. You take the Roberta Hall incident with a grain of salt.

But there’s more... A postcard is addressed to Cornell University, Ithaca, New Jersey. On the flip side is a request for a certain Cooperative Extension bulletin. Another letter is addressed to Syracuse University, Department of Agriculture, Ithaca, N.Y., and another to the New York State College at Ithaca, East Lansing, New York.

Where is Cornell anyway? you ask yourself. And who is Roberta Hall?

Linda Blaze (above) and Jeff Payton (below) handle mail in the Cornell post offices to be sorted and processed by the Ithaca Post Office.
Two Cornellians hike through the woods on one of the trips sponsored by Wilderness Reflections.

by Susan Itzkowitz '78

Orientation Through

"Now I see the secret of making the best persons; it is to live in the open air and eat and sleep with the earth."  

Walt Whitman.

You might be wondering what Walt Whitman has in common with Wilderness Reflections. Wilderness Reflections is part of the new student orientation program at Cornell. It is a unique opportunity for incoming freshman and transfer students to meet on a camping, bicycle or canoe trip before beginning their first semester at Cornell.

Wilderness Reflections was born in the Dean of Students Office seven years ago. During its short life, it has withstood staff cutbacks, association with different departments and changed offices. Currently, it is a student run program under the auspices of University Unions, planned and implemented by a group of dedicated and enthusiastic students.

Last year 200 new students participated in the program. They learned of the beauty of the wilderness, explored new areas and discovered the skills of managing the outdoors. Wilderness Reflections is also a way of easing the transition from high school and home to Cornell and a new freedom and responsibility. The trip offers an opportunity to learn a little bit more about oneself through close interactions with others and through a few hours of solitude in the woods.

Each group consists of six to ten participants, a guide and an assistant guide. The guides for the program are chosen because of their outdoor skills, leadership experience and sensitivity towards others. They have usually participated in a past Wilderness Reflection trip and are eager to share new experiences with incoming students. The guides give these students opportunities to ask questions about Cornell and receive first hand knowledge about what college life is really like.

Margaret Smith, '78, a Wilderness Reflections guide, thinks it is "the best way to get away and really relax before you start school. It reminds you of all the things you thought about when you were a freshman. It's fun."

Guides plan and prepare for their own trips. They are responsible for arranging everything from the travel route to the budget and meal menus. The guide's freedom to plan his own trip gives a unique flavor to each group excursion.

Once in the wilderness, the organization stresses the idea of minimum impact camping. Each group should leave the area looking like no one had been there.

A top priority of the program is the safety of each participant. All guides are fully briefed on first aid, safety precautions and emergency procedures.

Over the past few years, students have visited various wilderness areas of the Northeastern United States, including the Presidential Range of New Hampshire and the Green Mountains of Vermont. Other groups have cycled in and around the Finger Lakes area and canoed through Algonquin Park in Canada and on Saranac Lake in New York.

Wilderness Reflections, in addition, sponsors a physical education course called Outdoor Leadership. According to Kitty Cullina, '78, ex-coordinator of Wilderness Reflections and course instructor, the course "combines outings and in-class lectures and experimental learning." Students are required to actively think about leadership. Instruction in safety skills, crisis management, group dynamics, cooking, planning skills, environmental awareness and minimum impact camping are offered.

In the future, Wilderness Reflections hopes to sponsor theme trips. There will be weekend outings during the fall and spring, using the wilderness as a tool to teach people about geologic history and ecology of such areas as the Black Forest of Pennsylvania. The trips will be open to all Cornell faculty, staff, students and alumni, and aim to enhance discussion between these different groups.

To participate in Wilderness Reflections, all you need is a smile, some enthusiasm and a desire to make new friends and discover the natural beauty of the earth. As Walt Whitman might say, Wilderness Reflections offers you a chance to become a better person.
Four o’clock in the morning, everything is dark and still. His hands no longer tremble at the thought of crime. Only sixteen years old, he is already a pro.

Reported acts of youthful vandalism and violence are skyrocketing in the United States today. One major reason for the rise in juvenile crime is attributed to the breakdown of the family unit. Dr. Urie Bronfenbrenner, a professor in the Department of Human Development and Family Studies in the New York State College of Human Ecology at Cornell, is studying the relationship between the deterioration of the family structure and its adverse effects on American society.

Professor Bronfenbrenner places great emphasis on the need for a stress-free and supportive family life. Without these factors, he feels that society will begin to decline. He looks to the United States as an example of this. “The children who are in the schools now are the ones that are soon going out into the business world, yet we in the United States are in danger of developing a society where people aren’t competent enough to be consumers. There are some people in our country who don’t know how to write a check,” he declares.

According to Professor Bronfenbrenner, a strong correlation exists between the business world and family life. Through a pilot project, he and his colleagues have found that the two greatest sources of stress in the American family concern finances and working conditions. When finances are tight and working conditions are not conducive to family care, this leads to high stress situations. When high stress is obvious in families, parents tend to look upon both themselves and their children in a negative light.

This relationship between the working world and the family has led to the project that Professor Bronfenbrenner and co-director Professor Moncrieff Cochran are presently devoting most of their time to -- a transcultural field study of the family and its social support system in the United States, Israel, Germany, Sweden and Great Britain. Professor Bronfenbrenner and Professor Cochran have seen the project undergo considerable change from its original plan. Now, it is a six and one-half year project to be carried out in two phases.

Professor Bronfenbrenner’s intense interest in psychology and the family developed out of his own childhood environment. His father was a neuropathologist at Letchworth Village, an upper New York State mental institution. As a child, Professor Bronfenbrenner remembers, “perfectly normal kids being sent to Letchworth to be institutionalized and before a year was out, they were mentally deficient. Obviously, the circumstances in which you live do make a difference.”

Living in a rural community also influenced Professor Bronfenbrenner’s career choice. He recalls taking walks in the woods with his father, who he considers a true ecologist, and seeing how all things in life are interdependent. “Nothing is really independent; life is really a community consisting of many chains.” To discover how man’s system of development works, through dependency and support, is a driving force in Bronfenbrenner’s research.

Finally, Professor Bronfenbrenner’s interest in psychology was influenced by his Russian background. When his family emigrated from Russia, they brought with them much of their literature and customs. This literature, which mainly concerns itself with the lives of families and their children was a motivating force for his career. “I learned psychodynamics from the literature on which I was brought up,” comments Professor Bronfenbrenner.

Through his diversified activities, Professor Bronfenbrenner has proven to be one of Cornell’s most active professors. His own works have been published in numerous psychology and general interest magazines. He has also been an advisor to the Department of Health, Education and Welfare, the National Academy of Science, and UNICEF. Many lectures and observational trips, as well as visits to Russia and one to the Peoples’ Republic of China, have kept Professor Bronfenbrenner busy outside of the Ithaca area.

Through all of his travels, Professor Bronfenbrenner has added new insights to his ideas and theories on children and family life. He is a professional family man.
Learning about another culture while attending college in a foreign country can be an enjoyable and unforgettable part of the Cornell experience. Each year about a dozen students in the College of Agriculture and Life Sciences study in Sweden, England, Mexico and Ireland.

Leslie Dines '78 was in Uppsala, Sweden from June 1976 to August 1977. She is an environmental education major at Cornell, and she studied such subjects as agricultural statistics and tropical agriculture at the Agricultural University of Sweden. The university is in Uppsala, about 70 kilometers north of Stockholm. Approximately 1000 students study there, including students in the separate veterinary college.

There are many interesting differences between Cornell and the Agricultural University. Instead of taking prelims, students often undertake group projects, and the only exam in a course may be the final one. The grading is pass-fail, and students study one or two subjects intensively per semester instead of the usual four to six at Cornell.

Since Leslie's courses were taught in Swedish, she took a five month course in the language when she arrived there. The course is government-sponsored, and any foreigners may take it.

Leslie commented very favorably on the student life at the Agricultural University. Almost everyone knew everyone else. This was because of the university's small size as well as the fact that almost all students live in dormitories. While living in a dorm, Leslie had her own room and bathroom and shared a kitchen with seven others.

Leslie had the opportunity to go to Africa for a two-week study trip in a tropical agriculture class. About 25 students participated in the trip funded by the Sweden International Development Authority. After school let out, Leslie traveled to France, Switzerland, Germany and Norway before returning to the United States. In Norway she went to a meeting of the International Association of Agricultural Students.

AGGIES ABROAD:
Student Exchange Program
by Brenda Angyal '78

Carin Hörnsten, a student at the Agricultural University, is studying agricultural economics at Cornell this year. She came to the United States at the end of June. Before school started, she lived on a dairy farm outside of Cortland.

Carin noted the difference in class size between Cornell and the Agricultural University. Large lectures of several hundred students are common at Cornell, while Carin's largest class in Sweden had only 60 students.

Although Carin found Cornell students to be friendly, she was surprised at their preoccupation with grades. She said that grades seemed to be the main topic of conversation at Cornell. She is living in the International Living Center and has had the opportunity to share her experiences with other foreign students.

The basis for selecting students for college is very different in Sweden. Students are chosen solely on the basis of their high school grades, and Carin felt that this system is faulty. Before starting at the Agricultural University, students take practical courses which they relate to a seven-month period of work on a farm.

Carin was selected to come to Cornell by a student interviewing committee. After a screening process, some applicants were eliminated. From those remaining, one was chosen.

At Cornell there is a different selection process. In the spring term of sophomore year ag students get a letter from Larry Zuidema, Assistant Director of International Agriculture in 252 Roberts Hall. Interested students attend a meeting where slides are shown and presentations given.

Policy and selection decisions are handled by the Exchange Scholarship Committee consisting of ag college professors and chaired by Professor Robert E. McDowell. Organizations providing support for the Exchange Program include the International Student Office, Agriculture Positive Action Council (Ag-Pac), Alpha Zeta fraternity and Cayuga Lodge.

The 22-year-old Swedish exchange program is the oldest one in the ag college. Leslie explained that in the Swedish program all expenses are paid by a scholarship fund. She paid $1000 to help defray the expenses of the Swedish student who was to come to Cornell. The only other money Leslie paid was for airfare and for traveling expenses after school was over. Room and board at the Swedish university were free, as was membership in student unions.

Consider the exchange program offered by the ag college. For more information contact Larry Zuidema in 252 Roberts Hall.
A CAST OF

Below the rooftop, below the classrooms and hallways, below the coffee shop and the basement corridor of Goldwin Smith Hall in dank and dimly-lit surroundings accessible only by trapdoor, encrusted by mold, encased in years of dust and mildew, lies one of Cornell’s most remarkable collections. The H. W. Sage Collection of Casts, an extensive collection of plaster casts of ancient Greek sculpture, has wasted away after over 25 years of neglect. Today, however, the casts are once again seeing the light of day.

Through the efforts of Prof. Peter Kuniholm of the Department of Classics and a hardworking team of Cornell undergraduates, the collection is being cleaned and reassembled for future use by the University. It is all part of a new course offered in the College of Arts and Sciences this fall entitled “Archaeology in Action.”

The H.W. Sage collection was first assembled by Andrew D. White when he was United States minister in the legation to Germany in 1881. Through funding provided principally by H.W. Sage, plaster casts of statues from Olympia, Pergamon, and Athens were acquired. These were shipped to Ithaca and displayed in the Antique Sculpture Museum in the basement of Goldwin Smith Hall until the 1950’s at which time they were haphazardly stored in a number of sub-basements.

Today, some of the statues are on display around campus; A 15-foot Hercules is in Franklin Hall and a number of statues are located in the Temple of Zeus coffee shop in Goldwin Smith Hall. But hundreds of statues make up the collection, and the majority of these are stored. Due to the dampness of their surroundings, many of the larger casts which had iron pins to reinforce the joints have broken apart. Chunks of plaster litter the floor of the chambers, and dirt and mold cover many of the statues.

The cost of assembling this collection today would be astronomical. “If you were to go to the trustees today,” says Professor Kuniholm, “and ask them to buy a similar collection at 1977 prices, they’d look at you as if you were crazy. And you would be! But we’ve already got the casts, and they’re just falling apart.”

Consequently, the major objective of Professor Kuniholm’s course is the restoration and preservation of these valuable casts. This involves a great deal more than merely cleaning the dirt off. What the students have to do is remove the dirt while leaving the plaster intact. This requires a great deal of innovation. In fact, a large part of the students’ time has been spent experimenting with different methods of cleaning. The method now used involves the spreading of a solution of potato starch on the statue, then peeling it off after it has partially dried.

“The kids have that down to a science right now,” declares Professor Kuniholm. “Because if they leave the starch solution on too long they take off the plaster, too!”

After the statue has been cleaned, any cracks must be sealed and broken limbs reassembled. This is a jigsaw puzzle job that demands a great deal of patience and precision. On the larger casts the rusted iron support pins are removed, and fiberglass dowels take their place.

Preservation of the statues has involved the students in more experimentation. Various sealants have been tested, including varnish and plastic coatings. Recently, a sculpture professor in the College of Fine Arts, Architecture and Planning suggested using powdered skim milk to bind the plaster. The powder, however, must not contain butterfat. Unfortunately, the powder available had a one percent butterfat content. One student went to the chemistry department with the powder, and by using centrifuge techniques, was able to rid the skim milk of its butterfat. “So they’re learning a lot more here than just cleaning these things,” Professor Kuniholm asserts. “They’re going all over the University for answers.”

All this effort will result in material instructive aids which professors of art history and sculpture will be able to use in their courses. Many of these professors feel that a great deal more will be gained by having the statue in front of the class instead of by using a slide. To this end, Professor Kuniholm is compiling a master file of the statues for public use.

While the sculptures form the bulk of the classwork at present, this wi
Kathy Mello and Sue Skieresz are cleaning busts in a Goldwin Smith Hall basement workroom. They are surrounded by other busts which need to be cleaned.

Head of Archaeology in Action, Professor Kuniholm, holds a cast of stone which says that an olden day jock held the stone over his head.

not always be the case. The course also entails "excavations" of campus buildings from top to bottom looking for objects of historic interest.

The idea for this portion of the course grew out of Professor Kuniholm's own probes about campus. "I've always been a snoop," he confesses, "and when I saw all the material here that no one is using, I thought that there ought to be something better to do with it." So, when the course was set up for the fall this "basement archaeology" was included. The plan is to search every building on campus and to construct a master file in the University's computer which will list all of these relics.

Some important finds have already been made from preliminary investigations. For instance, an ancient Roman floor mosaic in its 40 year old packing rate, Roman and Hellenistic pottery, and big crates in McGraw Tower containing the remains of Cornell's zoology museum have been discovered.

Professor Kuniholm says that some of his best sources for this project are alumni, who remember items which used to be on display on campus. He asks any alumni with information they believe may help locate some misplaced relics to write him c/o the Department of Classics in Goldwin Smith Hall.

Professor Kuniholm feels that many lost collections can be recovered if the right people respond. One such collection, now legendary in the College of Agriculture and Life Sciences, is the plow collection of Andrew D. White. In 1868, while abroad visiting model institutions in Europe, buying books and equipment and "collecting" professors, he bought miniature plows of all ages and nations. Presumably this collection is around today, but no one knows where. It is one of many such Cornell collections. Professor Kuniholm hopes that just as the sculptures are being resurrected and preserved, so too may other fascinating artifacts be brought to light through his course.

Ancient Greek busts welcome visitors to Temple of Zeus coffee shop. Casts from the Temple of Zeus in Greece range from small to large size.
Dear Ezra

by Steve Hodgson '78

Few people ever realize that Ezra Cornell was quite an advice columnist! He never wrote a special advice column for a newspaper, but his letters to his son, Alonzo, are intermingled with bits of wisdom for life. If he were writing a column today, using his exact words, it might look something like this:

Dear Ezra,

What do you think of all this reading that we have to do here? You know, Emerson, Franklin, etc.?  

Bookworm

Dear Ezra,

I think time is well spent in reading the life of Franklin: he was a great man and he was a self-made man; a boy with the observance of the same rules that he lays down, and with the same industry and perseverance, can also become a great man.

EC

Dear Ez baby,

My roommate Perry, tried to kiss a girl on the suspension bridge last night. When he was all set to do it, she disappeared. What’s the scoops?

Disgusted Male

Dear DM,

I will write to Perry about that kiss. Kisses soon dry up; I don’t wonder that he could not find it.

EC

Dear Ezra,

I trust everybody. I’m not so sure that is good. Every time I go past the guys on my hall they tell me all sorts of things. Should I believe them?

Gullible

Dear Gul,

I am glad to learn from your letter that you... are correcting the error of being too confiding. I should not how-

ever have you fall into the other extreme and become suspicious as that is an equal fault and leads to misanthropy and misery. Midway between the two is where you may steer clear of many difficulties.

You should also be cautious in forming acquaintances; for bad acquaintances are the greatest of evils for a young man, and hard to shake off.

EC

Dear Ezra,

I think nobody misses me at home. I’ve been away at school for two weeks now and have gotten only 10 letters. Is something wrong?

Homesick

Dear Homesick,

I have not been home in a month, and have not heard from the family in that time.

EC

Dear Ezra,

You seem to know a whole bunch of good things. Can you give me some inside tips?

Curious

Dear Curious,

There are many rules given, my son, for a man to square his conduct by, and many or all of them contain perhaps some good features. But there is one that has come to my knowledge that seems perfect in all its parts; and that is the one known as the ‘Golden Rule.’ It says, ‘As ye would that others should do unto you, do ye also unto them’. Then... to adopt this rule you have simply, when you are about to do anything to another person, to inquire of yourself whether it is doing by him as you would like him to do by you.

If your conscience answers ‘No’ even in the lowest whisper, be assured it is not right and you should reconsider what you were about to do. On the other hand, if a person ill treats or abuses you, suppress anger and show him that the matter is easiest settled by letting him alone.

EC

Dear Ezra,

I keep running out of money. There seems to be a vacuum in my wallet. What should I do?

Too Poor to Pay

Dear TP,

Do you keep an account of your personal expenses? If not, you should do so; you should not spend a cent for anything, even the merest trifle, without putting it down in your private cash book with the name of the article. Adopt that as a rule for life; always carry the book in your pocket.

EC

Dear Ez,

What do you think of all-nighters?

Foggy Brained and Bleary Eyed

Dear Fog and Blear,

Last night at Rutland was the first night I have been in a bed for a week, and I don’t expect to get into another for the week to come. My health was never better.

EC

Dear Mister Ez,  

I love to study! People tell me I’m crazy and should get out and run around. Is that right?

Joe College

Dear Joe,

A degree of healthful exercise is good; it quickens and invigorates ideas and enables the student to learn faster, and renders the learning acquired vastly more useful.

EC

Ezra Cornell’s advice can be found daily in the Department of Manuscripts and University Archives in Olin Library.
Professor Receives Teaching Award

Prof. Robert H. Foote, of the Department of Animal Science, has been named recipient of the Chancellor’s Award for Excellence in Teaching by the State University of New York. Known for his efforts in development of personalized learning methods for students from diverse backgrounds, he serves on several academic committees, and is world-renowned for his research in artificial insemination and the physiology of reproduction.

Geneva Station Appointments

Dr. Alexander C. Davis has been appointed Associate Director at Cornell University’s New York State Agricultural Experiment Station, Geneva, and Assistant Director of Research for the College of Agriculture and Life Sciences.

At the Geneva Station, Dr. Davis will be responsible for the federal programs in which the Station is involved, and he will represent the Station on various regional committees.

As Associate Director of Research, Dr. Davis is responsible for developing improved short and long term crop protection procedures for vegetables grown in New York.

Ronald J. Kuhr has been appointed Associate Director of Research for the College of Agriculture and Life Sciences for a five year term. He has also been named Associate Director of the Agricultural Experiment Station for a similar term.

Kuhr will be responsible for the administration and coordination of research programs in the plant and food sciences.

Kuhr comes from the New York State Agricultural Experiment Station at Geneva, where he has been a faculty member of the Department of Entomology since 1968. He is an associate professor of insect toxicology.

First Wm. I. Myers Professor Named

Robert S. Smith, Professor of Farm Finance, has been named the first William I. Myers Professor in Agricultural Finance by the Cornell University Board of Trustees.

This new endowed chair in the College of Agriculture and Life Sciences is a memorial to former faculty member and dean William I. Myers. Myers developed the concept of the Farm Credit Bank System in the United States.

Contributions and pledges to the endowment have been received from alumni, friends, faculty, corporations, and foundations. Commitments totaling $750,000 are expected by December 31, 1977.

Prof. Earl H. Brown, Associate Director of Resident Instruction, has been appointed to a national committee representing northeast deans and directors. Associate Director since 1972, he has been chairman of a 14 state regional group this past year.

Varnum D. Ludington ’39 has established the O.W. Smith Memorial fund, an emergency student aid fund for undergraduates in the College of Agriculture and Life Sciences. Contributions to the Fund are being sought from those whose lives were touched by the generosity of O.W. Smith.

R. David Smith B.S. ’64, Ph.D. ’74 has been appointed an Associate Professor of Animal Science, after serving as a research associate at the University of Rochester Medical School. While doing his graduate work at Cornell he was laboratory instructor in general physiology, endocrinology, reproduction, and a nutrition course. He taught for two years in the physiology department.

Don Mead Family Secret

Mark Mead ’74 and the rest of his family made the August 19, 1977 issue of Dairy News. Each Mead youngster was given a newborn heifer calf at eight years of age. They each had the responsibility to manage that animal in any way they wished. Savings accounts were opened, and the animals started paying off. Sale of milk from these cows alone amounted to ten dollars a week.

Mark was an agricultural economics major at Cornell and paid for most of his expenses while in school. He is now in partnership with his father. They cash crop 100 acres of wheat and ear corn and leave the remaining 400 acres for dairy.

John McKeown ’73 has been named budget analyst for the endowed colleges and support services at Cornell. McKeown is known for his spectacular plays in the 1972 football season and as the captain of the Big Red track team in 1973.

After graduating from the College of Agriculture and Life Sciences McKeown earned his masters’ degree in Business and Public Administration at Cornell.

In his position at Cornell McKeown will serve as Budget Office liaison to University departments for preparation of the annual budget, operations forecasting, and budget monitoring and control programs.
It was a beautiful fall afternoon in upstate New York. Leaves were turning with their autumnal splendor, and there was a feeling of respect for nature surrounding the rural setting. It was this mood of natural change that United States Secretary of Agriculture Robert Bergland encountered on his visit to Harford, New York, the site of the Department of Animal Science's teaching and research center.

Secretary Bergland's October 26th visit to Harford was an important part of his tour of New York State's various agricultural facilities. He pointed out the need for research facilities like Harford to keep up with the changing technology and information that modern farmers need today.

The Harford research facility is a vital part of the College of Agriculture and Life Sciences' dual purpose of teaching the students of Cornell while providing service for the residents of New York. At this teaching and research center, experimentation is carried on in many diverse areas of agricultural importance, all aimed at improving the productivity and efficiency of the farming community.

The most extensive research at the facility has been in the field of dairy science. New York is the second largest dairy state in the United States, and revenue from dairying provides 55 percent of the total income of farmers in New York. The Harford researchers have been striving to increase the productivity of dairy cattle and have conducted numerous experiments on the care and feeding of these animals.

As it exists today, the Harford Research and Teaching Facility is the largest one of its kind in the East. During his visit at Harford, Bergland pointed out the paramount importance of such research stations to the farmers of the United States. His stress on the increasing demands and needs of American society for agricultural commodities indicated the need for technological advancement, the kind of advancement that is Harford's goal. The existence of Harford Research and Teaching Facility is a true indicator of the changing nature of agriculture and how Cornell is attempting to stay one step ahead of that change.
From The Classroom To The Cockpit... see p. 15
ABOUT THE COVER
Ray Sheldrake, a professor of vegetable crops at Cornell, is pictured on the cover with his own airplane—"Mooney." Prof. Sheldrake feels that flying is more convenient and much faster than driving a car and so flies his plane to Cambridge, Massachusetts where he works part-time.

EDITORIAL STAFF:
Brenda Angyal, Robin Feiner, Carole Freedman, Susan Itzkowitz, Joseph Lubeck, Judy Redel, Peter Schacknow, Jo Schaffel, Tom Sutcliffe, Eva Wu

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Twisted musings are tangled up in the cold of the night.
Icy voices permeate the airwaves, and I can pretend I am that voice, my eyes shut, my imagination forced open.
I lick a snowflake from my nose.
I am a part of winter’s creation,
With the wind tripping across the lake invisibly tangling my hair.
Early morning fog touches the foothills
Blanketing the chilly waters hospitable to no one, save the half-crazed winter sailor.
And I
Will steal away in the night because I am a part of winter’s creation.
I am the frost that ices your tongue
And the whistling in your windowpane.
You can’t look for me.
I’m not there.
I am the minstrel
And I will play for you the masterful musings of the mind.
For thousands of years Alaskan and Canadian Eskimos lived in a nomadic, hunting society. When the first white men arrived in Alaska, nearly 300 years ago, they brought the Eskimos Christianity, Western education and disease. The Eskimo lives were never the same; over time they were exposed to a new language, a radically different form of government, a modern technology, and a village lifestyle. It is only in the last few years that the Eskimos have regained control over their lives and developed a new identity.

Tim Kennedy, a Cornell University communication arts graduate student, spent the last eleven years in Alaska working with the Eskimos in the villages of Noorvik and Emmonak. Kennedy developed a program wherein the Eskimos filmed and videotaped their discussions of community issues. These films were then distributed to government officials for their reaction and input. Kennedy’s aim was to help the Eskimos instigate social change and develop stronger community bonds. Kennedy called his program the Skyriver project.

The Skyriver project grew out of Kennedy’s work with Eskimos through the federally funded VISTA program. Kennedy joined VISTA in 1966, spending the next two years in the arctic Eskimo village of Noorvik. Here he learned of how the white man’s infiltration of Eskimo society had permanently altered the Eskimo’s lifestyle.

The people of Noorvik were originally caribou hunters. When the western religious and educational institutions were introduced by the white man, Eskimos were brought into a sedentary village lifestyle for the first time. This new way of life as well as their exposure to Christian missionaries and western medical men rendered the Eskimos, according to Kennedy, “unbalanced culturally and uncentered in their own environment.”

After Kennedy finished his work in Noorvik, he continued working in Alaska. He moved to the village of Emmonak, near Anchorage, to work for the Community Enterprise Development Corporation which organized cooperatives in Alaska. Kennedy helped the Eskimos of the village of Emmonak organize fish marketing cooperatives. While in Anchorage, Kennedy met Don Snowden, who was evaluating the Community Enterprise Development Corporation for the U.S. Office of Economic Opportunity (OEO).

In conversations with Snowden, Kennedy learned of a community on Fogo Island which had difficulties communicating with their provincial government. Colin Low, a member of the Canadian National Film Board, had helped these people develop a program to improve communications with their government officials.

Low’s program consisted of the Islanders’ discussions on community issues. These 16mm films were then distributed to government officials for reaction and response. The films were felt to be a more effective communication device than face to face discussion because they have a greater and longer lasting impact.

Kennedy said he had been thinking of a similar program for the Emmonak and Noorvik villagers, who were having problems similar to the Fogo Islanders’. Kennedy’s program, however, used videotape as well as film and applied to the American political situation, not to the Canadian. Snowden and Low eventually helped persuade the OEO to fund a program, allowing Kennedy to further develop his ideas.

Kennedy believed the communication gap between the Emmonak villages and their government officials developed because the Eskimos did not understand how the western system of government functioned. In their nomadic society there had been no decision-making officers. Decisions were made by the shaman (chief) after a community consensus was reached.

The westerners who infiltrated the Eskimo society created a hierarchical system of government. A new power structure developed which was not based on the shaman as leader of the community. The Eskimos who risked the change of the western style of government and acted as village representatives to visiting government officials had usually been the least respected community members. The chief of the village was usually the most respected member of the village and had nothing to gain through this change. Therefore those who were chosen to represent the Eskimo community were not necessarily the real village leaders.

When the Alaskan government visited Emmonak to discuss the community’s needs, they sought out those who were assumed to be the village leaders, but who in many cases were not. Out of this misunderstanding, according to Kennedy, grew a “chaos of misinformation.” The officials labeled the Eskimos passive and apathetic and the Eskimos labeled the western government as insensitive to their needs.

Using the trust which had grown between himself and the villagers, Kennedy began the program by videotaping the villagers’ discussions about community issues. The Eskimos were taught to operate the equipment so they had complete control over the taping. A portable videotape machine, according to Kennedy, was easy for the Eskimos to learn to operate; it

Eskimos, from the village of Emmonak, discuss community issues while being filmed. Communication in the village has improved.
took no more than one hour. Because the Eskimos were not used to seeing themselves on tape, videotaping continued until they felt comfortable with their taped images. Videotape was used because it provided immediate feedback.

Community discussion was the first step in the program for two reasons. The villagers of Emmonak are a diverse people. The discussions improved communications between different groups. The villagers also used the discussions to reach a consensus on the community issues of education and housing.

The community then selected a fellow villager, Ray Waska, to help Kennedy organize the program. Waska had a stake in the issues, and according to Kennedy, "had integrity beyond me." An interview format now replaced community discussion. Village leaders were selected as community spokesmen and interviewees. These leaders were to be interviewed by Waska and filmed by a crew that the community controlled.

Film had replaced videotape because Kennedy found it was more powerful when shown outside the community. Because film must be viewed in a dark room, it neutralized the viewer to his environment. The viewer was forced to focus on the subject of the film rather than the technology.

Time, setting and language of the interview was then selected by the interviewee. In this way, the person being interviewed controlled the content and situation making him more comfortable with the topic of discussion.

Questions and answers were prearranged, eliminating all elements of surprise. Before the interview was completed, the community spokesman offered a solution to the problem. Because the film took time to be developed, the interviewee had time to think over what was discussed and decide on any changes he wanted to make. Once the film was processed, the interviewee viewed it for reaction and possible changes. The film was shown a number of times until the spokesman recovered from the initial excitement of seeing his image on film. He then had the option of editing the material or redoing the interview.

Once the interviewee was satisfied with the film, it was shown to the community. These discussions were all videotaped. The community could decide to either add or delete information from the interview. Eventually a vote was taken to accept or reject the film as representative of the community's feelings about the issue and the proposed solution.

When the interview was accepted, Waska, with the help of Kennedy, explained the system of government and education decision making to the villagers. The community then decided who should receive the film.

The Emmonak villagers decided the Commissioner of Education and the State Board of Education should receive their film. The films were shown by Waska at two meetings of the State Board of Education. They had a powerful impact on the government officials. For the first time, the officials were hearing the real village leaders speak about important community issues at an emotional level.

The films also had an impact on the other villagers who attended the meeting. Because the spokesman on the film was no different from themselves and because the government officials reacted to the film so strongly, the villagers were given a renewed sense of self-worth.

The Commissioner and the State Board of Education responded to the villagers on videotape, and through direct action. Videotaping the government's response had a positive psychological impact on the Eskimos, building community confidence. The Eskimos were able to compare what they heard from the government immediately after their film presentation with the changes which actually took place in the community.

The program has been a success, according to Kennedy. "The Eskimos have a new sense of who they are. They realize they have problems which they can articulate and which they have in common with their entire community. They have developed a collective awareness which can be used to focus on their problems and to explore the courses of action available to finding solutions on their terms." Kennedy feels these films are documentaries, which a documentary filmmaker could never have made. They are the Eskimos' own interpretation of their problems and not someone else's vision of Eskimo society.

The Skyriver program, according to Kennedy, can be used by other groups having problems with bureaucracy, such as American Indians, unrepresented workers, and dissatisfied farmers. Kennedy has had an interest expressed in his program by UNESCO, the Academy for Educational Development, and individuals within the World Bank. In February he will be making a presentation to the American Association for the Advancement of Science. Someday Kennedy would like to set up a home base attached to a university in the form of a Center for Development Communication. He feels he has a successful "pedagogy" which can be used to help people share information more effectively. But the Skyriver program is not an ideology; it is a process to be applied open-mindedly to different situations and adapted to different circumstances.
Pogo resides in a straw-lined stall at Oxley Riding Stables. A retired polo pony, his days are spent giving riding lessons and chewing his hay. Working hours are short and not terribly strenuous. Life for the most part, aside from an occasional carrot, is uneventful. But on Saturday night, the docile animal comes alive to the amusement of his fans and the frustration of his riders.

This pony won’t settle for a lifetime of boredom and routine. While his polo-playing days may be over, Pogo can still star in a sport unique to Cornell—broomstick polo.

Rules, regulations, and sanity are lost as players sit astride ponies and attempt to hit a soccer ball with a broom. The futility of their attempts is overshadowed only by vain efforts to stay seated atop their mounts, a difficult feat, especially when there are no saddles.

There are few formalities to this game of equestrian nonsense. Three players make up a team. In order to score, the rider must merely be on the horse when he or she hits the ball towards the goal post, and after that, anything goes! Players are allowed to fall off their horses, to hit the ball with their hands, head, or foot, or even to hit each other. As broomstick polo supervisor Lydia Hrechnyak, ’78, observed, “It gets a little rowdy.”

With most sports a strong sense of get up and go prevails. But broomstick polo can hardly be called a typically competitive sport. It is, as many have attested, “for fun.” The players wear no uniforms; at times, it is difficult to tell which team is which. Mass chaos predominates in the riding arena, mass hysteria in the stands.

Ponies like Pogo play a role in providing the entertainment of broomstick polo. Described as “the pluggiest, most docile” horses available, very often the ponies will refuse to move or if they do, it is in the opposite direction. Susan Ogden, a member of the Baker Tower-Boldt team described the ponies as “perfect living statues” and explained that the winning team usually had the only moving horse.

The origins of this sport are obscure, but we do know that the game started in 1955. To the best of anyone’s knowledge, Cornell is the only school that offers it as an intramural sport. Through the years, it has become Cornell’s most popular intramural sport, proven by the fact that registration for broomstick polo is a one-day affair and closed out in twenty minutes.

This year twenty-four teams competed in a standard single elimination tournament. A run-down of participants showed a tremendous variety from fraternity brothers to sorority sisters, from the Cornell Glee Club to Young Israel. Names of teams were equally interesting. Hell’s Belles and The Headless Horsemen may one day meet in competition!

Broomstick polo comes in as halftime entertainment at Saturday night polo matches. Next year when there are fifty-two teams, they will play between chukkers (quarters). The game lasts two and one-half minutes, which Lydia says, “Sounds short, but it’s actually quite long for someone who has never been on a horse.” Due to the questionable riding skills and sobriety of players, the game often goes into overtime. Then, it is not necessary to hit the ball between the goal posts, but to hit the wall opposite the goal you are defending.

Players offered some words of wisdom to the unwary. Carol Pepper, ’79, of the 302 Wait Coop team, suggested that the rider drop the reins and use both hands on the broom to hit the ball. When questioned about the stability of such a maneuver, she said “The horses don’t go anywhere.”

Other players, perhaps with a higher alcohol content in their blood, would disagree. Dave Dunlavy, ’78, of the Cornell Glee Club team, was one player who had the distinction of being involuntarily ejected from his mount. As he puts it, “I fell off the side of the horse, the back of the horse, and lost my broom.” When asked for advice he states, “It helps to have a drink or two; it helps if your opponents have many more.”

Mrs. Marie West, who is in charge of intramural sports, revealed one solution to the pokey-pony syndrome. Several years ago, a student, realizing that his mount would probably be slow and stubborn, tied a carrot to a stick and dangled it in front of his pony’s nose. Wherever the carrot went, the horse would follow accordingly.

Other strategies vary from cursing at the pony to giving up and watching the game. Whether the players use carrots for the ponies or something with a little more punch in it for themselves, broomstick polo promises a good time for spectators and players alike. Right, Pogo?
"You wouldn't believe the dream I had last night!"

This is a familiar line to hear first thing in the morning from your roommate, a friend you walk to your 9:05 with or an eating partner at Co-op. Dreams may range from nightmarish science fiction thrillers to nostalgic memories, romantic interludes or confusing Cornell miscellany. Whether they are believable or not, these nightly excursions into fantasy give an unavoidable, irrepressible and revealing look at the lives of students at Cornell and specifically in the College of Agriculture and Life Sciences.

When asked what they remember most from their dreams, many students admit to dreaming about immediate problems or things happening currently in their lives. In accordance with accepted dream theory, this is a reasonable answer. However, it is a bit ironic when one considers that most students value their sleep as an effective, non-addictive and non-hangover-producing escape from life! Because dreams are often an obtrusive reminder of reality, those precious hours of "escape" can be more grueling, exhausting and depressing than real life.

Sometimes, however, dreams confuse and mix ideas so much that the result is hilarious. Ag students' dreams are no exception. One senior microbiology major was so immersed in his fruit fly research for genetics that he encountered fruit flies one night in his dreams. "A couple of weeks ago, I squashed a fly by mistake in lab and was disgusted with the way the red eyes bulged out at me from under the microscope," he explained. "I was so upset about that fly that I dreamt a horde of gigantic fruit flies took me and my sister captive. They kept us prisoners, making us work for them in retribution for what I had done to one of them."

During a crunch of prelims, papers and projects, students' dreams reflect their Cornell lives quite vividly. Yet, not all of their dreams are directly related to coursework. One communication arts senior started during her freshman year to have recurrent dreams about an imminent nuclear holocaust. "It was always the same dream," she noted. "I'd be standing outside with lots of people around me when suddenly I'd see bombs falling from the sky. No one else ever noticed them, and I'd scream 'the bombs are coming, the bombs are coming!' But I'd always wake up before they reached the ground. I had that same dream from freshman through junior year. Then, last summer, I dreamed that the bomb finally fell and that I actually lived through it. I remember fervently saying, 'I'm so glad to be alive! The dream finally reached its conclusion; I haven't had it since.'"

Fortunately, not all dreams of students are that ominous. Just as sleep is a welcome escape, dreams can sometimes provide a bit of fun. One student admitted to dreaming recently of playing backgammon underwater with a male friend, while another dreamed of a Cornell student conference being held in a coal mine. Families, old schools and food also seem to sneak into the subconscious through dreams frequently.

The most pervasive presence in Cornell students' dreams is that of all the people who are around them during the day. Brief night encounters may be so realistic that you cannot discern what actually happened during the day and what occurred only in your mind. Some students even meet people they do not know. "I've sometimes seen people in my dreams who always study in Mann Library at the same time I do, but whom I've never spoken to," one agricultural economics junior noted.

Finally, there is one major thing Cornell students in general do not dream about: the future. Many dream about events that could occur in the immediate future, but no one dreams about what they will be doing ten years from now. Students are firmly rooted in the present in both their conscious and subconscious thought, allowing only occasional flashbacks to previous times to complement and elucidate current experiences. The future is not much of an open door in either reality or fantasy.

"What are you doing this weekend?"
"I think I'll just sleep it away."
"You'd better not. You might regret it!"
BAILEY'S "EXPERIMENT" --

Landscape Architecture at Cornell

by Laura Lee Collyer '78

"Furthermore, I have been specially interested in the development of this Department of Landscape Art not only because the subject itself appeals to me but because I have wanted to see the experiment in the development of a piece of professional education that would still meet the needs of the masses of the people."

-from a talk by Liberty Hyde Bailey to Cornell landscape architecture students, March 10, 1914. (L.H. Bailey was professor of Applied Agriculture from 1888 to 1903. He then served as Director of the agriculture college until 1913.)

These words of Liberty Hyde Bailey describe one of his major reasons for establishing a Landscape Architecture Program at Cornell University. The seeds of the "Landscape Art" curriculum were planted in 1897 when a student named Bryant Fleming entered Cornell on the advice of Frederick Law Olmstead, Sr., founder of the profession. Because no educational program in landscape architecture existed in the United States at that time, Olmstead advised Fleming to "put yourself under L.H. Bailey, who will see to it that you are furnished with the proper background of study."

During his four years at Cornell, Fleming chose courses based upon the suggestions of Olmstead and Bailey. By 1904, Bryant Fleming had a successful landscape architectural practice in Buffalo and had been appointed by Bailey as the first faculty member to teach landscape design and theory courses at Cornell. Originally called the "Outdoor Art Department", it offered a course of instruction in landscape architecture open to juniors and seniors.

In 1906, the College of Agriculture, which was located in what is now the Arts quad, formally established the "Department of Rural Art" which offered a complete undergraduate program in landscape architecture.

By 1912 the department had a faculty of four consisting of Bryant Fleming, E. Gorton Davis, Eugene Montillon and Ralph W. Curtis. In that year the name of the department was changed to the "Department of Landscape Art" and the Trustees established the degree, Master of Landscape Design.

The quality of the landscape architecture curriculum proved to be excellent and the department repeatedly produced winners of the Rome Prize Competition (of the American Academy in Rome). Thirteen of the first nineteen winners of the Rome Prize were Cornell landscape architecture students.

By 1915 the department had acquired and remodeled an old poultry workshop (located on the edge of the wooded area behind what is now Warren Hall) in an effort to centralize its studios and classrooms. This structure was named the Landscape Art Building and the facilities included a studio with 35 drafting tables, a lecture room seating 70 people, a small library, a herbarium and 5,000 lantern slides.

E. Gorton Davis succeeded Bryant Fleming as chairman of the department in 1915. Professor Davis was a well-liked teacher who led the program through a significant transition: landscape architecture was transferred to the College of Architecture in 1922. In this year, the undergraduate curriculum was changed to a five year program leading to a BLA degree and the MLD was replaced by the MLA degree.

The early 1930's was an unsettled period for the landscape architecture program. E. Gorton Davis died suddenly in 1930 of pneumonia and Eugene D. Montillon became department chairman. The times were generally traumatic because of the depression and classes remained relatively small.

At the national level, Roosevelt's "New Deal" programs created a need for landscape architects who could design parks and parkways to be implemented as WPA and CCC projects. Gilmore Clarke (Cornell '12) of the New York landscape architectural firm of

From an era gone by - a photo of the Landscape Art building; today Landscape Art is the Dept. of Landscape Architecture.
Clarke and Rapuano joined the faculty in the mid-30's to teach courses in park planning and design. Gilmore Clarke later became Dean of the College of Architecture, the first and only landscape architect ever to hold that position. Throughout World War II, there were few and finally no landscape architecture majors, although service courses in landscape architecture were still being taught.

After World War II, returning veterans created a new interest in landscape architecture at Cornell and Frederick Edmondson, Jr. was appointed to the landscape architectural faculty by Dean Clarke. Clarke felt a need for a stronger planning and engineering background for the profession and in 1948, the five year BLA degree was replaced by a four year BS degree in land planning. The 1950's proved to be a disappointing period for the department because retiring faculty were not replaced. With insufficient faculty and the reduced course offerings which resulted, the number of students in the program diminished.

Cornell's accreditation in landscape architecture was thus withdrawn by the American Society of Landscape Architects in 1958 because of program inadequacies resulting from the lack of faculty.

The climax of this period of the program's history was reached when the last faculty member, Professor Edmundson, retired in 1962 and landscape architecture was no longer taught in the College of Architecture.

An independent program in landscape design had been established in the Department of Floriculture and Ornamental Horticulture of the College of Agriculture at the same time that the Landscape Architecture Department transferred to the College of Architecture in 1922. This landscape design training, although intended for students in nursery management, produced many graduates who have become well-known landscape architects.

It was the existence of this program and the efforts of the faculty and Chairman of the Department of Floriculture and Ornamental Horticulture which was responsible for the re-establishment of the Landscape Architecture Program in the College of Agriculture in 1968, sixty-four years after it had originally begun in this college.

The pressures to re-establish the program resulted in part from the passage of state legislation requiring the licensing of landscape architects and in part from the realization that the resources of Cornell University make it one of the best places to have such a course of study.

After instruction had begun picking up where it left off, Marvin I. Adleman was appointed Landscape Architecture Program Coordinator and the new program received provisional accreditation in 1972.

Development was again in full swing in 1973 when the graduate curriculum was "cooperatively re-established" in the College of Architecture, Art & Planning. A two-year second professional degree program leading to an MLA degree was then offered.

In 1974, the landscape architecture curriculum was awarded full accreditation. Two years later, the undergraduate and graduate programs merged, receiving the combined support of the New York State College of Agriculture and Life Sciences and the College of Architecture, Art, and Planning. A three-year first-professional graduate degree in Landscape Architecture (MLA) was initiated in 1975.

Presently, the Landscape Architecture Program has approximately 60 undergraduate students, 24 graduate students, and six faculty members. The students in the program have again begun to win awards and have recently won the first and second prizes in the Playground for All Children Competition and the student competition for a master plan of the lower Genesee River. Marvin Adleman, Program Coordinator, explains that a concurrent graduate degree program in City and Regional Planning and Landscape Architecture is now being developed. Adleman further states that, "Today our Program enjoys the best of both worlds - linking resources of both the College of Agriculture & Life Sciences and the College of Architecture, Art, & Planning."

Although Cornell's Landscape Architecture Program had a few difficult and occasionally uncertain periods in its history, it managed to develop into its current successful structure. "Marv" Adleman sums up his feelings toward the program's development: "I like to maintain the feeling that there is continuity in our program- that it dates back to the time of Liberty Hyde Bailey. Although there were a few transitions from school to school and perhaps some short term gaps in its development, Landscape Architecture has been serving an important role at Cornell since 1904. In 1979 our Program will celebrate its 75th anniversary."
High school seniors face many difficult questions about their future. Should I go to college? What college should I go to? How will I pay for it? If they do decide to go to college, within a year or two another question, probably the toughest of all, comes up. What should my major be?

Although many students stick with their early career decisions, the majority have real feelings of doubt. Often they decide that their present curriculum is not at all what they really want and set off in a new direction. If this new concentration radically differs from the old, they may decide to transfer. In other smaller colleges, this necessitates transferring to a separate school, but at Cornell another option is available: the intra-university transfer.

At Cornell, transferring from one college to another is not at all unusual. The ag college accepts close to 100 intra-university transfers a year--a high percentage of those who apply. Gordon L. Peck, the Associate Director of Admissions in the College of Agriculture and Life Sciences, says that generally intra-university transfers are given as much consideration as possible. "Even if transfer applicants aren't accepted, they can study hard for another semester in the Division of Unclassified Students (D.U.S.) or their home college and apply again. If their grades are good, there is a good chance they will be accepted."

The intra-university transfers are used as a flexible buffer by the Admissions Office. Since they are already at Cornell, their applications are looked at later than other applications. If there is an oversubscription of students for a particular semester (as there was for the fall, 1977 semester in ag), then dealing with the intra-university transfer applications often helps alleviate the problem. Mr. Peck says that in a case like this transfer applicants are often promised deferred admission for the following semester. This flexibility is very advantageous for the Admissions office and seldom causes problems for the transfer student. Often the student can arrange with his present college a curriculum of ag courses in preparation for admission.

The College of Agriculture and Life Sciences is a very attractive one to transfer applicants. On the whole, many more students transfer into the college than out of it. This is reflected quite clearly in the illustration on the next page. From 1974 to 1977, the ag college accepted 356 intra-university transfer students. During the same time, only 206 students left for other Cornell colleges (all figures were compiled by the author).

According to Mr. Peck, there are two basic groups of Cornell students who transfer into the ag and life sciences college. He estimates that about one third of all transfers come from the engineering colleges. These students are often looking for an engineering/business concentration. The other basic group of students are those in Cornell's private or state schools who decide that the comparatively practical education of agriculture and life sciences is more desirable than their present major.

In the diagram showing the number of transfers in and out of the ag college, the engineering transfers number only 51 students--much less than the one third Mr. Peck mentioned. However, he estimates that at least one half of all D.U.S. students accepted into ag were originally from engineering. These students often feel that they were pressured into engineering and after one or two years want to transfer into ag for some business courses. The semester or two spent in D.U.S.
is considered a "proving ground" to see how well they will do in ag and life science courses.

The number of true transfers from ag into engineering is less than is implied in the diagram. Mrs. Ruth Stanton, an ag and life science administrative aide who handles much of the work involving student transfers, says that almost all of the ag students who go to engineering are involved in a special study program. Students can enroll in an engineering specialization by taking three years of agricultural engineering, then transferring to the engineering college for their fourth year. A Bachelor of Science degree is awarded upon graduation. These students enroll in ag with the intent to leave after three years and therefore shouldn't be considered in the transfer totals.

The second major group of incoming transfers come from the other Cornell colleges. The majority of these transfers (in the last four years--144 out of a total of 356) come from the College of Arts and Sciences. Mr. Peck and Mrs. Stanton both agree that most of these arts transfers have come to the conclusion that they would rather get a more practical job-oriented education instead of the more theoretical majors in the arts college. Chris Stack, a senior in the ag college, transferred from ag into arts and then back again. He said, "I transferred into arts originally for an economics major. But when I took the arts courses I found that I didn't enjoy and didn't do well in the theoretical aspects of economics. So I went back into ag. ec."

"I couldn't afford not to transfer into ag."

Very few transfers come into ag from the hotel school or the School of Industrial and Labor Relations. The reverse is also true. In the last four years only five ag students have transferred into hotel, and only five hotel students have transferred into ag. The ag college has accepted five I.L.R. transfers while the I.L.R. school has accepted six ag transfers. The comparatively small number of students in these two schools helps to explain why there are so few transfers. Both the hotel and I.L.R. schools are also very difficult to transfer into and most applicants are rejected.

The only Cornell college that receives significantly more transfers from ag than it gives is the College of Human Ecology. Perhaps the main reason for this is the fact that most students have misconceptions as to the range of courses and majors included in the college. Once they discover the wide variety of subjects in hum, ec., they become more interested and then possibly transfer. Since hum. ec. is also a state school there are no tuition differences between the two colleges.

One final consideration of transfer applicants which hasn't been mentioned is the obvious economic advantage of the ag college. There is a large tuition difference between the state colleges and schools and the private colleges and schools. This is especially true for New York State residents. One ag college senior, who wished to remain anonymous, said, "Not only did the ag college offer the same science courses I was taking in arts, but at a much lower cost since I'm from New York State. The quality of education was virtually the same, but the cost wasn't. I couldn't afford not to transfer into ag."

Major areas of transfer in and out of the ag school. Width of the arrows roughly indicates the number of transfers.
What has ten thousand legs, hundreds of geraniums, multi-colored robes, an orchestra, and takes place in a gym? A Cornell inaugural, of course!

The ninth president of Cornell University, Dr. Frank H.T. Rhodes, was inaugurated before an estimated 7,000 spectators in Barton Hall on Thursday morning, November 10. The elaborate ceremony was the high point of a week of special events at Cornell, including a symposium on space flight led by Professor Carl Sagan, and the College of Agriculture and Life Sciences Convocation, featuring the College's distinguished Liberty Hyde Bailey professors.

The elegance of the inauguration ceremony was certainly impressive. Hundreds of faculty members and academic ambassadors from throughout the country and the world were outfitted in multi-colored robes. Perhaps the most impressive moment was the transfer of the mace, the symbol of presidential authority, from Board of Trustees Chairman Robert Purcell to President Rhodes.

The inaugural program was certainly not lacking in speeches. Dr. Robben Fleming, President of the University of Michigan and longtime friend of Rhodes, spoke warmly of Cornell's new president, and discussed many of the problems faced by colleges and their presidents. "Reaffirmation" was the theme of President Rhodes' inaugural speech. The incoming President stated that, "We must reaffirm the power of reason, the strength of community, the priority of research, and the wider partnership of Cornell." Rhodes also spoke of the University and its place in the academic world, and even showed his good humor by welcoming the protesters in attendance.

The many contrasts and emotional issues of the University environment were readily apparent throughout the ceremony. Amid the pomp and elegance, many students expressed their dissatisfaction with University policies. An estimated group of 250 students, protesting financial aid policy, held signs reading, "Merit Aid Robes the Rich" and "Increase Aid With Need" throughout much of the ceremony and then marched out during President Rhodes' inaugural address; other students wore armbands; one group unfurled a sign admonishing the audience to sit for the alma mater. A sizeable security contingent, including a photo and video team, was on hand to deal with any problems; however, none occurred.

The inauguration of Cornell's ninth president was certainly a far cry from the small, simple inauguration of Andrew Dickson White, Cornell's first president. White, inaugurated in Library Hall in downtown Ithaca, in October, 1868, would certainly be surprised to see how the same ritual has changed and expanded in the 109
Years since he was empowered by founder Ezra Cornell.

A sizeable amount of time and money went into planning the Rhodes inaugural festivities, and indeed it was a gala occasion enjoyed by many. Some Cornellians, however, wondered if the University was perhaps overextravagant with its inauguration budget, especially considering its financial situation. One thing no one can argue with, however, is that there are many contrasts in the University world, and an event like the inaugural, which makes them come to the surface, is certainly exciting.

Students protesting financial aid policies stand with raised fists and placards as President Rhodes receives the mace.

The University Chaplain delivers the invocation, as dignitaries line the stage. Campus security officer stands by with a video camera, to record faces in the event of any disruption.
It is a bright sunny day in Ithaca. Local residents mill around the downtown area, some shopping, some walking, and some waiting for the streetcar to take them up Buffalo Street. The year? 1930. Or perhaps, if the dream of a new local committee comes true, 1985. Yes, a street railway system, a thing of the past in Ithaca, could also become a mode of transportation of the future.

Street railways were a primary source of transportation in the early part of this century, before cars and busses were in vogue. Many a foot-weary traveller hopped on the streetcar in hopes of saving himself the long trek up the hill. The new ad hoc committee to study the rebirth of street railways hopes to present that possibility to future Ithacans as well.

According to committee member David Goldsmith, ‘80, the committee is currently trying to determine if a feasibility study for Ithaca on the subject would be worthwhile. Goldsmith says the city of Toronto, which still has some streetcars, recently ventured into the same field with success that spurred Ithaca’s hopes.

“The committee now has in its possession a 121 page feasibility study done for Toronto,” says Goldsmith. “They’ve decided that additional streetcars would be a boon for the city, and plan to go ahead with a new system stretching for more than four miles starting in 1982.”

Goldsmith says the Canadian study will be one of the committee’s major tools in deciding whether a similar study will be done in Ithaca. Preliminary reports indicate streetcars handle large volumes of people more efficiently than busses can.

Ithaca’s old street railway system stopped operation in 1935, with the advent of city busses and the increasing popularity of cars. Within a short time, streetcars and tracks both disappeared from the city streets.

Since it was the busses and cars which contributed to the demise of the old streetcar system, the question arises as to whether a new system would be able to survive. One who votes in the affirmative on that issue is the project’s coordinator, Lt. Col. Daniel Marvin.

“The new system would be built with the current bus system kept in mind at all times,” says Marvin. “We would want the streetcar to complement the busses, not to hurt them and their continued operation.”

Marvin says the idea to bring street railways back to Ithaca began with local audio expert John Stillwell, who now serves as one of the committee’s 16 members. Marvin entered the picture through his role as project coordinator for the Boardman Planetarium.

Explains Marvin, “Natalie deCombray, who’s involved with the Planetarium’s Board of Directors, found out about the railway project and asked if I’d be interested in coordinating it.”

Marvin was interested, and now is providing much of the energy behind the committee’s initial work. The committee hopes to meet at least once monthly for the foreseeable future.

David Goldsmith says an answer to the question being pondered by the committee probably won’t come for another five years at least. But he adds, “We all think the idea has merit and is worth pursuing. Otherwise, we wouldn’t be spending our time with it.”

The study is concentrating on a cable or cog-wheel system to service the Buffalo Street area from Tioga Street to Eddy Street, with an electric overhead wire system to service a route extending from State Street at Aurora Street east to Eddy Street and up Eddy Street through Eddy gate to College Avenue and back. Other alternatives may also come under consideration.

The committee has already gotten some outside support for its idea. At the initial presentation for the plan in September, both Ithaca Mayor Edward Conley and Tompkins County Planning Director Frank Ligouri expressed full support for the plan.

Whether or not Ithaca will once again have streetcars wending their way from downtown up to Collegetown is still up in the air. But if the committee’s work points to the streetcar as a viable transportation source for the future, then the streetcar, a thing of the past, could very well become a thing of the future.
FLYING
by Rita Malone Slovacek '78

"I don't especially like flying but I hate driving." You would too if you had an office in Cambridge, Massachusetts and had to commute from Ithaca on a regular basis. Professor Ray Sheldrake does just that. He teaches in the Department of Vegetable Crops half time and also acts as a consultant in industry. He said, "I fly about 250-300 hours a year."

Professor Sheldrake has his own single engine plane that serves as a trusty servant in times of travel. His comment about flying as opposed to driving is not overly enthusiastic, however he does enjoy the great convenience and pleasure of flying. He said, "I like being able to get from one place to another f-a-s-t!" Quick and easy means of travel are a must for professionals who are constantly called away to share their expertise with others.

Sheldrake is not the only faculty member who flies as a means of getting around. Of course not everyone has their own plane, but the East Hill Flying Club does provide planes for qualified pilots who are members. The East Hill Flying Club is a private club which offers instruction to anyone interested in flying in addition to renting small planes to its members.

There are a number of University professors who have pilot's licenses and save time traveling by navigating themselves to their destination. Emil Haller of the education department surprised me by saying, "Many people don't realize that there are over 14,000 airports in this country but only about 300 are served by commercial airlines." What this means is, if you are dependent on commercial transportation and have to travel to a small town in upstate New York, or any-

Professor Ray Sheldrake, one of Cornell's many flying professors.

place else for that matter, you may be forced to make more than one connection at a commercial airport and even then you will probably have to drive a fair distance.

Most people think of private flying as a prohibitively expensive endeavor. There is no question that it is costly at the outset. Initially it is necessary to shell out anywhere between one thousand and twelve hundred dollars for flight training and licensing. It stands to reason however that if one's job calls for extensive travel then the initial investment is well worth it.

I spoke with Professor C.H. Freeman, of the communication arts department who has spent a fair amount of time piloting university professionals throughout the state to take aerial photographs. He also has come to the speedy rescue of other professors who needed fast transportation to another part of the state. Professor Freeman was an active member of the East Hill Flying Club and during that time served as an instructor. As a matter of fact he gave Ray Sheldrake his first flying lesson. Freeman is currently an honorary member of the club and no longer flies.

Professor Freeman told me about several people, including Ray Sheldrake, who have their own planes and fly extensively. Professor Robert Kalter of the agricultural economics department has his own plane and travels back and forth to Washington regular-ly. Professor Jim Liggett of the School of Civil and Environmental Engineering travels as far as the Caribbean and the western part of the United States in his own plane. Professor Art Muka, of the entomology department uses East Hill Flying Club planes to travel and carry on work for cooperative extension.

Have you ever been in a small airplane? Ray Sheldrake says, "It's like a Volkswagen with wings." He is right, and it is especially noticeable if you are in the back seat. Professor Sheldrake owns his plane jointly with another gentleman, Jerry Ehnhart, a former engineering faculty member.

The day I spoke with Professor Sheldrake he drove me out to the airport to see his plane. The day was brisk, the sun was timidly shining now and again as I stood ready and waiting with my camera for the beast to emerge from the hangar. Once the hangar doors were flung open, I grabbed onto the propeller and Professor Sheldrake used a tow bar and we proceeded to pull the plane out of its quarters.

Sheldrake, donned his Cornell cap, sat in the cockpit and tested the radio while I sat on the wing of the plane snapping pictures and quickly became aware of the weather. It was nippy out there.

The plane is indeed small but what a way to fly! It is attractive and looks rather inviting. Professor Sheldrake even has a stereo in his plane "so I don't get bored," he said.

What it all breaks down to is this - not everyone is compelled to rent a state car from the University when they have to travel. Not everyone is going to run right out and enlist in flight school either, but as Professor Haller put it, "It's not for sheer convenience; it's fun and interesting and I'd like to see more people doing it."
Of all the sports teams at Cornell, few can compare with the history and overall competitive excellence of crew. Rowing began at Cornell in 1873 and soon became quite a popular sport. The early boats, known also as “shells,” contained six oarsmen without a coxswain. In 1889, the Cornell crew began using the eight-man shells or “eights” with a coxswain, much the same as crews do today. The practices were held at Poughkeepsie and on Cayuga Lake, with the races also at Poughkeepsie, Saratoga and later on Cayuga Lake.

The “eight” consists of a coxswain in the rear of the boat followed by the “stroke” and seven other oarsmen. The coxswain does not row—his job is to steer and to work in conjunction with the stroke to set the rowing speed and determine the race strategy. “The coxswain is in a ‘psych’ position,” said Stan Preczewski, ’80, varsity heavyweight coxswain. “He is ultimately responsible for the boat, the working together and attitude of the crew. The coxswain lets the crew know how they are doing and pushes them to win.”

The stroke, usually the most consistent rower, is the visual cue for the rest of the crew and advises the coxswain on how the race should be rowed. “The two must work together to do well,” remarked Stan.

The rowing program at Cornell consists of freshman and varsity heavyweight and lightweight crews and a women’s crew. Coxswains generally weigh 120 pounds or less, while the heavyweights and lightweights differ considerably. Heavyweights generally weigh more than 165 pounds and are over six feet tall while the lightweight boat must average 155 pounds with no member over 160 pounds. There is an advantage of size for the heavy- weight because of increased leverage for his stroke.

Many athletes learned the sport by rowing in one-man boats or “sculls.” One of the most notable scullers in the late 1800’s was Charles E. Courtney. As an amateur, Courtney won all of the 88 races he participated in. When he turned professional his record was 39 wins against seven losses. Courtney abandoned the professional spotlight in order to coach a promising Cornell University crew. His methods of training and racing were somewhat unorthodox for the time, but the results of the “Courtney stroke” paid off. From the time that he first came to Cornell in 1872 until the time of his death in 1920, Courtney’s crews recorded 117 victories and only 47 losses overall; Courtney also had the distinction of coaching the first American “eight” to compete in the prestigious Henley Royal Regatta in England. Courtney can be credited with establishing Cornell as a top crew school.

Courtney’s style of coaching was one that emphasized a combination of physical and intellectual excellence. This mixture still remains a part of the Cornell rowing program. Findley Meislahn, the varsity heavyweight coach, remarked, “It’s to a guy’s academic advantage to do it. It helps him schedule his time better and have better eating, sleeping and study habits.” Chuckling, he added, “They’re not getting smarter because they’re rowing, they’re just smart guys who are rowing. We don’t try to make them any smarter...well, I do correct their English every now and then.”

As Courtney did, Meislahn has found that rowing involves not only physical strength but an intellectual knowhow. These are achieved by strenuous, year-round work-outs. The crew starts practicing on Cayuga Lake early in the fall and continues there for eight to ten weeks. They then retreat to the crew room in Teagle Hall, the men’s physical education building, where practices include the use of the indoor rowing tanks and two ergometers. The rowing tanks are designed to simulate on-the-water conditions by the use of a special pumping system for the water and rowing seats and oars set in cement in the center. Individuals or a whole crew can practice their timing.

The 1894 freshman crew poses with their coach, the renowned Charles E. Courtney.

Mirrors and muscle: an athlete tests himself on the ergometer.
the Sea in. . . SHELLS?
by Steve Hodgson '78

and sweep of the oars in the tanks.

The ergometer, on the other hand, is designed to build and test a rower’s strength and endurance, while using the same rowing motion. “The legs and the back are the strongest force,” said Coach Meislahn. He added, “It takes about six months minimum to pick up the basic skills. It’s the kind of thing that a good athlete who has the physical strength and endurance and relaxation can pick up and expect to get to a competitive level quickly.”

The crews go back out on the Lake once the ice has thawed, which is usually toward the end of March. The racing season is later in the spring, consisting of five to six races plus championships. In the latter category, Cornell has an outstanding record. Cornell varsity crews have won the Intercollegiate Rowing Association (IRA) Championships more than twice as many times as any other school, including last year, and have been successful in various international races. Cornellians have been on medal winning U.S. crews in the Olympics in 1964, 1968 and 1976.

Even with the great success, some have questioned year-long training for only six to eight races. Rick Zimmerman, ‘78, captain of the varsity lightweight crew sees the training as very necessary. “It pays off in the long run. Every other school does it so you have to keep up. Besides that, it takes time to build yourself up physically and time on the water to get better.”

Crew has declined recently as a spectator sport. The popularity of the early races could be seen in the number of people who turned out to watch. Men, dressed in their suits and straw hats, and women, in their parasols and petticoats, flocked to the water’s edge to get a glimpse of their favorite boat. An observation train, jammed with students, faculty and townfolk, followed the race along the shore as the people cheered for the “eights” along the four mile course. Large spectator boats as well as smaller private boats also moved alongside the race.

The trains are no longer used as the race has been shortened to the Olympic distance of 2000 meters, and the large crowds seem to have vanished. Rick Zimmerman remarked, “It’s not really a spectator sport. We’re not out for the spectators.” “Rowing is unlike hockey or basketball,” Coach Meislahn reflected, “where the joy comes from competing against others, in beating an opponent. There is a certain satisfaction in just making the boat go, a more personal challenge. It just happens that there may be another crew next to you when that happens.” Rick added, “That’s a real thrill, when something clicks. When you know it’s working, it’s great!” Both felt that the crews would enjoy having more people show up to watch. “It’s great to come out and sit on the bank with a lunch and a couple of six-packs and enjoy an afternoon of racing,” laughed Coach Meislahn.

Whether or not there’s a crowd, the crews will continue to work hard and row for the pure enjoyment and close camaraderie that rowing brings. Rick Zimmerman observed, “Crew does build a very unified body of men. You have to work very well with every person in the boat in order for that boat to do well.” The Cornell crew is doing just that—building a strong body of men who are doing very well in their unique sport.
PIGEON
COME
HOME

Sunrise--600 miles from home... You uncover the cage, release the bird inside and by nightfall he's back at his nest. But how? For centuries, man has wondered how a homing pigeon finds his way home. For the past ten years, Professor William Keeton of the Division of Biological Sciences has been searching for an answer to this riddle.

Apparently, birds live in a sensory world that is very different, and often better, than man's. Douglas Paine, a professor in the meteorology department, first came up with the idea that infrasound might be used by birds to detect advancing weather fronts. Dr. Keeton and his associates at Langmuir Laboratory have proven that homing pigeons can hear these sounds which may help them navigate. According to Dr. Keeton, for humans there are three types of sound; ultrasound, audible sound, and infrasound. Humans hear what is called audible sound, sound vibrations of 20 to 20,000 cycles per second. Ultrasound is higher than 20,000 cycles and too high for humans to hear. Infrasound is less than 20 cycles per second, producing a pitch too low to be heard by humans.

"This discovery adds a lot to the knowledge and understanding of how birds could use environmental cues to help them navigate," said Dr. Keeton.

Wind, thunderstorms, tornadoes, weather fronts, earthquakes, and many of man's inventions can create infrasounds. Birds might be able to use these sounds in navigation, homing, migration and weather change detection.

"The distance that sound travels is related to wavelength," explains Douglas B. Quine, '79, a graduate student working with Dr. Keeton, "long waves travel a long way. Atmospheric infrasounds travel long distances without losing much strength. For instance, a bird in Ithaca might be able to hear the Concorde landing in Washington, D.C., waves breaking in the Atlantic Ocean, and a rocket taking off at Cape Canaveral."

To test the pigeon's ability to detect infrasound, Dr. Melvin Kreithen, research associate with Dr. Keeton and Marilyn Yodlowski, then an undergraduate research student, had to use an air-tight, sound-insulated chamber. "It had to be completely air tight so that no infrasounds could leak in. Otherwise, the birds would react to extraneous sounds and alter the results of the experiment," commented Mr. Quine. "The experiments were based on cardiac conditioning. Everytime a bird in the chamber detected a specially controlled infrasound, its heart rate would rise in a graded response to the infrasound stimulus; the most intense response corresponded to the most intense stimulus." It was found, however, that birds can detect low-pitched sounds with frequencies less than one-tenth of a cycle per second, in contrast to the 20 cycles per second that humans can hear.

According to Mr. Quine, the ability to detect infrasound is most likely to be found in the inner ear. "If you remove a bird's middle ear bone, he can still hear infrasound, but not as well as before, because the sounds can still vibrate through to the inner ear. A pigeon can't detect these low-pitched sounds at all, however, if his inner ear has been removed."

In order to navigate accurately by using infrasounds, birds must be able to distinguish two sounds of nearly the same pitch. They could use Doppler shift "to localize infrasound sources while flying." According to Webster's dictionary, Doppler shift is "a change in frequency with which waves from a given source reach an observer when the source and observer are in rapid motion with respect to each other, so that frequency increases or decreases according to the speed at which the distance is increasing or decreasing."

For example, if a bird were flying towards a mountain from which infrasound was coming, he would run into more infrasound waves per second, and if he were flying away from the mountain, he would detect fewer infrasound waves per second, like a plane bucking a headwind or moving with a tailwind. When the bird flew parallel to the mountain, the infrasound waves would come at a steady rate. So, by the number of infrasounds detected, a bird could orient himself to the position of the mountain.
So far, all the infrasound experiments have been performed under highly controlled laboratory conditions. The next step will be to take the birds out into the field. “We want to see if there are any complicating factors in the real world of sound,” commented Quine. “Will pseudosounds, such as wind rushing against the birds’ ears, have any effect on the detection of infrasound? This is the kind of thing we’re looking for.”

Birds call on many of their senses and environmental cues when they navigate. “They can use the sun as a compass, interpreting the sun’s position by their internal time clocks,” said Dr. Keeton. “Birds also have a much better sense of smell than we had previously thought.”

“Because a pigeon can still navigate when one or more cues has been knocked out, it appears that several different cues together form the ability to home,” commented Quine. In certain experiments, blindfolded birds were able to find their way home. In other tests, birds that wore magnets so they couldn’t use the earth’s magnetic fields for direction arrived back at their nests. Deaf birds are able to navigate to their homes. Barometric pressure changes, magnetic fields, polarized and ultraviolet light can all be detected by birds. In fact, pigeons are so sensitive to changes in air pressure that they can tell the difference between the floor and ceiling of a room just by changes in pressure.

“It’s funny,” said Dr. Keeton, “everyone used to think that homing was so simple, but we’ve uncovered so many different abilities of pigeons in homing that we’re not sure how they all fit together. One day, we’ll have enough information so that everything will fall into place and we’ll really understand the secret of bird navigation.”

A pigeon hooked up in the infrasound chamber shows the sensitivity these birds have to sound.
CHARTING AG COLLEGE EXPANSION
by Daniel Ivanick '79

Agricultural studies have not always been taught in the present group of agricultural buildings. In fact, the oldest ag building, Roberts Hall, was not completed until almost 40 years after the University opened its doors. Before that time, the fight to secure adequate space was almost continual, marked by long periods of frustration. Yet, expansion began and continues today, with over 20 major buildings now housing various agricultural departments.

In 1868, when the University opened, agriculture was hardly considered a branch of learning. There was no college of agriculture. Rather, a professor of agriculture covered the entire field! Professors in veterinary science, botany and chemistry performed related work. But in agriculture, specialization in learning had yet to prove necessary.

Finding an agricultural professor was no easy task. It was not until after suffering six years with a succession of part-time, semi-skilled and poorly-selected professors who accomplished little that the University found a man to fill the position.

When Prof. Isaac P. Roberts became professor of agriculture in 1874, he had a three-fold job on his hands. First, he had to set up an agricultural research program that would justify its worth to New York farmers. Second, he had to expand the field through specialization of subordinates. And finally, he had to rejuvenate the University's farm which had been badly mismanaged during the first six years of operation.

During the first years of the University, funds were scarce. Professor Roberts' office was a small room in Morrill Hall shared with four department workers. The classroom set aside for agriculture was shared by six professors.

Since Roberts realized agricultural research had to be proven effective before it could acquire added funds for building and staff expansion, he set his energies to restoring and improving the farms.

Because of his success on the farm (it turned a profit three years after he had taken it over) and his ability to bring the results of his experimentation before the state's farmers, Professor Roberts soon gained the support of many state agricultural associations.

Throughout the 1870's and into the 1880's the work in agriculture revolved about the farm's productivity, new research and expansion of fields. The major reason for this was the trustees continued skepticism of the value of agricultural research. Roberts, and later Director Bailey, realized that to expand agricultural research they would have to receive state support.

In 1893 the legislature appropriated...
money for the first agricultural building on campus—the dairy building that is now the north wing of Goldwin Smith Hall. This relieved part of the space problem, but expansion was just picking up in the 1890’s. Agricultural departments were crammed into tiny corners in a number of campus buildings.

In late 1903, President Jacob Gould Schurman and the newly appointed Director of the College of Agriculture, Liberty Hyde Bailey, both pushed for construction of more agricultural buildings. What eventually developed was the state’s funding of a College of Agriculture which would enjoy greater academic freedom and continued support by the state.

Director Bailey, recognizing a willingness on the state’s part to support a new College of Agriculture, established eight new departments. One of these was the Department of Home Economics, headed by Martha Van Rensselaer and Flora Rose, that formed the basis for the present College of Human Ecology.

Concurrently, Bailey began stressing student enrollment, which led to an even greater shortage of space in the new agricultural buildings completed in 1907. Roberts, East Roberts and Stone Halls were each overflowing soon after they were occupied.

The result of the continual shortage of space was the lobbying by special interest groups, such as the New York branch of the American Poultry Association, for agricultural buildings of their own. Hence, there was rapid construction in the 1910’s of a Home Economics building, today known as Comstock Hall; Bailey Hall, Fernow Hall, Rice Hall, Caldwell Hall, Wing Hall and the Judging Pavilion. As fields of study opened up and expanded the state added to the number of agricultural buildings.

From that time until the present, New York State has continued its role in expansion of the College of Agriculture and Life Sciences, replacing temporary structures with large, permanent installations.

Today, with over 20 major buildings comprising the college, space remains at a premium. Plans for renovations and new buildings continue to be proposed. Recently there have been discussions concerning destruction of Roberts Hall and construction of high-rise buildings akin to Bradfield Hall.

Whether or not these plans come to fruition, the College of Agriculture and Life Sciences will continue to expand to meet the evergrowing demand for new knowledge, skills and techniques in agricultural and related fields.
For many generations of Cornellians, the gray stone walls of Stimson Hall call to mind the days when Cornell's Medical College was situated there, and anyone not wearing a white lab coat was looked upon as an intruder. Time change, though, and so does a campus building's function and image. From the outside, Stimson Hall doesn't look much different today than it did fifty years ago, but surprises await those who venture inside. While the classrooms and taxidermy displays are about the same as always, the ground floor would be unrecognizable to returning Cornell M.D.'s. What used to be an unfinished storage area in the front corner of the building is now a lively student resource center known as the I. Ellis Behrman Biology Center.

The "Bio-Center," as regulars call it, was organized three years ago in an attempt to centralize the services and resources needed by biology students. Cornell biology majors may be enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. With faculty offices and laboratories spread over those two campuses and the research facility near the airport, informal communication opportunities for biology students were severely limited. A centralized "home" for the many students in the Division of Biological Sciences seemed a good way for them to get acquainted with each other, to talk with biology faculty outside the classroom, and to receive personal attention with questions or problems about biology courses, or even college problems in general.

Academic advising and counseling is seen as the center's most important function by its director, Ms. Sylvia Schoenberger. Whether a student plans to continue formal education or not, biology is a demanding major and can easily cause vexations for students who are unsure of their career goals. Many students seek help finding undergraduate research opportunities or information on graduate and professional schools. The center has also become a regular point of interest for prospective biology students and their parents who visit Cornell.

Besides academic advising by Ms. Miller, the center is headquarters for the biology student advisor program. Upperclass biology majors voluntarily lend their time and "learned-the-hard-way" knowledge to incoming freshmen biology students who are new to the college experience. The upperclassmen are trained to make use of their personal perspectives and insights to give the freshmen advice and information which cannot usually be obtained from faculty advisors.

The Bio Center also provides support services for the Division of Biological Sciences such as volunteer tutoring, detailed course information, and a reserve desk where students can sign out old exams, study guides, and tape recordings of lectures.

"We try to make the students feel a little bit more like people than numbers here," Ms. Miller said. "There's always somebody here who will talk to you about just about anything. It's a very open-door policy!"

The open-door policy seems to be working fine for the Bio Center as far as student usage is concerned. Its hours are from 9 A.M. to 10 P.M. Monday through Thursday, 9 A.M. to 5 P.M. on Friday, and closed on the weekend. While 50 people at one time may be in the center during some heavy test periods, the layout of the rooms and offices is designed for efficiency and encourages informality. The rooms are brightly lit and furnished with comfortable modern furniture to make "hitting the books" just a little easier for desk-sore students.

A spacious lounge in the front of the center features daily papers, popular magazines, and a coffee pot, providing a chance to relax between classes or to take a break from studying.

Cornell students are fortunate to have an excellent choice of courses available through the Division of Biological Sciences. They are even more fortunate to be able to supplement their biology lectures and laboratories with the individualized services available at the I. Ellis Behrman Biology Center. It's not the easiest spot on campus to find, nor is it the largest, but it could easily be the most diverse and valuable place for students. Perhaps that's why those who do find their way to Stimson G-20 keep coming back!
COUNTRYMAN CAPSULES

Two Students Receive Alpha Zeta Scholarships

The National Alpha Zeta Foundation of America, Inc., has awarded two scholarships to College of Agriculture and Life Sciences undergraduates. The foundation is a charitable arm of the Alpha Zeta Fraternity. The fraternity is restricted to students of agriculture and has chapters on 64 university campuses in the United States and Puerto Rico.

Daniel Goldman ‘78 of Flushing, N.Y., a vegetable crops-pathology major, has been awarded the Kent L. Wells Alpha Zeta Memorial Scholarship. This award is made annually to a member of the Cornell chapter of Alpha Zeta. The award is named after Kent L. Wells ‘64, and was endowed by alumni and friends after his death.

Gerald A. West ‘78 of Seneca Falls, N.Y., a biological sciences major, has been awarded the Diamond Anniversary Scholarship. This scholarship was endowed by alumni and friends of the fraternity in 1972 on the occasion of its 75th anniversary.

Alumni Association Sponsors Open House

Each fall for the past 20 years, the New York State College of Agriculture and Life Sciences Alumni Association has presented an Open House for high school juniors and seniors in cooperation with the College. This year the event attracted almost 300 participants from over 35 counties in the state.

A College alumnus in each county of the state acts as liaison between the College and interested students. Sign-up sheets are distributed to each high school in the county, and information is sent to those expressing interest in the program. The Open House is held on a Saturday, and recently students have had the choice of coming to campus Friday afternoon or Saturday morning. Those arriving on Friday stay in agriculture fraternities, sororities, or University housing.

Three years ago, the New York State College of Human Ecology Alumni Association joined the Agriculture and Life Sciences Alumni Association in sponsoring the program. Students now have the opportunity to visit two program areas in either College during the day. A multi-media presentation on Cornell starts the day in Bailey Hall, followed by the visits to areas of specialization. Participants lunch with faculty and upperclassmen in their second area visit, and take a bus tour of campus before the conclusion of the day’s events.

Each year the Open House has attracted more participants than the last. If the present level of interest is any indication of future participation, the program will continue to grow. The Alumni Association and the College would like to thank alumni participants of the past for making the Open House program such a success.

Department of Education Professors Honored

Professor Harold R. Cushman, Department of Education, has received the Outstanding Service Award of the American Association of Teacher Educators in Agriculture. Professor Cushman is highly regarded in the field of agricultural education, and is most widely known for his teaching and research in adult education and occupational experience programs. He is coauthor of the Cornell Diagnostic Observation and Reporting System, a tool widely used by agricultural educators to test their teaching techniques. Since coming to Cornell in 1966, Professor Cushman has also conducted a study for the Food and Agriculture Organization of the United Nations and served as a visiting professor at the University of the Philippines.

Professor Joseph P. Bail has been awarded the Honorary Farmer Degree by the Future Farmers of America for his contributions to the organization on local, state, and national levels. He has conducted workshops for agriculture teachers in six states on the establishment of youth groups, and is the author of a widely used Cornell bulletin on the subject. On the Cornell staff since 1957, Professor Bail teaches a Department of Education undergraduate course in youth organization.

George W. McConkie, Professor of psychology and education, has been appointed Chairman of the Department of Education for a five year term, succeeding Prof. Helen L. Wardeberg. Prof. McConkie came to Cornell in 1964 as an assistant professor. He was granted tenure in 1970 and was promoted to full professor in 1976. He is currently doing research on the processes involved in skilled reading.

DeKalb Award to Plant Scientist

The DeKalb Crop Science Distinguished Career Award has been presented by the Crop Science Society of America to Neal F. Jensen, Liberty Hyde Bailey Professor of Plant Breeding. Professor Jensen is the first to receive this newly established award, in recognition of his career as a plant breeder and geneticist. Since joining the faculty in 1946, he has developed 20 new varieties of wheat, oats, and barley. Professor Jensen, a pioneer in plant breeding methodology, has previously been honored with the New York Farmers Medal and a Distinguished Service Citation from the New York Agricultural Society.

Alumni Responses

Susan Weitz Jaffe ‘73 is currently a resident in the obstetrics-gynecology program at Boston Hospital for Women. Mrs. Jaffe lives in Brookline, Mass.

Barry Schoenfeld ‘76 is an account executive at N.W. Ayer International in New York City.
In its continuing effort to keep the citizens of New York State informed, Cooperative Extension has begun a "Save Energy, Save Dollars" program to alert consumers to the important role they play in conserving energy. The "Save Energy, Save Dollars" program comes at a time when the United States is faced with a severe energy crisis. This program points out that conservation can decrease the economic and personal difficulties one may encounter as a result of the energy shortage. "Save Energy, Save Dollars" emphasizes that it is up to each one of us to do our share to conserve energy.

But one may ask, "how can I help to conserve energy?" The answer to this and other energy questions can be found in a series of free fact sheets that are being distributed by N.Y.S. Cooperative Extension.

A fact sheet entitled "Button up, Tighten up for Winter" outlines how consumers can save "10 to 30 cents of every dollar currently spent for home heating fuel" by making a few minor repairs in their homes such as caulking or weather stripping.

Trees add beauty to the landscape of one's home and also help to reduce heating and cooling costs. A fact sheet entitled "Landscape to Save Energy" will tell you how to do this.

More than three million sets of fact sheets are already helping New Yorkers cope with the energy shortage and rising energy costs.

In addition, a manual entitled Save Energy, Save Dollars is being offered. The manual outlines various ways to conserve energy in the home, including many do-it-yourself activities such as how to heat and cool your home, winterize your wardrobe and build and remodel for energy efficiency. Included in the manual is a helpful energy management checklist which allows you to assess your energy usage and evaluate how you might improve upon it. The New York Times as well as other publications has praised this manual as a complete and useful consumer guide.

During the pre-winter months of September, October and November, 60 newspapers throughout the state, in conjunction with Cooperative Extension, carried an energy supplement. This supplement supplied eight million New York State homeowners with useful tips to prepare for the winter.

In addition to the ongoing public service education, massive research efforts continue to search for alternative energy sources, as well as new ways to conserve energy. At the present time, Cooperative Extension is also involved in energy conservation programs in agriculture and food processing.

Programs are continually being developed through Cooperative Extension in an effort to educate, motivate and help the people of New York State to help themselves through the energy crisis.
Cornell’s Boundaries Extend Overseas... p. 20
The physical boundaries of Cornell's Ithaca campus do not represent limits on the University's educational and research interests. In an attempt to increase awareness of Cornell's extensive academic influence, several of the articles in this issue of the Countryman are devoted to various aspects of "off-campus Cornell." From the Ag Quad to Africa, Cornell researchers continue to have a hand in the latest developments in many fields of study.

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COAST TO COAST

Life Swapping

by Joline Miceli '78

Dave Bandler, an Assistant Professor of Food Science, has settled back into his job at Cornell University after spending a year as a visiting professor at Oregon State University. In July, 1976 Bandler left for Oregon while at the same time Floyd W. Bodyfelt, an Associate Professor of Food Science at Oregon State, left Oregon to take over Bandler’s position at Cornell. They made a complete switch, exchanging everything from jobs, homes and “second cars” to secretaries; everything but their families.

The idea was initiated by Bodyfelt at an Annual Dairy Science meeting where he expressed an interest in exchanging positions. After being at Cornell for 12 years, Bandler responded positively. Owing to two years of planning and ironing out of details, as well as to their parallel positions and respective responsibilities, the professional switch went smoothly. Both administrations gave full approval to the exchange, and no burden was placed on either the departments or the other faculty members. However, the Oregon State administrators did request a written agreement stating that each man would carry out the full duties of the other, leaving approximately 50 percent of his time for “developing personal interests.” According to Bandler though, a great majority of his time in Oregon was spent at work. He felt, however, that it was well worth it.

Bandler’s time in Oregon was a great “learning experience” for him. Whereas in Ithaca he advises in the milk and cheese production for 375 plants of the Cornell Extension Program, in Oregon he took over a one-person extension program which is concerned with only 40 plants. There he handled all aspects of dairy processing, not just milk and cheese. He also taught Bodyfelt’s Dairy Processing course as well as a course in communications for food science majors. At Cornell Bandler teaches a milk quality course and appears as a guest lecturer. Teaching these courses at Oregon State was an interesting experience for Bandler in contrast to his teaching here.

After they made the switch, Bandler and Bodyfelt kept in constant contact, speaking to each other every week. By doing so they were able to iron out any problems that surfaced and keep things running smoothly. Their respective secretaries also helped to minimize complications. They insured that each man was in the right place, or at the right meeting, at the right time.

Bandler and Bodyfelt had not known each other prior to the exchange, but as a result of two years’ correspondence they have become good friends. Enough trust grew between the two to allow complete access to each other’s personal files and libraries. So far, the friendship has been a lasting one.

Besides the friendship, Bandler feels there are several advantageous factors to such an exchange. Not only can it be done at any time a program is worked out and approved by the administration, but it can also be done for any length of time. Lastly, an exchange program does not impinge upon sabbatical privileges.

For Bandler, the exchange was a very fulfilling experience. He became a full faculty member at Oregon State. This enabled him to learn how another Food Science Department operates. He acquired “instant friends” while there, and made a more personal friend, Wayne Bodyfelt, as a result of the program. He feels that his time in Oregon “sharpened his senses” by giving him access to new horizons within his field; truly fulfilling its original purpose of “professional improvement.”

The exchange of keys between David Bandler, right, and Floyd Bodyfelt, left, marks the beginning of their one year “job exchange” program.
What do Scarlet Tanager, Cliff Swallow, Magnolia Warbler, Alder Flycatcher and Virginia Rail have in common? An apparent Anglo-Saxon heritage? Characters out of a fictitious colonial novel? Famous Cornell anthropists? Nothing? Wrong. They are all birds which can be spotted nesting in and around the Ithaca area. Not to mention the hairy woodpecker, tufted titmouse and white-breasted nuthatch.

Trivial, taxonomical, tongue-twisting trifle, you say? Not for the 3,000 members of Cornell University's Laboratory of Ornithology, as well as for the many and varied avian aficionados who visit the Lab to observe, listen, read, record, report, ask and otherwise pursue their fascination. Plainly put, that fascination is birds.

At the University level, an interest in the study of birds as a separate science dates back to 1915 when Dr. Arthur A. Allen, cofounder of the Lab, was hired as Assistant Professor of Ornithology within the Department of Entomology. But it wasn't until 1955 that the Laboratory was recognized as a separate entity within the University, growing, in the interim, in the wings of the zoology and conservation departments. Today, the Ornithology Lab, located on Sapsucker Woods Road, exists as a separate academic unit of the University. It consists of 180 acres acquired by both gift and university assignment, most of which is kept as a natural sanctuary and includes about four and a half miles of trails for public observation. These unspoiled woods are particularly lush during the spring and summer months when they are richly lined with seasonal wildflowers.

Clearly, though, it is in the main building--the Lyman K. Stuart Observatory--where most of the Lab's activities are concentrated. When you enter the building, before you is a large, panoramic window which overlooks a ten-acre pond and a few feeding stations. Observation telescopes are set up inside to bring the viewer out to the waterfowl as they feed, undisturbed, on cracked corn. There is also an audio system which brings the bird sounds into the Observatory.

One of the unique assets of the Laboratory is its Library of Natural Sounds, which boasts of the world's largest collection of bird vocalizations on tape. Many of these biological acoustics are available in record and cassette form at the Lab's modest book store. Upon request, you can hear anything from the actual bird songs which inspired many a poetic passage in classic literature, to the typical bird sounds of South Carolina.

Ornithology also can be artistic. And as a tribute to the more aesthetic side of the science, an entire room in the Stuart Observatory is dedicated to the paintings of Louis A. Fuertes. Modeled after the study in a Connecticut manor where the canvases originally hung, the room contains twenty-four watercolor bird sketches by the famous Ithaca naturalist-painter.

According to the guest book at the door, the Ornithology Laboratory attracts a broad range of visitors daily, from class groups and organizations to entire families and senior citizens. Interest in birdwatching--or "birding", as it's familiarly referred to by its patrons--has been on a steady incline since the foundation of the Sapsucker headquarters. What's the lure? Explains Dr. Charles Smith, public education director for the Lab, "Nowadays, with
THE BIRDS
by Robin Feiner '78

such a large focus on ecological concerns, birding represents a non-consumptive form of wildlife appreciation. It's enjoyment without destruction."

Each year, the Laboratory is engaged in a number of research projects and field experiments. But aside from these more academic pursuits, the Lab concerns itself largely with offering the general public an education, or at least a hobby, in birds. Toward this end, a Monday night seminar series held at the Sapsucker lab is hosted by a variety of Cornell ornithologists, including Lab Director Dr. Douglas Lancaster. These lectures, as well as a Saturday morning radio program entitled "Know Your Birds", deal non-technically with current topics of ornithological interest. Of recent concern, and the topic of many discussions, has been the plight of the Peregrine Falcon; the threat of its extinction, and how field ornithologists are attempting to revive it through experimental breeding methods.

In collaboration with the National Audubon Society, Cornell University's Ornithology Lab has established the Colonial Bird Register. Through it, hundreds of amateur and professional ornithologists contribute detailed information about colonies of breeding birds sighted in the U.S., Canada and Mexico. This information is then fed into a large computerized data bank, and the result is a useful, comprehensive source of facts concerning the fluctuating bird status of our continent.

And, finally, for those incurable academics who want to take ornithology a little more seriously, the Lab offers a Home-Study Introductory Course.

As an extra-departmental unit, the Lab is only seven to eight percent University-funded. Although this is a financial drawback, at the same time it allows for more autonomy than is afforded the usual college department under the auspices of Cornell University.

Open all year 'round, the Ornithology Lab of Cornell University is a natural attraction for bird enthusiasts, whether the enthusiasm is pure biology, bird-watching, the science of ecology or the politics of it. (Did you know that the American Bald Eagle is now an officially endangered species?) If you spend any time at all in Ithaca, the Ornithology Lab is 180 acres of it you shouldn't miss.

ABOVE: A class hikes through the trails at the Sapsucker bird sanctuary, which are open all year long.

LEFT: At the Ornithology Lab on Sapsucker Woods Rd. telescopes set up near a large picture window give observers a close-up look at the waterfowl feeding nearby.

RIGHT: The Common Nighthawk is a summer resident of Ithaca. Well-camouflaged by day, the nighthawk becomes active just before dark.
by David Domeshek ’79

RECRUITING RECRUITERS

Right about now, somewhere in Ithaca, there are several Cornell seniors on the verge of panic. Their four glorious undergraduate years have boiled down to two months, and the future is bearing down on them. They are concerned because, very soon, some sort of decision will have to be made regarding how their next few years will be spent.

And right about now, somewhere in Ithaca, a recruiter from a company of untold wealth and wisdom is sitting in a room sizing up a potential employee -- most likely one of the panicking seniors. But now the student is poised and confident, a dynamic personality, a veritable font of information about the company represented by this particular recruiter.

The recruiting game is in season now, and all the participants appear to be geared up. According to Robert Hopkins, Director of Career Planning and Placement in the College of Agriculture and Life Sciences, the interview schedule is pretty full through March. In hosting over 40 recruiters this spring (at a going rate of between eight and 13 interviews per recruiter per day), Hopkins hopes to give as many seniors as possible their “initial face-to-face contact” with prospective employers. He feels these contacts are crucial for the students, since “an objective of any job hunt is getting an interview.”

The strategy employed by job recruiters in their dealings with students is closely paralleled by the University’s own efforts to entice these recruiters to the Cornell campus. “We’re recruiting recruiters,” says Hopkins, noting that the “sales pitch” aspect of a company’s second phase of recruiting (after the initial on-campus screening) has been turned around and used on the recruiters themselves.

According to Hopkins, the major companies will get back in touch with the students who made favorable impressions in their campus interviews. These candidates will then be invited to visit the company “on its own turf,” (and usually at the company’s expense) for further mutual evaluation, a series of interviews and, inevitably, exposure to the company’s sales pitch. As “red carpet treatment” is the rule on these junkets, it should become evident to the candidate at this point that he is in demand, and that he now in fact holds some of the cards.

Just as the first face-to-face meeting between potential employer and employee is a crucial step in the job hunt, so the recruiter’s initial visit to Cornell is an important step toward the addition of another name to the list of companies recruiting annually from the ranks of Cornell’s graduating class.

“Once we get them in the first time, they’ll come back,” says Hopkins.

Cornell University Career Center Director John L. Munschauer, ’40, agrees with Hopkins’ assessment. “Recruiters have good luck at Cornell,” notes Munschauer. And, he adds, in terms of bringing companies to the campus, “the word ‘Cornell’ is the best recruiter.”

Munschauer’s active “recruiter recruiting” efforts are concentrated on his attendance at the periodic meetings of the College Placement Association, a group comprised of people from both industry and educational institutions. In discussing Cornell with various people at these meetings, Munschauer often attempts to clear up misconceptions about the University, or supply information to fill in gaps in an individual’s knowledge of certain programs at Cornell. For instance, he has often emphasized to recruiters seeking people with a business background that some of the courses of study in the ag college “closely approximate business training.”

With the aid of coordinated efforts from the University Career Center, most ag college recruiting is actually handled by Hopkins and his office in 16 Roberts Hall. Director Hopkins believes his best pitch to prospective recruiters is simple and direct: “Look at our ag college alumni!” -- we’ve turned out people who have made it in the past, and continue to do so. The important message to get across, says Hopkins, is that the ag college is a viable market from which to recruit good young talent.

So, with that bit of moral support in the back of their minds, let the panicking seniors relax, take a deep breath, and sign on to another interview waiting list. It won’t be long now.
They Represent US

by Brenda Angyal '78

When one thinks of the Alumni Association of the College of Agriculture and Life Sciences, one usually thinks of graduates. What, then, are Neal Saslow, '78, and Mary Maxon, '79, doing on the Board of Directors of the Alumni Association?

According to Bradford Carruth, '68, secretary of the Alumni Association and Assistant to the Dean for Development and Alumni Affairs, "One of the goals of the Alumni Association is to create greater alumni contact with the present campus community. Many committees in the College have student representation, because student opinion is valued and appreciated. Mary and Neal represent student opinion. They assist with campus activities of the Alumni Association, and act as a sounding board for the other members of the Alumni Association Board of Directors. The Alumni Association needs feedback from the student body to determine how best to serve the students and faculty."

Says Mary, "The Board of Directors thinks it's important to have student members, because we have a unique perspective on things." Neal said, "Things change a lot, and often old alumni don't realize the many things going on at Cornell today."

There are 15 members on the Board of Directors. They are nominated by a nominating committee, and are elected at the annual reunion meeting of the Alumni Association. The term is three years, and a member can serve a maximum of two terms. Since 1974 there has been student representation on the Board, usually a junior and a senior. The junior can continue to serve through senior year, if he or she wants to do so.

Both Mary and Neal were involved in ag college activities before being recommended for membership on the Board. Mary, a communication arts major, is chairman of the Ag Ambassadors, is AG-PAC publicity chairman and has worked on the "Teaching Update" publication of the ag college. Neal, an animal science major, is on the Exchange Scholarship Committee and is a member of Ho-Nun-De-Kah, the ag honorary society.

The Board of Directors meets three or four times a year. When asked what some of the goals of the Board of Directors are, Carruth mentioned the following: stronger regional representation in the Alumni Association, increased membership in the Association, new awards to recognize outstanding graduates of the ag college and support for projects like the planting of new trees on the ag quad.

Members of the Board are appointed to committees. Neal is presently serving on the Awards Committee for the second time, and Mary is on the Countryman Coordinating Committee. Neal is also interested in the international agriculture exchange program, and would like to see the Association come up with ways to obtain more economic support for this program. Mary, who is new on the Board this year, helped out with the recent "Open House" for high school students sponsored by the Alumni Associations of the College of Agriculture and Life Sciences and College of Human Ecology. She arranged for visitor housing and was responsible for getting Cornell students to help with the various Open House activities.

What is it like to work with the alumni? Eight out of the ten non-student Board members graduated from the ag college 20 or fewer years ago, so student days for most of the members were not so long ago, and memories haven't faded much yet. Says Neal about the alumni, "They're a good bunch of guys and don't look down on students." According to Mary, "Since this is my first year on the Board of Directors, I learned a lot just from listening at the first meetings this year. It's clear now that the alumni are very receptive to my ideas."

Mary and Neal see the experience of being on the Board as a very valuable one. Neal sees it as a chance to meet and interact with many different types of people. The ag college is very diverse, and its alumni vary widely in careers, outlooks and lifestyles.

Mary's eventual career goal is public relations, possibly at the college level. She has worked with people all her life, and sees being on the Board as a way of continuing this experience so vital to any career in communications.

The Alumni Association is an important form of support for the College of Agriculture and Life Sciences. The next time you read or hear about it, remember that students as well as alumni are represented on its Board of Directors.
Newfoundland is just one location of Dr. Rockcastle’s STEM workshops. His work includes play, as here he displays a salmon he caught there.

"The Celebrated Man In The Street," or T.C. Mits*, is a name for the everyday man who benefits from the scientific discoveries that spew daily from the countless labs, computer terminals and desks of research institutes and universities such as Cornell. However, to Verne N. Rockcastle, Professor of Science and Environmental Education in the College of Agriculture and Life Sciences, this “celebrated man” is more basically one who from childhood is in need of skills to cope with the environment and with changes wrought by science and technology.

Dr. Rockcastle, a faculty member in the education department since 1956, has spent much of his professional career developing curricula for teaching science to grade school students through means they can easily understand, remember and put into practice. His efforts in constructing science programs and teaching future educators focus on aiding the future T.C. Mits to understand and deal with his physical surroundings.

Enthusiasm, good will, perceptive-ness and nearly boundless energy are all key words for characterizing the educational professor’s attitude toward his work, his students, his goals and his personal interests. Rockcastle’s work with elementary school science began in the early 1950’s. At that time, he was teaching biology at SUNY at Brockport, having already earned his masters’ degree at the Massachusetts Institute of Technology, finished a four-year stint in the Air Force and spent a brief period public school teaching. While at Brockport, he was asked by some teachers in Albion, New York to co-direct a workshop in teaching elementary school science. “At the time I knew little about science teaching in grade schools,” he recalled, “but I agreed to do the workshop, and it turned out great. The teachers loved it. And so did I!”

A year after he received his Ph.D. from Cornell in 1955, he joined the ag college’s education department to further his growing interest in elementary school science programs. For the following 15 years, he authored and managed the Cornell Science Leaflet, a quarterly publication of the ag college. The leaflet, begun in 1907 by Anna B. Comstock, delved into a different natural science topic each issue and was written for use by elementary school teachers in rural areas. By the 1960’s, circulation had increased to include city schools, but publication was terminated in 1970 due to rising printing costs.

“lt was around this time that publishing companies began approaching me to write science textbooks,” Professor Rockcastle explained. After years of research, workshops and writing, he collaborated with three other authors to develop the “STEM” program for teaching elementary school science. This program, which takes its initials from ‘space, time, energy and matter,’ consists of seven books ranging from a primer to a sixth grade level text. The curriculum emphasizes experimentation and discovery through described activities that are pictured throughout the books. Each experiment involves the use of everyday objects, helping to build up children’s concepts of their environment through accurate, fun, and practical means.

Professor Rockcastle gave reasons for his student participation approach. “Teachers throughout the United States have been looking for and trying out new ways of teaching for years. The move a while back toward open classrooms and non-structured programs has begun to fade. Schools are tending toward structured programs again because students were not learning efficiently and because national test scores flagged. The STEM program is a structured one, but it is different from the traditional science program because it teaches concepts almost wholly through activity and encourages the development of sound scientific and social attitudes.”

The STEM series is currently used to teach science to 1½ million children in the United States, Canada, Central America, Puerto Rico and South America. Published in three languages, it is corrected for value and cultural differences for use outside the U.S. However, within this country, only one edition is used in English-speaking areas. As a result, it has had to be adaptable to diverse situations. Rockcastle noted, “We had to be especially careful in our references to sexual reproduction, but other problems we dealt with concerned word choices and representing minorities in illustrations.”

The science program has been successful due to Verne Rockcastle’s continuing use of teacher workshops throughout the U.S. and foreign countries to assess teaching conditions and to explain the STEM series. As a result, the book is now being revised in

* Taken from The Education of T.C. Mits, Hugh G. Lieber and Lilian R. Lieber, W.W. Norton and Co., Inc., 1944.

Rockcastle is pleased with the results of his program. "I believe that STEM gives children a much stronger background in science than students had ten years ago," he claimed. "One thing I have noticed over and over again at Cornell is that the students here do not have as much knowledge as they give the impression of having. They memorize complicated abstract formulas, but they don't understand the basic concepts behind them."

As a teacher at Cornell, Rockcastle is determined to give his students first-hand contact with aspects of their environment that they may have never experienced before. His courses--Elementary School Science, Field Natural History, Our Physical Environment and courses on teaching methods--emphasize out-of-classroom learning and learning through activity and observation. "My students mean everything to me," he admitted. "The experiences we have valued the most together have occurred out in the natural environment. I remember one girl who became so excited about touching the throat of a singing toad that she had to call home to tell her folks about it."

"Rocky," as some of his graduate students and advisees refer to him, follows the teaching and learning methods he advocates in his STEM series in all of his college courses. One of his grad students, Dave Cate, spoke of a recent classroom situation: "Professor Rockcastle just started doing an experiment once at the beginning of a class without explaining what he was trying to do. Then, once everyone was totally confused, he began leading us through a series of experiments so that we understood the concepts."

"By starting the class that way, he uses the confusion and anxiety as a motivator in the learning process," Cathy Robertson, another grad, explained. "Presenting material in this way, Dr. Rockcastle encourages students to think. He puts more stock in the learner learning than the teacher teaching."

Because he holds so much "stock" in his learners in the university setting, he can be found every day around noon chatting with a few people in the grad student lounge in the basement of Stone Hall. There, Pat Nixon, grad, is one of his avid listeners: "Dr. Rockcastle doesn't accept the status quo; instead, he is always talking of ideas for new ecological inventions like hollow bricks and two-levered toilets."

Professor Rockcastle's concern for nature and people is simply part of his general philosophy. Besides going on field trips with his students, he has led Cornell Alumni University groups on weekends in the Adirondacks. He and his wife spend time fishing, hunting, skiing and relaxing at their cabin, which he built and furnished through his carpentry skills. Nature photography is also one of his favorite pastimes; he has taken his camera with him everywhere from the Cornell campus to Central America to take photos for his books and his own personal collection.

During a summer course in field natural history, Professor Rockcastle demonstrates all concepts.

Photography isn't his only mode of creative expression, however. He has written scads of poetry about nature, most of which is unpublished, and is known for his spur-of-the moment puns. What's more, he has competed for years on the U.S. Masters Track Team, getting respectable results in the World, Toronto Star, and Eastern U.S. Masters.

Obviously, Verne Rockcastle has firm convictions on teaching and learning about the world. His goals of bringing more practical understanding of science to "The Celebrated Man In The Street" are being realized through his programs, courses and research. One of his sources of inspiration, learning theorist Jean Piaget, echoes his ideal aptly: "The principal goal of education is to create... [people] who are capable of doing new things, not simply repeating what other generations have done." With the help of Verne Rockcastle, T.C. Mits of the future should be equipped to do so.
Each year at this time, a mounting panic engulfs the Cornell community. It hits freshmen, sophomores, and juniors alike, with departing seniors being the only group to escape unaffected. Unlike many problems, however, there is one specific cause for this phenomenon; namely the question, “Where am I going to live next year?”.

Different students solve this problem in different ways. Some go through the on-campus housing lottery, a sometimes harrowing experience well documented in its time. Others head for Collegetown, a desired location for its proximity to Cornell and not necessarily for quality housing. And then there is the new breed, the ones who have headed for Cayuga Heights and Lansing, an area fast becoming known as “student suburbia.”

The apartment complexes, located from two to four miles away from campus, have all sprung up in the last decade. One of the first was the Lansing group, consisting of Lansing North, Lansing West, and Lansing East (now Warrenwood) Apartments. Others came in rapid succession, including University Park, Gaslight Village, Covered Bridge, and Uptown Village, among others.

All the aforementioned complexes are a mixture of students and non-students. The attractive setting of tree-laden Cayuga Heights and Lansing could be incentive enough for non-students, but what could make students want to live so far away from campus?

Glenn Corneliess, ’79, says the financial factor is reason enough for him. Corneliess, a Lansing North resident, lives with three other students in a three bedroom apartment, and pays rent of only 73 dollars a month, plus utilities. However, bad experiences in Collegetown also drove Corneliess to move to Lansing in the fall of 1976.

“Collegetown housing is ugly, over-priced, and too close to campus,” says Corneliess, obviously not one of Collegetown’s biggest supporters. He lived in no less than four houses in Collegetown before making the move.

Gary Fassak, B & PA ’78, cites the higher quality housing in “suburbia” as his reason for forsaking campus and Collegetown living.

“The housing in Lansing North is infinitely superior to anything located near campus,” notes Fassak. He lives in a Lansing North single apartment which, like all others, comes carpeted, and equipped with modern kitchen appliances such as refrigerator, dishwasher, and microwave. “I hate crowds,” emphasizes Fram, a former resident of Dickson Hall. Fram grew disillusioned rather quickly with the crowds of a dozen or more that gathered in the bathroom every morning.

“When you can’t even find privacy in the bathroom,” laughs Fram, “that’s when it’s time to leave.”

Like Fassak, Fram admires the quality of his apartment. As a general rule, says Fram, “The further away you get from campus, the nicer the houses and apartments are.”

One of Fram’s favorite attributes of Warrenwood, however, has nothing to do with housing quality. Simply put, it is the presence of “real people.” Fram has made friends with neighbors ranging from age six to 50.

“It’s not that I mind students so much,” says Fram, “but it’s nice to meet other people once in a while also.”

Are there drawbacks to living in “student suburbia”? According to Jerry Share, ’79, a Lansing North resident, “campus seems to get much further away when the weather turns bad.” Share does not own a car as do Fassak, Corneliess, and Fram, so his problem is compounded. However, Share says he does not run into too many transportation problems “as long as I keep my thumb in shape.” Hitchhiking is a favorite method of transportation for apartment complex residents, although a bus service which covers the Lansing and Cayuga Heights area does good business as well.

Student suburbia is probably not everyone’s idea of housing utopia. However, most people who live there seem to relish the idea of getting away from the Cornell campus when their day’s work is done. Judging by the relative lack of vacancies in the apartment complexes, it seems “student suburbia” will continue to thrive in the years to come.
all-night-er [n.] 1. an attempt to go
straight break [n.] 1. recreation during
pre-lim [n.] 1. exam during a semester
hume-ec-cie [n.] 1. of or pertaining
gorge-out [v.] 1. to discontinue enro

CORNELL SLANGUAGE
by Brenda Angyal '78

Suppose there were a Cornell I.Q. test, and it included vocabulary words like "Prelim," "Straight break," "C-Town," and "Gorge-out." No problem, you might say. But what about non-Cornellians? Would these words be so understandable then?

Last summer I worked in a factory with 30 other college students. Naturally we got to discussing our respective colleges and universities. When I mentioned something about prelms, everyone gave me a blank stare. PRELIMS? What were they? It was then that I began to realize that here at Cornell we share a strange language understandable only to someone who has lived the Cornell life.

First of all, consider the various undergraduate colleges. Depending on the college, someone is an Artsie, Aggie, Hum Eccie, Hoteliie, or ILR'ie. Only engineering and architecture students are called by their rightful names.

No matter what college or major a student identifies with, all Cornellians share the Cornell idiom. A "Straight break" is a mini-party occurring at 9 p.m. every weekday night. Everyone, even "nerds," tear themselves away from the books for a short break in the Ivy Room in Willard Straight Hall. By 11:00 or so, most freshmen have begun the mass evacuation from the libraries down the "hill" to West Campus. "The hill" is Libe Slope, the leg exerciser between West Campus and the main campus.

A popular sport in the winter is "tray sliding" down the hill. One must be careful, though, because sometimes it gets so slippery that one could slide right past the dorms into Cayuga Lake!

The most popular sport at Cornell is hockey. Cornell has a great fondness for "hock jocks," also known as "Canucks." Even their avid female followers have a special name - "puck bunnies."

"All-nighters" are the procrastinator's specialty. While the nerds are happily asleep, this poor soul is trying to cram all the material since the last prelim into his brain in a few hours. When hunger hits, he makes a "truck run." The destination is one of the sub and sandwich trucks parked near the dorms. By the time the procrastinator takes the exam the next day, he has well-developed fantasies about "ace-ing" it while secretly fearing he'll "blow" it. He swears that next semester he'll only take "guts," popular courses that have a reputation for being easy. Some examples are "Rocks for Jocks," "Flicks for Kicks," "Nuts for Sluts," and "Brownies With the Dean."

Many say that Cornell has "gone to the dogs." Dogs aren't the only animals that have free run of the campus, though. Human animals generally live in fraternities, the most common species being the "turkey." With 47 fraternities and nine sororities, learning the Greek alphabet is an absolute necessity before one can really learn his or her way around Cornell.

Cornell is known to be a high-pressure academic institution. Every year a certain number of students decide they can't cope, and "gorging-out" seems to be the answer. Instead of overdosing on pills, they throw themselves from one of the bridges into one of the scenic gorges.

"Gorging-out" also has its more common meaning at Cornell. Because the food at "Co-slop" is often unsatisfactory, the urge for nourishment sparks unlimited consumption of munchies, ice cream and other goodies bought at the "Stick-up" or "Mini Stick-up." Their real names are the "Pick-up" and "Mini Pick-up," on-campus grocery stores known for their high prices.

The best time of the week starts on Friday afternoon. Students take off for "C-Town," the district directly south of campus known for its bars, restaurants and apartments. The party lasts until Sunday morning. After numerous cups of coffee and aspirin, it's off to the libraries for an afternoon of "booking it." With umbrellas in hand and knapsacks on back, we trudge through the rain, snow, sleet or mud and begin another week of the so-called "best years of our lives."
FIGHTING FOR ATTENTION
by Pat Lyons ’79 and Carole Freedman ’79

Signs, bulletins, posters, flashing lights and screaming headlines... the whole world is fighting for your attention. Upwards of 1,600 sales messages alone bombard you every day, not to mention countless notices, memoes and traffic signs. Nowhere is this more in evidence than on the Cornell campus.

Students are a hard bunch to reach - their minds deeply engrossed in problem sets or the big game on Friday night - so it takes a novel approach (some of which are pictured here) to grab their interest, get the message across and capture their attention.

Counterclockwise from above: A place where notices are likely to be seen; A display of political publications; A new banner on the campus store; A typical bulletin board; A warning from the computer; An argument in spray paint on the wall of Uris Hall.
KILLING PESTS without poisoning people

With the advent of “miracle” pesticides after World War II, pest control resembled a military strategy in which the pest was pounced upon and annihilated. There were tremendous advantages to such an approach, as chemicals were cheap, easy to use, and, best of all, extremely effective. DDT, for instance, was credited with saving more than 200 million persons from the ravages of malaria, yellow fever and the plague in India, and has also been of great importance to world agriculture.

Unfortunately, there are practical and ecological disadvantages to all-out chemical warfare against insect pests. Insects resistant to DDT, polluted waterways, and disrupted ecosystems are just a few of the commonly cited limitations and disastrous side effects. Clearly, there must be another way.

The answer appears to be in a more integrated approach to pest control. According to Professor Richard D. O’Brien, director of Cornell’s Division of Biological Sciences, “this newer attitude suggests that pest control requires an understanding of the complex biological systems. When a pest population becomes of unacceptable size, it does so because of the interplay of several factors. Especially important is the interaction between the pest and its host, parasites and predators.”

Prof. O’Brien stresses that “biological and chemical studies go hand in hand...but unfortunately this is not easily achieved,” as the research of these two disciplines is usually segregated. “We need imaginative new ways to fuse these disciplines,” he says.

The response to the national movement at Cornell is the newly formed Steering Committee for Pest Management Programs. Spanning the departments of the College of Agriculture and Life Sciences in teaching and research and integrating with the state’s Cooperative Extension program, the steering committee has been set up to solve the complex pest suppression problems of local agriculture with minimum effect on non-target organisms and the environment.

According to Professor Ronald J. Kuhr, associate director of research of the College and chairman of the steering committee, “the sharing of ideas and resources of the various departments in Agriculture here at Cornell is nothing new. Ad-hoc committees have been formed in the past between entomology and plant pathology, for example, but the arrangement was usually temporary. The significance of the steering committee is that it has the right mix of people to encourage long term cooperation and interdepartmental sharing.”

This new concept in agricultural protection is called “integrated pest management,” (IPM) and it operates on a highly practical level. As Prof. Kuhr explains it, “Let’s say that we are having trouble with an alfalfa crop. The old approach would be to take some soil to one specialist who might recommend that something be added to the soil. Then an entomologist might be consulted, and suggest that a spray be used to kill an insect pest. Still another expert in plant pathology might look at the plant diseases associated with alfalfa and prescribe yet another spray. The problem with this isolated approach is that it is often wasteful and even damaging. Sometimes in spraying to kill off one pest, we kill off the natural enemies of another pest. With integrated pest management the whole picture is looked at, as it operates in its ecosystem. This often allows us to manipulate pesticides so as to let the natural parasites live to help in the control.”

Prof. Kuhr points out that this is just one small example in a very large picture. Another case came to mind concerning local apple orchards. “Growers were spraying approximately every two weeks because they just couldn’t risk crop damage. They had no accurate way of knowing if damaging levels of pests were present in their orchards so they had no choice but to spray just in case. However using IPM techniques a pest monitoring system was developed that could measure the pest population simply by laying a series of

Aphids are one of the pests being tested for control through biological means.
traps along the periphery of the orchard. By using these monitors, some farmers were able to save chemicals by only spraying when it was necessary.

Although IPM often results in a reduction in the use of pesticides, it does not eliminate them completely. Plant Pathology Professor Phil A. Arneson, teaching representative on the steering committee, puts it best when he says, "We can't expect farmers to go cold turkey on pesticides. Chemicals have been so cheap and effective that we've become dependent on them, and we haven't yet developed effective alternatives."

He goes on to say that, "Some people have advocated biological control as the ecologically safe alternative to chemical control, but total dependence on biocontrol carries some of the same environmental risks as total dependence on pesticides. Introduced biocontrol agents can leave undesirable "residues" which eventually disappear after their use is discontinued. The exotic species can reproduce, and we are stuck with them. Biocontrol agents, like pesticides can also have serious non-target effects, upsetting natural balancing forces in an agro-ecosystem. Furthermore, an effective biocontrol agent, like an effective pesticide, puts selection pressure on the pest population and eventually results in the evolution of a population resistant to the control agent.

The English sparrow is just one example. Introduced here hundreds of years ago, the bird was thought to control insect pests. Unfortunately, the sparrow is a seed eating bird, so instead of being a help to farmers, it is a hindrance, gobbling up thousands of dollars worth of seed annually.

"What we are trying to do is achieve a balance," says Prof. Arneson. "We consider every aspect of the problem, and use all control methods; chemical, biological, cultural, and genetic, and apply them in a way that makes good ecological sense."

Prof. Arneson is also coordinating a new curriculum called Plant Protection.

The multi-disciplinary approach trains students to look at the whole picture in crop protection and gives them the opportunity to practice their skills in the field through internships and affiliations with Cooperative Extension.

Although IPM is thriving here at Cornell, we are by no means the only university to practice it. According to a recent paper from the pest management steering committee, "Other agricultural colleges are more advanced than Cornell in developing coordinated teaching programs, research projects and extension networks to carry these programs to the field." These colleges are attracting federal grant dollars and aid for their programs. "At the present time, Cornell pest management efforts are being funded to some extent by Extension Service, but funds for research and teaching are scattered."

For practical and economic reasons, the IPM approach to dealing with the problems of pest control in the context of a complex ecosystem is more difficult than the simple "chemical annihilation" approach. However, the teachers and researchers here at Cornell believe it is worth the effort.

Much research in integrated pest management is conducted in the greenhouse.

Field work is an important part of the integrated pest management program. Here a researcher checks and records his observations on potato plant pests.
"A chance to think; a chance to explore; a chance to exchange views with other intelligent men and women from various walks of life; a chance to discuss issues with some of Cornell's most interesting faculty members." So reads the description of the Cornell Alumni University's summer and weekend programs for continuing education.

CAU began its summer education program for alumni in 1968 and it was so popular that a weekend program was begun in 1970. "Our program, for both adults and youth, is the largest in the country and we feel it is tops in quality," declares Helen Hamilton, associate director of the program. "We have about 230 adults and 100 kids here each week during the summer."

The summer CAU program offers a great opportunity for alumni to show Cornell to their children, especially those who live away from the east coast. It's also a good way for those college-bound high school students to get a taste of the university atmosphere and to talk to and get to know some of the professors. In fact, the program is so popular that many alumni prefer to go to CAU rather than to their class reunions.

According to CAU Director G. Michael McHugh, '50, one reason the Cornell summer program is so popular is due to the offering of several courses at one time, so that family members can follow the different paths that interest them. This summer's program includes two multi-disciplinary courses and 17 workshops. The lecture topics are "The Freedom of a Society" and "The Cost of Freedom." Workshop topics range from birding to cooking to natural and environmental history to money management, as well as many others. As in the past, this year's faculty list is quite impressive and includes such notables as Prof. James Maas of the Department of Psychology, Prof. Verne Rockcastle of Science and Environmental Education, and Prof. Philip Taietz of the Department of Rural Sociology, to name just a few.

During the summer sessions, while their parents are attending classes, there are activities for children and teens to join in. Swimming, canoeing, arts and crafts, hiking, riding, sports, and picnics keep youngsters busy. For the older kids, there are also workshops in photography, computer programming, and backpacking for self-expression and personal interests.

Unlike the summer session, CAU's weekend programs cater only to adults. This year approximately 100 adults a weekend will converge in various locations around the country for educational experiences. Participants go to explore their surroundings on their own. "They come planning to work and learn," says Ms. Hamilton. "They don't come to vacation." What's more, those who do attend the seminars consistently want more to learn and more time to learn it in. Because of this, some of the weekend programs have been extended an extra day to begin on Thursday evenings. "It's a great opportunity to learn a surprising amount of information informally," reflected one participant.

One seminar, "A World of Harmony," focusing on the environment, ornithology and land use, will take place in Lake Arrowhead, Cal., this April. It will be conducted by Prof. Lawrence Hamilton of the Department of Natural Resources and Prof. Gustav Swanson, currently at Colorado State and formerly the executive director of Cornell's Ornithology Lab and chairman of the Department of Conservation. In May, the early pioneer days will be explored at a seminar entitled, "New England: the First Frontier," in Woodstock, Vt. Leading the weekend will be R. Lawrence Moore, acting chairman of the History Department and Goldwin Smith Professor of English Literature Robert H. Elias. Also in May, the seminar "Forever Wild," the Low-down on the Adirondacks will be held at Blue Mountain Lake, N.Y., to investigate the flora and fauna, land use, timber management, and zoning. Prof. Verne Rockcastle of Science and Environmental Education, Dr. Douglas Lancaster, director of the Ornithology Lab, and Dr. Charles Smith, assistant director of Public Education of the Ornithology Lab will head this seminar. The weekend seminars cost from $110 to $170 per person.

"The weekend seminars take continued education out to centers in the country--away from the University. In a sense, they take the classroom to the alumni," says Ms. Hamilton. The weekend seminars and summer courses are an extension of the University's land grant responsibilities. "We try to meet the needs of Cornell's constituency," explains Mr. McHugh, "by locating the programs in places where many people can have access to them."

Freedom for intellectual expression, a relaxing atmosphere, and stimulating company are all offered by the CAU programs. As one alumna said, "CAU can best be described as a tremendous and rewarding experience."
Delayed Diplomas by Jane Winslow '78

What is an aide to New York State Assemblyman Steve Riford doing on the Cornell campus? One might expect Judy Riehlman, '80, to be working on political matters. But right now she is part of Cornell's adult student population and is working on a degree in Agricultural Economics, with a concentration in Public Affairs Administration. With her degree, she hopes to work with local governments in planning and land use management.

Riehlman enjoys being with the students. "I like working with young people. After all, I have two youngsters at home who will be in college within the next few years," she says.

She has met with some difficulties, however. One problem she encountered at first was getting acquainted with the campus. In addition, financial aid is not available to her. She also finds that spending two and a half hours a day commuting from her home in Preble, N.Y. makes days seem long.

For Riehlman, the loss of family time is not a real problem. She feels that "it's the quality of the time you spend together that counts, not the quantity." Furthermore, her children have developed a healthy degree of independence through this experience. All things considered, Riehlman is "grateful to have the opportunity to finish school."

These days, many other adults are returning to college. Some are finishing degrees interrupted by marriage and children, while others are studying new areas of interest. Older students have usually had some work experiences, and are highly motivated.

The decision to return to college is not without its pressures, however. Older students must give up some of their family time, make a fairly large financial commitment, and cope with fellow students who are less mature.

According to Richard Church of the New York State College of Agriculture and Life Sciences Admissions Office, there are only a handful of these students enrolled at this time. Although the ag college has no special programs for mature students, they are encouraged to matriculate. There is an employee degree program, and other part-time students are allowed, but as a rule older ag students are treated exactly like their younger counterparts.

If the number of older students increases significantly, the ag college may find it necessary to implement certain changes to meet their particular needs. For example, the College of Human Ecology offers several privileges to mature students. They can take a minimum of six credits and have their tuition prorated accordingly. This makes for substantial financial savings. They are given special consideration at the Cornell Nursery for pre-school children.

Rita Sugarman, of the Human Ecology Admissions Office, says that a peer-support group will be formed based on one which existed a few years ago.

Sugarman says financial aid is a big problem for many mature students. There are no scholarships available to them and they cannot get aid if they are not full-time students. She also notes that class times are often inconvenient for mature students. In some instances night classes have been scheduled in response to these needs.

According to Sugarman, the emotional adjustment can be difficult for mature students. First, they must overcome insecurities about their sometimes rusty study skills and misgivings about how they will fare in this environment full of competitive young people. Generally, adults prove to be very good students.

The second emotional adjustment, which sometimes must be made centers around a feeling of guilt. Often, the person feels that he is taking valuable time and money away from the family resource pool. If the spouse and children are encouraging, the adjustment is easier.

Judy Riehlman, '80, a returning student in the ag college spends some time in Mann Library before class.

The College of Human Ecology is working on ideas for financial aid specifically designed to meet the needs of mature students. In addition, says Sugarman, proficiency exams may be employed in the future to determine the amount of academic credit a student may receive for non-academic work experiences. Furthermore, an adjunct program with Tompkins-Cortland Community College (TC-3) will probably be instituted. Concerning the direction of college programs, Sugarman believes that if colleges are to survive in the face of a declining number of younger students in the future, it will be necessary to recruit a greater number of older students and emphasize more practical and professionally-oriented curricula.

Carol George, '78, a Human Ecology student majoring in social work, says of her return to college, "I think it has been good for my family and good for me." As she watched her children growing up, she had begun to feel restless. With her husband's encouragement, she began taking courses at TC-3, then transferred to Cornell. She has been easily accepted into her classes by the other students. In fact, they often ask her questions about experiences she has had which relate to the theories studied in class.

George has had to make sacrifices, such as missing out on some of her children's activities, and having less time to handle household responsibilities. She has found that commuting is often inconvenient and parking is a problem, but she remains enthusiastic. In the face of this adversity, George still insists: "I'm really glad that I could do it."
PACKAGED PICTURES
by Debbie Slotnick '78

Most people probably would not guess that a slide set can be more effective than film as an instructional device. Yet by combining slides with a cassette tape, anyone can take a simple idea and transform it into a descriptive and informative visual slide show.

Slides are a successful form of visual media and are considered to be very flexible. They can be made from charts, maps, cartoons, line drawings and photographs. When used together, the slides can create a unified graphic interpretation of a specific subject.

A slide set has several advantages over most other visual media. It is adaptable (easily transported), less expensive to produce than, for instance, a movie and offers the audience a variety of supplementary materials to support the visual and written text included in the program.

As an example, consider this: An audience requests materials on nutrition labeling. In seeking information on this topic, the lecturer could probably find a movie on the subject, but instead decides to utilize the resources of the Visual Communication Group of Media Services at the College of Agriculture and Life Sciences and the College of Human Ecology.

Currently, the Visual Communication Group and radio section of Media Services is producing a slide set entitled "Nutrition Labeling: What's In It For You?" The set includes slides, a tape, a pictured script, camera-ready copy and a workbook.

The purpose of this particular set is to inform consumers about nutrition labels and their use as a guide to making better-informed food choices. The slide set gives examples of how to use this nutrition information can be applied to a variety of food selection and dietary planning situations.

Although not every slide set is as complex as "Nutrition Labeling," even the simplest set must provide the basic information relevant to a given topic. Regardless of its complexity, a good slide set will convey the necessary information, stimulate enthusiasm and interest and finally, give a more comprehensive understanding of a specific subject.

"Maintaining a Safe Bicycle" is a good example of how 66 color slides, a tape cassette and one script can give an audience the most basic information on this subject. The slide set can be directed toward an audience of ten-year olds or their parents, since the proper selection and maintenance of a bicycle is essential to the bicycle's continuing performance and to the rider's safety. Tips on selecting the correct style of bicycle, purchasing accessories, keeping a bicycle in optimum condition and theft prevention are all provided in this slide set.

"The demand for slide sets and multi-media presentations has increased in the last few years," notes George Lavris, head of the photographic section of the Visual Communication Group. Until six or seven years ago, Media Services produced only two or three slide sets a year. Awareness of the fact that slide sets are a viable medium for providing additional information on a subject has contributed to the increased demand for this visual program.

In terms of practical use, slide sets can enhance any lecture and make it into an informationally explosive presentation. As part of the lecture, the professor has at his fingertips a complete outline of the slides. It not only makes for a more interesting lecture, but provides the necessary examples that...
Elin Saxby prepares slide sets for mailing to customers. Each padded bag contains the slides for the set and the accompanying printed script and audio tape.

channel the information more successfully. The slide set is also durable making the initial investment worthwhile for years to come.

Today, slide sets produced by Cornell University are used at state and county fairs, conferences, workshops and in classrooms. Most slide sets produced by the Visual Communication Group are for New York State Cooperative Extension Agents to use in their local county programs.

According to James Griffith, Coordinator of the Visual Communications Group of Media Services, “The subject matter (of these slide sets) knows no bounds. It is impossible to begin to name all the different slide sets produced,” he adds, as subjects range from nutrition to agronomy.

In terms of the actual production of slide sets, it is first necessary to define the purpose of the set and the audience to whom the information is being directed. The subject matter should be timely and it is essential to have a subject that will be of interest to the audience. A successful slide show is one that develops a story step by step in coordination with carefully planned visuals. The subject matter can include “how-to’s,” documentaries, or defining a problem and solution.

The next step is to outline important points necessary to get the message across to the audience. Sometimes the script is already written and only needs minor revision to achieve slide set form. Other times a specialist might come to Media Services and propose an idea for a slide set. If it is “slide set material,” the specialist is then asked to outline and write a rough draft for a script.

Once the script is finalized, Visual Communications decides on the style of presentation and chooses the type of artwork or photography to be used in the slide show.

The mood created by the music, theme, voice, amount of narrative and the speed at which the slides change varies with each slide set. The number of slides depends upon the subject matter and the intended audience. If each slide requires study, then an effort is made not to bombard the audience with too many slides.

Most slide sets produced by Media Services for mass distribution use a single slide projector and include an audio tape. However, Media Services does occasionally prepare multi-projector shows. These shows use a series of projectors that dissolve one picture at a time, thus avoiding a pause between each successive slide. Due to the complexity of this type of slide show Media Services usually takes the responsibility of setting up and operating the presentation.

A three-screen slide set entitled “Agriculture Today in the Empire State” is illustrative of Media Services’ work in multi-screen productions. Originally produced for a single screen, “Ag Today...” was expanded into a multi-media slide show because it was felt the show’s topic would be of interest to the general public and that the message would come across more effectively if the number of pictures used was increased. In its expanded form, as presented at the New York State Fair in Syracuse for two years, “Ag Today...” used three slide projectors, a programmer and a synchronized tape recorder.

For purposes of promoting these slide sets, announcements, brochures, catalogs and displays are commonly used. Specialists also promote this material through their daily activities at work. The success of slide sets is evident through the thousands of mass produced sets sold worldwide yearly.

Media Services’ work in slide set production is another example of the integration of Cornell and the off-campus community. By providing a valuable service to clients seeking a means of effective visual communication, Media Services is contributing to Cornell’s deserved reputation as a diverse institution offering a broad range of services to the public.
Native Kenyan Peter Misiko overlooks a farm in central Puerto Rico. Misiko has a Ph.D. in tropical agriculture granted by the ag college.

cornell’s place in the sun

by Lynn Levidy '78

In the past two years, over 100 N.Y. State College of Agriculture and Life Sciences faculty members have served in overseas positions. Represented are a variety of disciplines and geographic locations, but all share a common goal: the development of international agriculture.

Since post World War II involvement in technical assistance programs, Cornell's contributions to international agriculture have been extensive. Kicked off by aid in the rebuilding of the Philippines College of Agriculture at Los Banos in the early 1950's, programs have involved many members of the ag college faculty.

While scanning the file which the International Agriculture Office maintains on overseas activities, it becomes apparent that many of the programs are in tropical regions. Looking outside to the somewhat less-than-tropical Ithaca climate, the question comes to mind, "Why is the emphasis in the tropics?" The reasons for this are several fold. First, there is the make up of the student body. Of the graduate students in the College, an estimated thirty percent are from tropical regions. These people then return to their native countries to apply their knowledge.

There is, however, a more basic reason for Cornell's involvement in tropical agriculture studies. Prof. R.E. McDowell of the Department of Animal Science has been engaged in studies of the tropical environment in relation to animal problems. "Today's food situation is interwoven," says Professor McDowell. An awareness of the large farming sector in the tropics is essential even to those students who will never leave New York State. In other words, the fate of farming in Africa affects the price of commodities in Ithaca, New York.

Prof. Matt Drosdoff of the Department of Agronomy intensively studied soils of the tropics until his retirement a year ago. He explains, "Extensive soils of the tropics offer a lot of potential for agricultural production, particularly in view of the world food situation." Development of these underutilized lands, then, became the focus of his research program. Apparently, in the less developed countries of the tropics lies unrealized potential for alleviating the world food problem.

Representative of the nature of international agriculture activities is the project Professor Drosdoff headed from 1969 until 1977. In 1969 the College entered into a contract with the United States Agency for International Development (USAID) to research the potential of tropical soils for agricultural production. The program began in Puerto Rico and has since expanded to Brazil and Ghana. Since the project began, staff has been stationed in these countries continuously. The project is now headed by Prof. Armand Van Wambeke.

"The greatest extent of lands that are either not being used or are underutilized are in the tropics," Professor Drosdoff reiterates. This potential spurred USAID's interest there. The picture here, however, is not that Cornell and USAID are on a purely charitable mission. All of this work is definitely a two way street. Since the United States offers little chance for direct tropical study, Cornell is "always learning and broadening perspectives through international agriculture." This gives Cornell students the advantage of a comprehensive knowledge in agronomy. As countries become more and more interdependent, the holistic view becomes more important. Professor Drosdoff summarizes these activities, then, as "mutually advantageous."

"The main focus of our program is helping developing countries increase their agricultural output," says Drosdoff. A side result, however, is the opening of export markets. A direct benefit in this area is evident in potato breeding. Reciprocal research between Peru and the United States can help develop new and stronger potato varieties.

Prof. Gilbert Levine of Cornell's College of Engineering tells of another contract which just began with USAID. The program concerns water manage-
ment systems work in the Philippines and other Asian countries.

This program indicates the holistic perspective developing towards international agriculture. The team for this project consists of Prof. Walter Coward, a sociologist from Cornell, Prof. Leslie Small, an agricultural economist from Rutgers, Prof. Milton Barnett, an anthropologist from Cornell and Professor Levine. This team collaborates with researchers at the Philippine College of Agriculture at Los Banos. Again, this represents a give and take of information. Says Professor Levine, "Development efforts in the Philippines and in northern New York face similar problems."

Professor Levine feels that the professional satisfaction from this work is because, "A small research effort has a large payoff. Field irrigation assistance is very basic and results directly in increased food production." His experience differs with Professor Drosdoff's in that his project focus is on the field level.

Professor Levine has found himself in the midst of some unwanted situations. Earthquakes, volcanic eruptions and typhoons are all part of life in the tropics. Professor McDowell tells of a time driving through the Andes Mountains when his group encountered a landslide across the road. They turned back only to find another landslide from where they had just come. For some eight hours, the group was stranded on a narrow mountain road. Through patient digging they finally found their way back to passable road.

The motive for this work should not be built into some kind of missionary zeal. There are charitable instances. One professor's widow donated volumes of her husband's invaluable agricultural journals to a developing library overseas. For the most part, however, all agree that a partnership is most characteristic of the relationship between the U.S. and less developed countries. Professor McDowell explains, for example, that Cornell has the most complete milk yield databank which has been gathered from the animal sciences department's overseas studies. In addition, New York State's export of livestock and semen is expanding due to contacts with less developed countries.

Is Cornell unique in its international agriculture activities? About ten other universities share this interest, but according to Drosdoff, "Cornell has probably one of the best reputations around the world because so many students have gone out to less developed countries and there is a large staff commitment." Professor McDowell feels, "Cornell has the best program in international agriculture and the best agricultural library in the world."

Of course, some faculty members travel overseas for more personal reasons. Entomology Prof. William Brown, for example, has journeyed practically every continent expanding his insect collection. Still others frequently attend seminars out of the country. A large proportion of faculty overseas activity, regardless of the motive, means that Cornell's store of knowledge and educational impact are expanded to encompass many countries and people.

Larry Zuidema, assistant director of the International Agriculture Office here at Cornell, explains that popular concern for the world food situation has prompted the College to develop an outreach philosophy. Adults throughout New York State, including liberal arts colleges and community groups, will be able to benefit from the Ag college's knowledge gained through international agriculture. A speakers' bureau and a series of papers and visuals on world food issues will be available to groups outside of Cornell. The information for these has been gathered and prepared with Ag college professors who have been involved in the various programs.

What is the future of the international agriculture activity which has been a part of Cornell since the University was founded? The past fifteen years, especially for New York State, have been very active. Under the governorship of Nelson Rockefeller these activities flourished. The Rockefeller Foundation and the Ford Foundation have themselves sponsored programs such as the International Rice Research Institute (IRRI). "There isn't a state in the U.S. that hasn't provided the kind of support for international agriculture activities that New York State has," explains Drosdoff. "Now with the economy being tighter, this kind of support could become more difficult to get."

"Since Cornell is recognized as a major institution for international agriculture and rural development," predicts Zuidema, "the strength of study in this area will continue." Title XII, the Famine Prevention and Freedom from Hunger Amendment to the Foreign Assistance Act of 1961, was passed in 1975. This title provides for continued university participation with USAID and foreign universities for teaching and research in less developed countries. The particulars of the federal program have yet to be worked out, but Cornell's past involvement guarantees it a place in the future. Mr. Zuidema feels, "Overseas research and education activities will continue, but not large scale institution building." Ample funding sources and the strength of the Ag college faculty insure this. In the meantime, Professor Levine is off to Mexico, and the soils project continues in Brazil.

Professor R.E. McDowell (extreme left), along with Jose Vicente-Chandler, discuss farming systems with Cornell students on Vicente-Chandler's farm in Puerto Rico.
WHERE THE BEES ARE

by Jo Schaffel '78

Did you know that scientists have identified more pheromones (chemical messengers) for the honey bee than for any other animal? Or that a relatively new, imported disease is now striking many hives in the U.S.? These and many other things about honey bees are being investigated at Cornell's Dyce Honey Bee Laboratory on Freese Road.

Dyce Lab, built in 1968, was named in honor of Professor Elton James Dyce, a world-famous apiculturist in Cornell's Department of Entomology from 1944 to 1965. During his years here, more specialists received masters' and doctoral degrees in apiculture than at any other institution.

While a graduate student at Cornell (1928-1931), Dyce invented the process for making the creamy, finely granulated solid honey you now find on store shelves. The patent for this process was given to the province of Ontario, Canada (Dyce's birthplace was Meaford, Ontario) and also to Cornell University. The money earned from the royalties on the patent was put in an investment pool and had added up to $140,000 over the years -- more than any other Cornell patent has earned. These funds are still being used to further research in apiculture at Cornell. In 1968, with matching funds from the U.S. Department of Agriculture, the apiculture lab was moved from Comstock Hall to its present location on Freese Road.

Dr. Roger Morse, of the entomology department, feels the seclusion of Dyce Lab's new location is beneficial for research. "The beehives on campus bothered some students," he said. "And the students bothered the bees." Dyce Lab's 150 hives of bees can live peacefully alone, except, of course, for the researchers.

"We are mainly interested in studying the reproductive behavior of the honey bee," said Dr. Morse. Other research at the lab includes investigating the effects of pesticides on bees, honey bee swarm behavior, pheromones and diseases. The lab does not have some of the extremely sophisticated equipment needed for chemical analysis, so Cornell workers study bee behavior, perform bio-assays and extractions, and then send them out for further analysis.

Public tours of Dyce Lab are not encouraged, according to Dr. Morse. He stressed the researchers there are working with full-sized bee colonies so getting stung is almost an everyday occurrence. Researchers might not mind this, but the public certainly would. Dr. Morse added that Dyce is mainly a research facility and not a museum. However researchers will be glad to give further information on projects to interested people.

While Dyce Lab may be physically distant from Cornell's main campus, it is but one of many facilities at off-campus Cornell.
State Agricultural Society Honors Cornellians

The Shimel Farm, owned by Foster and Lee Shimel ’71, was one of four outstanding New York State farms to receive the 1978 Century Farm Award presented in Syracuse on January 5 by the New York State Agricultural Society.

The Century Farm Award each year recognizes selected families with long-standing records of service to farm and community life.

Both Foster and his son, Lee, are graduates of Cornell. Lee Shimel completed his degree in 1971 from the College of Agriculture and Life Sciences.

The Shimels are considered pioneers in new farming methods. They owned the first bull, named Cornell Ollie Lady Boy, to be used in New York State for artificial insemination. Members of the Shimel family have also worked with Cornell University and the Extension Service to improve a new variety of oats and in growing foundation Viking Birdfoot Trefoil to produce certified seed.

Cornell Trustee Morton Adams, ’33, received the 1978 Award for Service to Agriculture from the New York State Agricultural Society on January 5. Adams is the 27th recipient of the distinguished service citation.

Alumnus Appointed Commander

Major Mike Hall, ’68, of the 174th Tactical Fighter Group, New York Air National Guard has been appointed the unit’s new air commander.

Hall, an Ithaca resident, graduated from Cornell with a bachelor of science degree in biological sciences. He was commissioned through Air Force ROTC in 1968 after graduation and completed a master’s degree in systems management from the University of Southern California while on active duty with the Air Force.

In his new position, Hall heads 160 Civil Service air technicians at the Air National Guard Base at Hancock Field in Syracuse.

COUNTRYMAN CAPSULES

Extension Agent Retires

Mrs. Ann W. Frame, M.S. ’51, has retired after 32 years of service in Virginia Polytechnic Institute and State University’s Extension Division at Blacksburg, Va.

Mrs. Frame received a bachelor of science degree in home economics from Madison College in 1938 and a master’s degree in 1951 from Cornell’s College of Agriculture and Life Sciences.

In 1976, Mrs. Frame received a 25-year service citation from the National Association of 4-H Agents. Before her retirement Mrs. Frame was Southeast District Program Leader in family resources.

More Alumni Responses

Garson Gossin ’36 is currently a Senior Employment Counselor with the New York State Department of Labor. Mr. Gossin, a student of Professors Pearson and Boyle, lives in Syracuse, N.Y.

John D. Turrel, ’43, of Mt. Vernon, Ill., is editor of The Electric Letter and Ag-Rural (supplement).

Mrs. Edward D. Ramage, ’59, is working as a librarian in the village library in Skaneateles, N.Y.


James Collora ’63 of Bolingbrook, Illinois, is a business consultant for manufacturing companies. He is employed at Arthur Anderson and Company in Chicago.

F.C. (Curt) Barry, ’68, is employed as manager of Research and Development for the Corporate Data Center of Garfinckels, Brooks Brothers, Miller and Rhoads -- a chain of 200 department and specialty stores. He resides in Richmond, Va.

William Kroll, ’63, of Middle Island, N.Y. is the owner of two Christian bookstores in addition to his lawn service business.

Susan Wojakowski ’77, a Food Science graduate, is now employed at Crowley Foods in Binghamton, N.Y. She works as a Research Technologist, developing new dairy products.

Edward Graham ’69, of Torrance, Pennsylvania, is a Sales Executive with a legal publishing firm. Mr. Graham lives on a 200 acre farm where he breeds Red Angus cattle and Dorset sheep.

Amy Schonhaut ’73 earned her M.S. degree from the University of Michigan. Since August of 1975 she has been employed as a cytogenetics technologist and assistant genetics counselor.

Accolades for Pomologist

Professor Loyd Powell of the Department of Pomology was made a Fellow of the American Society for Horticultural Science at their 74th annual meeting. He was recognized for “outstanding contributions to horticultural science, to teaching, and to the Society.” Professor Powell has taught at Cornell since 1955, and his research on shoot growth mechanisms in apple trees and other woody plants is well known. He teaches a course on the growth and development of woody plants and assists with other courses in experimental pomology and laboratory techniques. In 1974 Professor Powell was a visiting professor at the Institute of Cultivated Fruits in Pisa, Italy, and in 1975 he received the Joseph H. Gourley Award for his paper on general pomology.

Norman J. Smith, ’50, a professor at Rutgers University, currently holds the position of Agricultural Agent in southern New Jersey’s Cumberland County. For the last ten years he has been advising 550 vegetable farmers.

Smith has been president of the College’s Alumni Association during the term from 1973–74.
4-H summer campers discover the many different kinds of aquatic life found in the marshes at the Arnot.

Just 18 miles southwest of Ithaca, a part of the Cornell campus provides a natural habitat for white-tailed deer, wild turkey and ruffed grouse. It is the Arnot Teaching and Research Forest, a 4,026 acre tract donated to the University in 1926, which provides a living laboratory in ecological research for students, faculty and the community.

Arnot Forest is primarily used by the Department of Natural Resources, which also administers the facility. The Department has divided the forest into two major areas of use: the Bantfield Creek Watershed, where long and short term research is the primary function; and the campus area outside the watershed, where field experience and resident instruction are emphasized.

Wildlife Management, Wildlife Ecology, Introductory Field Biology, Woodland Management and Maple Syrup Production are just a few of the classes which take advantage of the Arnot Forest's unique facilities as a field laboratory to supplement classroom instruction. A student's first introduction to the forest is in Field Biology, when freshmen and sophomores gain field experience that was previously available only to upperclassmen.

The campus facilities at Arnot include 11 dormitories which can accommodate 70 people in the spring and summer. Through a donation from the Cornell Class of 1920, one of the dorms was recently winterized, making it possible for students to take advantage of the educational opportunities the forest offers during the winter months. The Department hopes to eventually winterize the entire campus so year-round educational activities may be conducted at Arnot.

As an extension of the classroom, the forest provides recreation as well as education. The excellent facilities provided by the Arnot Teaching and Research Forest are also available for the educational use and enjoyment of organizations such as Cooperative Extension, 4-H and Cornell Alumni University. Other groups, such as the Cornell Conservation Club and the Cornell Wildlife Society also take advantage of the unique opportunities at Arnot.

In addition, the forest is used by hikers, cross country skiers and snowshoers during the winter, and picnicking is permitted at designated spots in the summer.

The Cornell community is very fortunate indeed to have access to the Arnot Teaching and Research Forest. It provides a unique opportunity for education, research and enjoyment for those wishing to take advantage of its natural beauty and excellent facilities.
Here are some unusual collections...
ABOUT THE ISSUE
Collections are an important part of Cornell life. This issue focuses on the many types of collections that can be found far above Cayuga's waters.

EDITORIAL STAFF:
Renni Altman, Patrick Lyons, Luci Merin, Debbie Moses, Judy Redel, Peter Schacknow, Lynn Shannon, Jane Winslow.

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Today’s Clutter
Tomorrow’s Treasure

Nostalgia— is it a word of the past?
The Cornell Archives housed in Olin Library are full of bits and pieces of life at the University from years gone by. Scrapbooks in the archives contain such memorabilia as party invitations, notes from famous professors’ lectures and even a sixty year old marshmallow from a picnic on Beebe Lake. But what about today? No, students have gotten away from that feeling for tradition. Saving things for posterity stopped with three-dollar season’s sports tickets half a century ago. Or did it?

Rummaging around in the archives you might find a garter stuck between the pages of a scrapbook. For a woman in the class of ‘08 you might think of this as a “typical” item. (Although one might wonder what was the significance of that particular garter.) But what about for a woman in the class of 78? Amongst the piles of some student’s souvenirs today, you still might run across a garter: a memory for the future from Phi Gamma Delta’s biannual Garter Party.

Along with such identifiable party mementos, many scrapbooks contain name tags and invitations, mainly from sorority rush parties. They are simply pieces of paper, but somehow the significance attached to them makes them worth saving.

Females, however, are not the only surviving traditionalists. Fraternity pledge paddles are commonly kept as mementos of years spent at Cornell. These are not all the ordinary wooden variety. Someday a pledge paddle which is, in fact, a manhole cover, may find its way to the archives, only to be uncovered by some unsuspecting writer. Years from now, students might wonder about the kind of people who would save such bizarre things.

Another common keepsake, along the lines of the “frosh cap” of yesterday, are hats of any kind. A junior in the ag college has over twenty different hats. Each has a specific story and mood it portrays. One girl has a tattered old hat which has been with her since age twelve. This hat is collecting personified since she even has a name and distinct personality attached to it. The collectability of unique hats was also shown recently by a party to which the admission ticket was a hat—the stranger the better. Everything showed up from ordinary baseball caps to something resembling a spaghetti strainer or a prop from Star Wars.

Sports souvenirs have always been popular. Winning crew oars were kept by team members in the past. When the athletes graduated, often the oars stayed behind displayed proudly on a wall. It is undeniable that saving athletic mementos is still common. Old team jerseys can be found in many drawers, along with hats, helmets, balls, and other sports paraphernalia.

Just last season ice hockey player Lance Nethery promptly retrieved his record breaking puck from the net during the Harvard game.

It is not even necessary to be an athlete yourself to save sports tokens. Many people have old football programs buried somewhere among the accumulated mass of years at Cornell. Of twenty students randomly questioned, over three-quarters agreed that somewhere among their papers they, too, would be likely to find a sports program which they had saved. Until a few years ago even the football goalposts themselves were common collector’s items. Before goalposts evolved from wood to metal some ten years ago, spectators would dismantle them after home games to drag off as keepsakes.

It is thought by historians that the kinds of collections people have indicate quite a bit about their everyday lives. The popularity of bars as meeting places is shown well by the abundance of cocktail napkins, mugs, and matchbooks which show up as prized collections in many rooms. One senior has a collection of matchbooks which fills a one liter mug with plenty to spare. One of the professors in the ag college has a Jack Daniels’ label framed and saved out of harm’s way on his wall.

Another item commonly saved are the various freshman guide books which have been published over the years. Of course, the content of the books varies a bit. In an early 1900’s equivalent of the Cornell Desk Book, the authors thought it necessary to define the word “beer.” Today’s desk book has four pages of definitions for incoming freshmen. “Beer” is no longer among them. Instead words like “turkey” are defined as, “a flamer, gobbler, etc.; one who acts by flapping around.” Students in 2078 may have difficulty figuring out exactly how and why “turkey” was defined, much as defining “beer” seems peculiar today.

Collecting memorabilia may seem to be a thing of the past. But when you see a macramé wall hanging with a swizzle stick from the Nine’s, a spoon from Co-op and other “first time at Cornell” tokens tied right into it and proudly on display, all of these collections begin to make sense. The room clutter of today will answer the question for Cornellians of the future, “What were those students back in the late 1900’s like, anyway?”

Students at Cornell collect many things. This is one senior’s matchbook collection.
The Fiske Icelandic Collection

by Christine Bingham, Grad.

The Elder Edda is but one of many parts of Cornell's Fiske Icelandic Collection housed in Olin Library. The collection is considered to be one of the three best collections of its kind. "It is certainly safe to say that it is the outstanding collection of Icelandic materials on this continent," said Víðjálur Bjarnar, a native of Iceland, now curator of the collection.

According to Bjarnar, not only is the extensiveness of the collection noteworthy, but in particular, the near-complete coverage of the early literature -- pieces such as the Elder Edda.

"The policy originally was to try and acquire all editions of any Old Icelandic or Old Norwegian work and all translations," Bjarnar explained. "We don't have 100 percent coverage but we do have excellent coverage."

The Fiske Icelandic Collection is named after its founder, Willard Fiske, Professor of North-European Languages and the first Cornell University librarian from 1868-1883.

Fiske began collecting books and other materials pertaining to Iceland as early as 1850 when, as a young man, he travelled to Scandinavia to study Scandinavian languages. It was said he spared no trouble or expense in obtaining old and rare books. Halldor Hermannsson, the first curator of the collection, wrote that "the largest addition in any one year he (Fiske) made during his visits to Scandinavia was in the summer of 1899 when, according to his own estimate, he bought between 800 and 900 volumes and about 3,000 pamphlets."

Hermannsson met Fiske in Copenhagen in 1899 and was hired by him along with another young Icelandar to help Fiske catalogue his already sizeable collection. After Fiske's death in 1904, Hermannsson brought the collection (then totalling 8,600 volumes) from Florence, Italy (where Fiske took up residence after his retirement) to Cornell and became its first curator from the spring of 1905 until 1948 when he retired.

During that time, Hermannsson, also a renowned expert in Icelandic materials, compiled a catalogue of the collection (published in 1914) which is recognized as the pioneer work in Icelandic bibliography. Supplements were added in 1928 and again in 1943. Along with a separate Runic Catalogue, these sources listed approximately 22,000 volumes. Today the collection numbers some 32,000 volumes, a total rivalled only by similar collections at the National Library in Reykjavik and the Royal Library of Copenhagen.

It was Fiske's belief that Icelandic manuscripts should remain in Iceland. For this reason the Fiske Icelandic Collection is primarily a book collection and contains few manuscripts. Still, the collection is not without some medieval treasures.

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One of the rarest pieces, according to Bjarnar, is a copy of the first book printed in Icelandic, the New Testament of 1540, which, he says, is one of maybe a dozen copies in the world. And the oldest manuscript in the collection dates from the middle of the 15th century.

"It is a code of old Icelandic law which came into effect in 1281. Of course, the world doesn't have any one manuscript we can point to as the original from 1281 but there are a number of copies from various times and we happen to have one," Bjarnar explained.

Among the manuscripts preserved in the collection were some records pertaining to the Althing, the oldest institution in Iceland. The Althing was originally a legislative and judiciary assembly established in 930 and has been referred to as "the oldest parliament in the world." The manuscripts, some dating back over 300 years, are records of the proceedings of the Althing for 37 years scattered through the period 1667-1762. They include records of trials, court decisions, official announcements, decrees and the like. In keeping with Fiske's original attitude, however, and with the consent of the Library Administration, Bjarnar returned the manuscripts to the Icelandic National Archives during ceremonies held in Iceland on January 6, 1978, (the centenary of Hermannsson's birth). They are expected to be useful in a current project of the Historical Society of Iceland to edit and publish Althing records from 1570-1798.

"The strongest part of the collection is in the literature, the language and the history of Iceland," said Bjarnar, whose favorite area is the old literature.

The old literature contains not only the Elder Edda but also the Younger Edda and the famous Sagas. Unlike the Elder Edda, the Younger Edda is in prose form. Divided into three sections, it essentially forms a handbook on Skaldic poetry.

Then there are the runes which, for a long time, comprised a different kind of Scandinavian riddle. The runes are an old alphabet of 24 characters used in inscriptions on weapons and other objects or for brief messages. The origin and history of runic characters (which date as early as the third century) were mysteries to scholars until the latter half of the 19th century when many of them concluded that runes were primarily used for magic purposes. In a sense, the runes are really pre-literature; although sufficient for a written language at the time, the runes were a crude form of writing.

Perhaps the best known aspect of Old Icelandic literature are the Sagas or epics. Written in prose form, these anonymous stories date from the 13th century and are noted for their simplicity of style and historical realism. Unlike Icelandic mythology, the Sagas deal with life-like people in credible situations. The most famous of these -- the Family Sagas -- trace the lives of Icelanders over a period of 150 years beginning with the settlement of Iceland by the Norsemen late in the ninth century.

The Fiske Icelandic Collection also has a variety of old maps, pamphlets and periodicals, archaeological and ethnographical works, works on the language, religion, history, manners, customs and other aspects of life in Scandinavia in early times. There are also works by Icelanders in languages other than Icelandic and even writings of modern authors who have been influenced by Icelandic literature.

Last year Cornell received a three-year grant by the National Endowment for the Humanities to aid in reclassification of the collection into the Library of Congress classification system. The reclassification work currently underway, which includes entering the entire cataloging record into the Ohio College Library Center data base, is expected to increase public access to the different items contained in the collection.

New additions to the collection are obtained regularly, mostly through agents, and every effort is made to keep up with modern Icelandic literature and significant contributions to Icelandic scholarship. This is no small task for, as Bjarnar points out, "in proportion to the population, Iceland publishes more books than any other country in the world."

With modern printing and publishing what it is, it may no longer be possible to collect, as Fiske once hoped, "everything that would throw light on the history, topography, indigenous products, commerce, language and letters of Iceland." Even so, Cornell's Icelandic Collection represents an outstanding contribution to the University's renowned literary resources, a contribution of which Willard Fiske can indeed be proud.
What to do when the beer runs out.

by Stacey Cahn '79

A new hobby is on the rise. Cornell students have joined the ranks of over half a million people who have taken up a rapidly growing pastime-- beer can and bottle collecting.

"It seems to have caught on in fraternities," according to Joe Kane '79, a member of Lambda Chi Alpha. For the last four or five years his fraternity has been collecting beer cans. The total now stands at 335, and the neatly-shelved cans cover an entire wall of a bedroom. (The collection comes with the room.) The only policy that exists regarding the collection is that each can must be different. Kane says that adding to the collection is done on a volunteer basis. "It's a fixture and we add to it gradually." Except for avoiding duplication, there is "nothing really organized" about collecting the cans. A few years ago a visiting fraternity brother arrived one evening with a carload of beer. The all-night party brought an additional 100 cans into the collection. Lambda Chi Alpha also collects beer bottles, but only a limited amount because they gather dust and need stronger shelving. Kane adds that, "cans are more decorative anyway!"

Individual students have collections as well. Harvey Christensen, '79, has decorated the four walls of his Chi Phi fraternity room in "contemporary beer can." He and two of his friends started collecting two and a half years ago. One hundred sixty cans and 90 bottles later, he is still adding to his domestic and foreign collection. Christensen says flea markets and antique stores are good places to find interesting and rare cans and bottles.

Tim Wayne, '80, a member of Alpha Gamma Rho, collects bottles exclusively. Last year, he challenged his U. Hall dormmate, Karl Westbrook, '80, to a bottle-collecting race. In one semester, Wayne collected over 65 varieties of bottles in both the seven and twelve ounce sizes. He estimates the cost of the bottles at $100, but says, "after all, it's not as though you don't derive any pleasure from emptying them." He was inspired by an impressive collection at "The Rongovian Embassy," a Trumansburg bar known for its wide selection of domestic and foreign beers. Most of his bottles come from bars, although some additions to his collection are travel souvenirs from friends.

Karl Westbrook says he collects bottles and cans as an excuse for sampling the different types of beer. "I rate each beer on a scale of one to five. So far, I haven't come across any 'fives.'" Other collectors say they took up the hobby for a number of different reasons. One student said he "needed a window shade, and beer cans seem to do the job well." Most said they got started "just for the fun of it."

But there is more to collecting than personal enjoyment, according to Kevin Wandry, '78, of Phi Sigma Epsilon. Wandry's interest in his roommate's collection inspired him to start one of his own, and he has done quite a bit of reading on the subject. "About ten or fifteen years ago, someone founded the 'Beer Can Collectors Association' (B.C.C.A.)," said Wandry. "It was a joke at first, but the B.C.C.A. now has several thousand serious members." Wandry says each year they hold a "can-vention" where collectors swap cans and tell stories. The highlight of the event is selecting "The Best Can of the Year" along with the annual crowning of "Miss Beer Can."

In comparison with the can, Wandry says beer doesn't often taste as good as the can looks. He says the difference is sometimes extreme, especially with foreign beers. Foreign brewers will sometimes change the consistency of their beer to suit American tastes. The same applies to the can itself. Wandry describes some Dutch beer can labels, for example, as "mildly pornographic." The beer sold within Holland often has a different design than that which is exported.

For the serious collector, there is a growing number of brewhouses that buy and sell cans. There are also several beer can and bottle collectors' guides which contain background information and colorful illustrations. This somewhat off-beat hobby really is a legitimate pastime.
What is round, fat, delicious, has a hole in the middle, and before the mid-1970’s was rarely seen in Ithaca? The answer, of course, is the bagel, which many Cornellians grew up with but found generally unavailable upon reaching the area.

For whatever reasons, Cornell students and bagels rarely had the opportunity to mix in days past. In fact, until the Bagelry opened downtown in August of 1974, the entire Tompkins County area was without a single bagel shop. But it was not until December of 1975 that Collegetown Bagels opened up shop on College Avenue, finally giving Cornell students a chance to buy freshly baked bagels close to campus.

The man behind the drive to mix bagels and college students is Craig Cole, a 1973 graduate of Adelphi University and a co-owner with Robert Friia of Collegetown Bagels. Cole spent about two years looking around the Northeast for a college town to open a bagel store in. He finally settled on Ithaca and more specifically Cornell, and recent events seem to prove he made the right choice.

“I never doubted for a moment that a bagel shop in Collegetown could be successful,” says Cole, who has been in the business practically all his life.

“Our original goal was to do a decent job and make some money. Since we’ve been open, we’ve done a great job and made a good deal of money.” Cole, whose store currently sells about 35,000 bagels a week, says sales are up 35 percent from last year, a growth rate he expects to stay constant.

“The location sells itself. I could not have picked a more perfect spot for the store.” Cole says many students stop in for a quick snack on the way to class, although he emphasizes many do come out of their way to buy his bagels because of the superior product he sells. He estimates his customers are about 80 percent students and about 20 percent townpeople.

According to Cole, people come to his store not only for the convenience but for quality. Although all bagels are made from the same ingredients, Cole says the proportion in which they are mixed makes a world of difference. On the whole, he says, his bagels are “bigger, tastier, and fresher” than those anywhere else.

A striking feature of Cole’s store is the flavorful aroma that wafts its way out onto the walk in front of the store. An accident? “No way,” smiles Cole. It turns out there is a vent which carries the bagel aroma outside, a factor which certainly must attract passersby who had not originally intended to stop.

Another attraction of the store is the constant availability of hot bagels. How are they always kept hot? Cole admits this is one of the trickier aspects of running the store.

“You have to know how much you’ll be selling on a particular day and when the people will be coming in,” says Cole. Then, he adds, it’s simply a matter of making sure the time from the oven to the customer is very short.

Bagel making itself is a mite more complicated than it might seem at first. Initially, the dough is mixed in a large machine with a combination of ingredients, including flour, water, yeast and salt. After the mixing is done, the dough is put through another machine which shapes it into bagels. The uncooked bagels are then put into a refrigerator to retard the yeast’s action.

Once the decision is made to bake the bagels, the required number are boiled in water for a short time to reactivate the yeast. The bagels are then put on small wooden boards and into the oven so one side of the bagel can dry. After a minute or two, the baker is ready to turn over and remove the boards, leaving the bagels in for the bulk of the baking time. If the side of the bagel which eventually touches the oven shelf is not dried first on the boards, it will stick, making it very hard to remove intact.

Cole says the busiest day of his week is Saturday, when there are no classes and people are generally more relaxed. Although all bagels generally sell well, the Ithaca community does have its favorites. Cinnamon-raisin bagels attract the most buyers, while caraway and garlic bagels occupy the other end of the scale.

According to Cole, “Any city or town with a population of at least 20,000 can support a successful bagel shop.” While that dictum remains to be proven in many bagel-less towns in upstate New York, it is apparent Cole and his partner have given Ithaca bagel lovers exactly what they want.
An Art Collector's Dream—
ASIAN ART

by Cathi Gobel '79

A Buddhist figure (left) carved from wood during the Ming Dynasty (A.D. 1368 - 1644) and a seated Buddha from the Sung Dynasty (A.D. 960-1279) are outstanding features of the Rockwell collection.

Cornell has many assets, so many that even after four years of study, a student cannot possibly know all of them. Many students, or alumni for that matter, are unaware that Cornell's Johnson Art Museum holds an extensive Asian art collection, with Chinese objects dating back as far as the Shang Dynasty, 1500 B.C.

Compactly housed on the Museum's fifth floor galleries and storeroom are approximately 2000 pieces, with their main concentration being Chinese ceramics. An effort has been made to acquire at least one example of as many types of Chinese ceramic wares as have ever been discovered and studied. Excellent examples of Southeast Asian sculpture, including the Thai Buddhist bronze, Chinese paintings, Indian miniature paintings and Japanese wood-block prints and scroll paintings are effectively displayed throughout the collection's nine galleries.

The shelves lining the crowded storeroom and gallery floor are filled with numerous tomb figurines, dating back to the Tang Dynasty. According to Chinese tradition, these figurines, placed within the walls of the tomb, accompany the deceased to the afterlife.

Probably no single type of porcelain ware has been as admired as much as the famous Ming Dynasty blue and white pieces. Impressively arrayed one after another, these pieces comprise one entire wall of the gallery.

In addition, Chinese bronzes, among the oldest objects ever discovered by Chinese archeologists, can also be found in the Museum along with vessels and mirrors dating back to 1000 B.C.

One Asian gallery exhibits a large number of Chinese scroll paintings representing the Ming and Ch'ing Dynasties. These delicately embroidered and brocade silk paintings are displayed in three formats: handscroll, hanging and album or fan.

According to custom, the proper way to read the storytelling handscroll is not to see it all at once but, rather to gradually unroll it from right to left which adds to the chronological development of its story.

The size of the Asian collection is remarkable considering its recent establishment. Martie W. Young, curator of the collection and Professor of Art History in the College of Arts and Sciences, acquired the first major group of Chinese bronzes only in 1962. Young is mainly responsible for the growth and development of the Asian collection.

According to Young's assistant curator, Emoretta Yang, "Martie is very concerned with the condition and quality of the Asian pieces and only

A lovely porcelain vase, known as a prunus vase, has a cobalt blue underglaze. It dates from the Ming Dynasty.
This Japanese wood-block print in color of "Cleaning the House at the End of the Year" is by Kitagawa Utamaro.

through his efforts is the collection what it is today."

Since the initial bronze purchases, the Asian collection has been growing systematically. "Because of the unavailability of good and older art pieces, a collection cannot come about over a short period of time," commented Young. "Many pieces in a collection are acquired by happenstance, by gifts and donations. Occasionally a desirable piece will come into the market and based on one's judgement in knowing what is good, and of course depending on the financial resources available, the piece might be acquired," stated Professor Young.

One may rightfully be asking himself just who pays for these costly purchases. George and Mary Rockwell, for whom the galleries have been named, played a significant role in helping to bring so many first rate examples of Asian art to Cornell. Former University trustee Rockwell '13 and his wife, through their generous art donations and contribution to the building of the Johnson Museum, assisted in developing Cornell's existing high quality teaching and exhibit collection.

Although the Rockwell collection comprises a major portion of the Asian holdings, other notable gifts and loans have contributed to the collection's development.

Colonel John R. Fox of Fort Plain, New York, donated a substantial number of Japanese and Korean objects. Like Rockwell, Fox was particularly interested in helping Cornell acquire a strong group of teaching materials.

Thanks to the interest and support of Dean Frasche, the collection of Southeast Asian ceramics has been greatly improved. According to Professor Young, "Frasche was able to explore many of the kiln sites producing pottery wares in the Southeast Asian countries of Thailand, Cambodia, Vietnam and Indonesia."

Professor Young who received his doctorate from Harvard, came to Cornell in 1959 as curator and Professor of Art History. Young chose to come to Cornell knowing that he had a large task ahead of him in building up the Asian collection with limited financial resources. Young commented, "Through the acquisition of these Asian art objects, students are provided with a wide range of examples to study from, and on occasion are permitted to examine and handle the pieces at close hand."

"Cornell owes the inception of its fine Asian art collection to the dedicated alumnus and avid Chinese enthusiasts. Without one or the other, Ithaca and upstate New York would have been that much the poorer in its awareness of Asia."

Carved from granite, this standing female deity is from the South Indian Chola period of the 11th Century.
Seniors Tell All

by Brenda Angyal '78

Cornell—what does it mean? Far above Cayuga’s waters, give my regards to Davy, prelims, pressures, gorges, great lacrosse and hockey teams, rain... Cornell means a different thing to every person.

May will soon be here, and that means graduation for over 800 ag college seniors. Right now we seniors are preoccupied with thoughts of the future—medical school, law school, grad school and jobs. Before we leave, though, maybe we should reflect on what it really means to us. By the time we come back for Homecoming, our perceptions will have changed.

Ag college seniors were asked what they thought Cornell was. Ready for the answers?

“Cornell’s an intellectual country club.”
“Cornell is hell!”
“Why did I ever come here?”
“All I want is an Ivy League diploma.”
“Cornell is a horse race.”
“Work, work, work, work...”
“I thought the average height of males in the U.S. was 5’8”. What happened?”
“Hills and over-developed calf muscles.”
“Cornell State Prison.”
“Cornell? I don’t know. I’m just passing through on my way to bigger and better things.”
“It’s a lot better than high school.”
“A great big pressure cooker. I think I’m going to come out boiled.”
“There were never enough hours in a day here.”
“The dog days will soon be over.”
“Running in the Phi Psi 500, and being sick for two days afterwards.”
“Old buildings that are falling apart.”
“New buildings that are falling apart.”
“I’ve spent the last four years in Mann Library. You mean there’s more to Cornell?”
“There are a lot of great minds here.”
“Cornell’s a nice place to visit, but I wouldn’t want to go to school here. (Why did I?)”
“Cornell to me means always doing papers the night before they’re due.”
“Cornell changed my values a lot.”
“Now I know that I want to spend the rest of my life in Arizona where it’s nice and DRY!”
“I wish I had it to do all over again—there are so many things I never had time to do.”
“Little Long Island.”
“Cornell was like a long hangover!”
“There are a lot of strange people here.”
“It’s a love-hate relationship.”
“Playing frisbee on the arts quad.”
“A stop before med school.”
“Bad weather.”
“The greatest concentration of umbrellas in the U.S.”
“Going from innocent and optimistic to sophisticated and cynical.”
“The great weekends at Wells.”

“I’ll remember the frat life.”
“The only place you pay for the privilege of pulling all-nighters.”
“Cornell is hell!”
“Why did I ever come here?”
“All I want is an Ivy League diploma.”
“Cornell is a horse race.”
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“Now I know that I want to spend the rest of my life in Arizona where it’s nice and DRY!”
“I wish I had it to do all over again—there are so many things I never had time to do.”
“Little Long Island.”
“Cornell was like a long hangover!”
“There are a lot of strange people here.”
“It’s a love-hate relationship.”
“Playing frisbee on the arts quad.”
“A stop before med school.”
“Bad weather.”
“The greatest concentration of umbrellas in the U.S.”
“Going from innocent and optimistic to sophisticated and cynical.”
“The great weekends at Wells.”

“Road construction.”
“A lot of great scenery.”
“After being a number for so long, I don’t remember what it was like to be a person.”
“Friday nights in Clark Library.”
“Never getting enough sleep.”
“Dogs!”
“A lot of different opinions.”
“A big bagel, and the hole in the middle is where everyone’s brains are.”
“Disgusting light-green walls everywhere.”
“The great male-female ratio.”
“The awful male-female ratio. (Thank God for Wells!)”
“Fraternity parties.”
“Five prelims in one week.”
“A crash course in life.”
“Learning, living, loving, leaving.”
“I KNEW I should have gone to a party school!”
“Waiting...to enter the real world.”

Cornell. Seven letters that mean so many different things. Soon we will be alums, and that is when we will probably all agree on one thing—Cornell was worth it!
Some people are lucky.
From the moment they enter college,
they have a career goal in mind. Be it
medicine, law, engineering or anything
else, these determined individuals will
do everything in their power to achieve
the particular end they desire.

For what is probably the vast ma-

majority, however, no such clear-cut path
toward a career exists at the outset of
a student’s college education. In fact,
a career goal may not develop until the
student is well into or even beyond the
undergraduate level.

So, for the sake of those who fall
into this second category (as well as all
interested readers), the following il-
lustrations are offered as reassurance
that the options considered in selecting
a career need not necessarily be limited
by the scope of a student’s under-
graduate experiences.

A case in point is Cornell alumna
Diane Douglas, ‘61, who graduated
from what was then called the College
of Agriculture with a degree in agricul-
tural economics. Upon leaving school,
however, Douglas realized that she
was “basically a mechanic at heart,”
and decided to get into an occupation
which would allow her to work with
her hands.

Armed with her bachelor’s degree
and over a year’s work experience at
Connecticut General Insurance, Doug-
las went to United Aircraft in the fall
of 1962 with a proposition that basic-
ally read: “Give me any lab job you’ve
got and train me.” She was hired and
proceeded to receive an on-the-job
education in X-ray diffraction tech-
niques. “I did everything they told
me,” says Douglas. “I picked every-
body’s brains.”

Having taken advantage of the on-
the-job educational opportunities af-
forded her in the course of her em-
ployment over the years, Douglas is
now involved in biochemical research
as a technician at the University of
Connecticut Health Center in Farming-
ton, Connecticut. And returning to
school after 16 years of work in sci-
ence-related fields is not exactly high
up on Douglas’ agenda. “I don’t ever
want a Ph.D.,” she says. “I am happy
as hell mucking around in the lab.”

Whereas Diane Douglas has found
happiness in the laboratory after spend-
ing her Cornell undergraduate career
in agricultural economics, W. Barlow
Ware, ‘47, has situated himself in a
public relations position with Cornell
from the same undergraduate major.

Coming from an old Virginia family
in which “professional men” (i.e. doctors
and lawyers) were the rule, and the
University of Virginia was “the Uni-
versity,” Ware was somewhat of a
radical in declaring his intention to go
to Cornell.

Ware says he chose agriculture
“while at prep school down in Virginia”
for the sole purpose of rebelling against
family tradition. He never intended to
farm but rather to work for the United
States Department of Agriculture in
Washington, D.C. He became side-
tracked, however, when he was hired
right out of college by A&P as part of
their personnel training program. In
1955, Ware returned to Ithaca to fill
the post of Assistant to the Executive
Secretary of the Cornell Alumni Fund.
Since then, Ware has made many
alumni contacts, which have stood him
in good stead in his current position as
Associate Director of University Devel-
opment.

Another example of a budding
young agricultural economist who got
off the track is Robert D. Ladd, ‘43,
who has had a wide variety of experi-
ences during the course of his 30-year
business career.

Since his father was dean of the Col-
lege of Agriculture, Ladd grew up in
Ithaca in the midst of an academic en-
vironment. “My basic upbringings had
been among scientists, so I know how
to get along with Ph.D’s,” says Ladd.

This experience proved invaluable
for Ladd when he got involved in the
“research and development game” in
the mid-1950’s. Having served in
World War II and gotten an M.B.A.
from Harvard on the G.I. Bill in Novem-
ber, 1947, Ladd spent several years
doing market research and administra-
tive work for National Dairy Products
Corp. on Long Island. He then got in-
volved in politics, and ended up going
to Washington in 1952 to help run the
office of the Vice-President. Ladd left
politics after two years, but later got
involved in government contracts for
the space agency and the defense
deptartment in the course of running
his company, Research Management
Corp., which he operated until 1974.

Since then, Ladd has been working
on a poultry production package in
Algeria with his new company, Haver-
hill International, Ltd. “I’ve come full
cycle,” he says with regard to his turn-
backing to agriculture. Ladd notes
that in business, “you get on a very
fast track, and you have trouble pro-
gramming yourself. You grab the op-
portunity that comes along, like elec-
tricity following the path of least resis-
tance.”

It is clear that the individuals men-
tioned above did not end up in fields
they had intentionally prepared for dur-
ing their undergraduate college careers.
But this lack of formal college training
in what eventually became their re-
spective occupations did not deter
them from pursuing or hamper them
in succeeding in their chosen fields.
And for those of us in that second
group who are unsure of what we will
be doing with our lives, that certainly is
encouraging.
A student finds a place to study in the Temple of Zeus. In Goldwin Smith Hall, the place has statues of Greek gods and goddesses.

An occasional trickle of laughter permeates the smoky air. Everything from Greek statues to handpainted murals covers the walls. Is it a cafe in Europe? Definitely not. Right here on campus students seem to collect where the food is, and where the ambiance rates more than two stars.

The Green Dragon in Sibley, the Alfalfa Room in Warren, the Temple of Zeus in Goldwin Smith, the Commons in Anabel Taylor and the Ivy Room in the Straight provide places for people to go to eat, seek shelter, and unwind.

Patty Ramos '78 works at the Green Dragon and likes the atmosphere there. "It is more relaxed than other places," she says. "The majority of the people who come here are architects, because it's convenient for them."

If you are looking for a place to engage in some consciousness raising or you just want to do the crossword puzzle, there is a friendly place to do it on campus.

The Temple of Zeus hosts poetry readings and some Greek plays. There is often live entertainment at the Commons as well, especially on the weekends.

The Ivy Room is more of a zoo. Larry Larson '79 frequents the Ivy Room daily. "I will continually fight the crowds to come here because the music is good and it's a great place to just watch people."

The Alfalfa Room is the only one of the five that offers vending food exclusively. At all the other locations, the food is served.

"People stay for hours reading the paper. They're under no pressure to move on because somebody needs the seat. It's so relaxed," says Ramos of the Green Dragon.

Wherever you are on campus, and whatever mood you're in, there's a place waiting for you to enter through its doors. And you can stay as long as you like.

by Carole Freedman '79
This is the Green Dragon in the basement of Sibley Hall. The atmosphere is conducive to relaxation, conversation and admiration of the scenery.

A rare moment of quiet in the Ivy Room in Willard Straight Hall, usually a very crowded place.

The Alfalfa Room in Warren Hall, the smallest of the five places. Agriculture students congregate here for a cup of coffee, cigarette or a meal.
The Collection That Finally Got TOGETHER

by Renni Altman '79

Of the many collections on the Cornell campus one of the most interesting, and probably least well known, is the Anthro-
pological Collection housed in McGraw Hall, Room 150. The thousands of archaeological and ethnological articles assembled in the "museum" represent ancient civilizations from all over the world. This museum is not open to the general public, but is maintained as a tool for students studying ancient relics and other cultures.

Since its beginning in 1870 by Cornell President Andrew D. White, the collection has travelled from department to department until it finally reached its present home in 1971. When White first began making provisions for different museums on campus the Department of Anthropology did not exist. The collection fell under the direction of the Department of Paleontology and in later years was transferred to the Department of Sociology and Anthropology. The two departments split in 1960 and the Department of Anthropology maintained the collection.

Throughout its existence the collection has been scattered over various parts of the campus and periodically neglected. In the late 1880's, for example, parts of the collection were located in the Museum of Classical Archaeology in the basement of Uris Library. The Museum was later transported to McGraw Hall and then to Goldwin Smith Hall in 1906. Due to a general lack of interest in collections on campus, the Anthropological Collection was abandoned for a number of years. When it was revived in 1939, part of the original collection was found in the basement of the Andrew D. White House, but a good deal of it was missing. The Museum of Casts in Goldwin Smith Hall also housed archaeological material from the collection.

The outbreak of World War II brought the reorganization of the collection to an abrupt halt, and, even after the war was over, the collection was not revived for many years because of lack of interest. It was not until the early 1960's that the remains of the collection that were stored in the White Museum were reorganized and moved to McGraw Hall. After a period of storage, consolidation and recataloguing, the collection was finally settled in Room 150 in 1971.

The first acquisitions of the collection began with those donated by President White. He bought many articles and also traded with the Peabody Museum at Harvard University. White also preserved a collection of Peruvian pottery that was donated to Cornell in 1877 by W.W. Evans, Civil Engineer. When the collections were uncovered in 1939, two-thirds of the Peruvian pottery was missing. In 1882 a rather large investment was made in archaeology with the purchase of a collection from the Wards Scientific Establishment in Rochester. It was a diverse collection containing, among many other things, American archaeological and ethnological materials including Mississippian ceramics, and a 300-piece set of stone tools from Denmark. Only parts of this collection remain today.

A collection of pottery and relics from the Amazonian island of Marajo was excavated by geology professor Charles F. Hartt on his expedition to Brazil in 1865. What remains of this collection today has been found to be very valuable for classes because of its large variety of forms and designs.

Contributions to the Anthropological Collection have come from various parts of the University, among them the College of Agriculture and Life Sciences. When Professor Emeritus of Entomology James Bradley died in 1975, he bequeathed to Cornell a large collection of objects and photographs from the Ocaino and Huittoto Indians in South America. They were the finds of the Cornell Entomological Expedition to South America that he led in 1919. Dr. Elton Dyce, also a professor of entomology, had a collection of ceramic pieces from Costa Rica and Peru. In 1976, Mrs. Dyce donated her late husband's collection to the anthropology department.

One of the most interesting collections of ethnological materials was that donated by the well known anthropologist Victor Turner, containing articles obtained from his study of the Ndembu tribe in Northwest Zambia. This tribe is known for its many rituals, and the costumes, masks and ornaments of the collection give students an insight into tribal culture and rituals.
Most of the collection is made up of objects from Latin America and South America. Cornell's expedition to Honduras last summer, led by anthropology professor John Henderson, has added many finds to the collection which are currently being studied and analyzed by students in the department.

The main drawback of the collection, as noted by the curator of the museum, graduate student Cay Loria, is that "all the materials were not systematically collected and many things are still not catalogued. It could be used much more since there are so many things from all over the world." The department manages to make use of the collection in various classes. One class, "Analysis and Care of Artifacts," does work on the collection and maintains a display case in the anthropology department. A course in "Archaeological Ceramics" also uses the collection for learning how to copy ceramic objects.

Recent expeditions sponsored by Cornell, such as the one in Honduras, keep the collection growing. "The Collection relies on donations and bequests from faculty and other members of the community," explains Thomas Lynch, Professor of Anthropology. It is hoped that the collection will one day be open to the public, but first it must all be catalogued and a permanent curator appointed. The Anthropological Collection is a valuable asset to the department as a practical means for students to learn about different forms of pottery and about ancient cultures. If it can one day be opened to the public it will be a learning experience for everyone.

Some articles from South America donated by Prof. James Bradley. Shown are ceramic statues, shell and tooth necklaces, sandals and a musical instrument.

George Stilphen, '80 a student in "Archaeological Ceramics," measures a piece from the collection to learn how to copy pottery.

These agricultural and fishing implements are samples of the collections that are studied in anthropology classes. Stone tools from Denmark are included in the group at right.
There are two familiar lines that students hear these days from parents and past Cornellians: “These are the best years of your lives” and “Life will never again be like it was in the good old days.” Contradictory as these two lines sound, they aptly express mixed feelings about life at Cornell in both the past and the present.

In the “good old days,” Cornell University was characterized not only by its superior academic qualities, but also by its amazing student spirit. Pep rallies, freshman cap burnings, junior jamborees, spring days and countless balls were faithfully recorded in old scrapbooks and yearbooks. Yet, Cornell’s past was characterized by another memory that is not so pleasant: that of numerous rules and regulations covering everything from social duties to academic necessities.

From the moment the unsuspecting freshman passed through “Andy’s Chocolate Cake” (now known as the Eddy Street gate) into this liberal institution of his dreams, he was bombarded with threats to his individuality and freedom. According to the 1943 Deskbook, the freshman’s requirements were to: wear his freshman beanie every day except Sunday, not sport any preparatory school pins, not smoke on campus, not enter the Dutch Kitchen (a popular bar), not wear his class numerals until he earned them and never walk on the grass on campus.

Cornell women were kept under strict observance at all times, subject to rules enforced by the Women’s Self-Government Association. Their objective was to “maintain a high standard of conduct and decorum.” Some of their regulations which still prevailed in the 60’s included signing in and out of dormitories and having curfews.

Academic requirements in the past set strict limitations on the students’ majors and the types of courses they could take. A freshman enrolled in the ag college in 1885 was expected to take French or German, rhetoric, geometry, freehand drawing, military drill and six lectures on hygiene. Applied agriculture, agricultural chemistry, economic entomology, horticulture and veterinary science were the only majors offered at this time.

Health was another particular headache on the campus. Yearly health recommendations given to all entering freshmen were like these from the 1938 Deskbook: a balance between mental and physical activity, eight hours of sleep nightly, two afternoons of sports a week, a balanced diet, a thorough evacuation of the bowels once a day, attention to posture, optimum illumination and ventilation, an annual medical exam and avoidance of depression. In the 1943 Deskbook, a tenth suggestion was added: “Avoid excesses in all the physical appetites.”

Other woes were added to these over the years. Fears of epidemics, expulsions, more stringent rules, dorm fires and loss of privileges were prevalent in the minds of past classes. The 1885 Cornell Register noted that every student had to submit to the Faculty a satisfactory oration, poem or essay in order to graduate. Before 1925, students had to pay fines for skipping classes directly before and after holidays. The most excitement allowed to women until the 40’s was attending the annual Spinster’s Hop. In 1946, the Thanksgiving break was cancelled after a West Campus dormitory fire caused classes to start that fall one month late.

Throughout all these and other traumas, however, Cornell students retained their sense of humor and learned to revel in their infrequent freedoms. Many occurrences and customs that seem silly to us now were important to them: rivalries between lower and upperclassmen; intense solidarity between students not in fraternities promoted by the CIA (Cornell Independent Association); great emphasis on all areas of sports through rallies and extravagant displays; and celebrations like “pinning.”

When you think about it, though, we have as many strange ways and woes today at Cornell as students have had throughout the years. We still feel alienated as freshmen, have loads of prerequisites and requirements to contend with, are stifled by time and course limitations and are seeking better means for self-government.

Ironically, some of our current insanities parallel those of yesteryear: rivalries between the University Halls and Sperry, blase attitudes toward “jocks” and the continuing of traditional customs in the fraternities and sororities.

Also, though, as times have changed, new traditions and activities have come into existence. We’ve still got big-name concerts, famous professors, new departments and ideas and yearly tuition increases. However, recently the “Protest Student Activism” movement, the Phi Psi 500, the Risley Fair, University Unions activities, the controversy over the Cornell Writing Program, the housing shortage, Louie’s Truck and the Gay People’s Movement have come into play. These may all sound pretty strange when we describe them to our descendants some day.

Albert Smith, Cornell Class of 1878, summed up Cornell’s past and present in a stanza of his poem “The End of the Morning Session”:

Freshman and Soph
Fellow and Prof
A sorrow or joy in the heart of each one
Lowly and proud
Mix with the crowd;
Comedy, tragedy, under the sun.

Cultures, lives, courses, politics, customs and feelings are all mixed at Cornell, whether considered in the light of 1878 or 1978. But who says that these aren’t the good old days?
Who needs a SALARY?

by Luci Merin '78

With prelims and papers always looming in the background, many students have trouble just fitting meals into their schedules. Yet each week, hundreds of Cornell students volunteer their time in response to the Cornell and Ithaca communities' needs.

Through CIVITAS (Cornell Ithaca Volunteers in Training and Service), the Voluntary Action Center, and individual interests and discoveries, Cornell students have been placed in volunteer positions that range from door-to-door canvassing, tutoring foreign students in the Ithaca schools, and caring for children in Day Care centers, to sharing a skill with an apprentice, sharing a friendship with a child, peer or adult in the community, and much more.

Cornell volunteers Susan Maze, '80, and Sydney Slater, grad, representing the Black Student Coalition have spent almost 30 hours per week for the last two months planning programs at the Southside Community Center in Ithaca, and have enlisted other student volunteers to staff the programs.

"I've volunteered my time for this project because I feel I've been fortunate to be able to go to school, and I want to give back to others some of what I've been getting," Slater explained. Maze added, "My volunteer work is a vehicle to heighten people's ability to critically analyze the situation in this country, under the present system, through cultural awareness."

Some students take on volunteer positions that require a great deal of professional training.

EARS (Empathy Assistance Referral Service), a volunteer, student-run peer counseling service on the Cornell campus, requires at least a full semester of training before a volunteer can do any counseling. Norman Graber, '78, has been an EARS counselor for two semesters, and has helped train other student counselors. He said that it is especially important that students volunteer to help other students, because a student counselor is very likely to be in touch with the feelings a student will come in with, whereas a paid professional may not.

Another service in Ithaca that relies heavily on well-trained volunteers is Planned Parenthood of Tompkins County. Following a six week training program, Lois Botto, '79, began her volunteer work as an interviewer at Planned Parenthood. She said she volunteers her time because, "I see a definite need in the community for informed contraceptive care at a price everyone can afford, and what I do is give a lot of information to the women who come into the clinic."

Many volunteer programs involve volunteers in being enthusiastic companions for other persons in the community.

The Big Brother and Big Sister program sponsored by the Ithaca Youth Bureau is staffed by many student volunteers who spend time with a child in the community who is in need of companionship. One student Big Sister said that she was glad she could take an interest in her Little Sister when she did, because no one else was able to.

Sheila Mapes, '78, visits the senior citizens living at the Ithacare facility. "It's a real ego-booster to feel as wanted as I feel when I volunteer my time at Ithacare," Mapes said. "Even if I'm feeling really down before I go there, by the time I leave, I'm feeling really good," she added.

Like other student volunteers, Mapes has found that her volunteer work has been a priceless opportunity to explore possible career interests. She explained that once she started working with the people at Ithacare, she realized that prelims and papers were not the whole world. "I've gotten close to some of these people, and I want to try and understand how they feel about being taken out of their homes, selling their things, and living in this dormitory, so that I can help younger people prepare for what it can mean to grow old," Mapes explained.

The Cornell Nursery School in Martha Van Rensselaer Hall serves as a place for students interested in a career with children to explore that interest and gain practical experience. Elena Rodriguez, '79, was an intern at the nursery school last semester, and received 12 hours credit for her work. Continuing to spend time with the children as a volunteer, Rodriguez said, "These kids are my friends now, and at this point I need to see them as much as they ever needed to see me as a teacher. I'm continuing the relationships that I'd built up with the kids when I was here as one of their teachers, and that's good for all of us," she added.

Karen Silverstein, '79, who has been a volunteer counselor, tutor, and Big Sister, summed up the importance of volunteer workers best: "Volunteers do jobs that might not be done otherwise, and their little extra concern and little extra attention can make a lot of difference to a person or a program."
COSTUMES

Not for dress up

by Joline Miceli '78

Contrary to popular belief, Halloween costumes are not the only costumes around. The Cornell Costume Collection contains over 3000 articles of clothing and accessory items which are used for educational purposes. The Collection is used by the Department of Design and Environmental Analysis in the College of Human Ecology and is located in Martha Van Rensselaer Hall.

The Costume Collection was originally founded to be, and still is, an educational resource. Its sole purpose is to serve as a study for those students in design and costume history classes. Consequently, the Collection is not open to the public.

The Collection is stored in boxes in three separate rooms in Martha Van Rensselaer Hall. Only those students in the specified design classes are permitted to use the Collection. Even these students must be supervised by Christine Yackel, lecturer in the department and acting curator of the Collection or by her teaching assistant, Sally Richner.

There are several reasons why the Collection is not on permanent display. Mainly, proper facilities for display are not available. "Not only would a full time curator be necessary but a conservator for damaged clothing would also be needed," Yackel explains. "There are too many items in the Collection to maintain a permanent display. For this reason, and to prevent deterioration of the garments any permanent display would have to be on a rotation basis," Yackel continued to say. Both the lighting in the display cases and the "gravity pulling on the garments on mannequins would damage articles on permanent display." Consequently, box storage is the best way to preserve the garments in this collection," comments Yackel.

The items in the Collection have been acquired during the past fifty years from a variety of sources. Beullah Blackmore, Professor Emerita and founder of the collection, donated fine apparel and textile items which she collected during a trip around the world. These were the start of costumes and accessories from other cultures, a division of the collection.

The "East Meets West" exhibit shows an American gown of the 1890's on the left, contrasting it with a Japanese bridal kimono on the right.

This dress is from the 1890's. It is a part of the "Lautrec a la Mode" Exhibit in the costume collection.
Miss Blackmore was also very influential in inspiring others to donate clothing and accessories valued for both their beauty and historical significance. However, most of the items in the collection are donated by people who wish to "preserve their family heirlooms" and "make them available as an educational resource."

There are four major categories within the collection. These divisions include: American costumes and accessories; costumes and accessories from other cultures; textiles; and doll's costumes.

The bulk of the American Costume division consists of women's apparel and children's clothing. The oldest costume in this section is an eighteenth century gown which was brought to America from India. Following this, in chronological order, are two silk dresses from the 1830's and from then on there are women's dresses which represent each decade.

Within the group are wardrobes which should be studied as individual entities. The second inaugural gown worn by Mrs. Franklin D. Roosevelt and a formal gown worn by Mrs. Dwight D. Eisenhower to a dinner hosted by Winston Churchill are included in this section too.

The gowns worn by several Cornell University women are housed in this collection. Especially significant are the gowns worn by Mrs. Andrew Dickson White to court functions given by the Russian Czar, Alexander III. These gowns were originally worn during the years 1892-94 when Andrew Dickson White was American Ambassador to Russia.

In the second category, costumes and accessories from other cultures are represented. These include costumes worn by American Indians and people representing forty different countries. Such things as shoes, shirts, trousers, ponchos, cloaks and headgear are included in this group. All garments are classified according to country of origin and type of item. This classification is a successful means of comparison between the various items. For example, certain articles such as trousers can be studied cross culturally, or as they appear in different periods or cultures.

Textiles, the third division of the collection, contains many historic fabrics. The physical properties can be studied, which enables the student to observe the materials that have been through much wear and storage. A collection of books on laces supplements a small collection of laces too.

The doll collection, the last of the four categories in study, serves as a way of showing costumes in miniature. The section includes dolls from historic periods as well as dolls from other countries. Particularly interesting is a doll made by the French doll maker, M. Jumeau. The doll is dressed in an outfit that shows high fashion of the time.

Each particular month a particular costume is displayed in a showcase on the second floor of Martha Van Rensselaer Hall. During March the display was entitled "Dickens." It contained clothing and accessories from the period of Charles Dickens. The April display is "Arsenic and Old Lace" and according to Yackel, the display in May will be "Life is a Cabaret." Yackel regrets that more of the collection cannot be displayed and hopes that people will take advantage of viewing the present display case.

An exhibit of examples from the costume collection has been set up by Richner. This exhibit, which is open to the public, is located throughout Uris Library. Nineteenth century clothing is currently on display.

The Cornell Costume Collection is quite comprehensive. It contains articles of historic and aesthetic value some of which date back to the eighteenth century. Also included in this unique educational resource are a variety of clothing articles and accessories which originated from different places throughout the world.

These dresses are examples of the historical aspect of the collection, dating from the 1880's. They were shown in the Christmas exhibit of 1977.
A colorful sense of the past joins with the present at Andrew Dickson White's Victorian mansion on East Avenue. Period furnishings, many belonging to White's family, were searched out and now grace the first floor rooms, while the other floors house Cornell's Society for the Humanities. The carefully carved walls and moldings and intricately decorated pieces make one remember the times when handwork was treasured. The house itself, once surrounded by elms, overlooks Cornell's Arts quad and Cayuga Lake. It is a fine example of English Victorian architecture.

Cornell's co-founder and first president, Andrew D. White, announced in 1871 that he would build a house for himself and future presidents for $50,000. William Henry Miller, one of Cornell's first architecture graduates, designed the mansion. Miller later designed Barnes Hall, Uris Library, and Risley Hall. The house took over two years to build; after much trouble with the heating system, the White family finally moved into their new home in 1874.

Only two other presidents lived in the mansion after White's death in 1918, although guests were entertained there. The house was made into an art museum in 1953 after President Malott chose not to live there.

When the new Johnson Art Museum was begun (it opened in 1972) there was much debate over the fate of Andrew D. White's house. Should it be preserved or demolished? Strong protest to this last option came from some students, staff, alumni and administration. Professor Henry Guerlac, '32, History of Science, led the fight to house the newly-formed Society for the Humanities in the historic house. The group finally persuaded the Cornell administration to let the Society use and restore White's house.

Professor Guerlac served as Director of the Society from 1970-1977, and supervised the renovation details. He felt he needed professional help so he hired Jay Cantor, '64, a History of Art graduate as an antiques consultant. A "Friends of the Andrew D. White House" society was created by Prof. Guerlac to get contributions from interested Cornellians. "The administration was skeptical," he said, "but we managed to raise a good sum of money."

Many of the furnishings now in the mansion came from the estate of White's last surviving daughter, Karin, who died in 1971. Other pieces were hunted down, donated, or found gathering dust in various basements. Workers tried to fill the house with others who worked with me on the restoration. I never thought I'd ever do something like this," Guerlac exclaimed. "I had a lot of fun!"

Many interesting stories can be told about the pieces that now adorn the rooms of the White mansion. Mrs. Mary White's rosewood Chickering piano, now in the music room, was used as a bar by the architecture students in their house in College Town.

In recognition of Professor Guerlac's extensive work on the restoration, the first floor living room of the White house, originally the library, was named in his honor on February 28, 1978. He remains very modest about this, and emphasizes that it was certainly not a "...one-man job...A lot of the credit should be given to my wife and Jay Cantor, as well as the many
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Lorren Helpfellow's is misspelled as 'Langelow.'

A low green velvet couch was donated by Professor Morris Bishop, author "A History of Cornell," because it reminded him of the naps he was forced to take on it as a child. Very ful naps, apparently, because the

low green velvet couch was donated by Professor Morris Bishop, author "A History of Cornell," because it reminded him of the naps he was forced to take on it as a child. Very full naps, apparently, because the forniture takes us back to a less-hurried era, when a person's home often reflected his or her outlook on life.

Several beautiful Victorian pieces were recently given to the White house by Miss Luella Williams, '16. These pieces were originally owned by the stonecarver Robert Richardson, who did the carvings on the White mantlepiece, "is the Eastman Johnson portrait of A.D. White." This was found hanging in a Cornell Archives office and now is over the mahogany mantlepiece. This mantlepiece was purchased in Santo Domingo in 1877, and on it hang small brass plates commemorating distinguished visitors to the house. Some of them were Ulysses S. Grant, James Garfield and, later, Dwight D. Eisenhower.

Areal prize," stated Professor Guerlac, as well as those on Sage Hall. Noted author and Cornellian E.B. White donated an engraving done by his grandfather, the well-known artist William Hart.

Often a restoration project can take on the air of a mystery story. A puzzle still tantalizes the people using the house. In the plant conservatory, a beautiful wooden and brass chest sits. ...locked. "We can't open it and it's just killing us!" someone there exclaimed.

And a surprise was found in the President's Chair ordered by White in 1868. In the 1920's, the Cornell medallion in the back of the Chair came loose during a Board of Trustees meeting. When work began to replace the medallion, a workman found a slip of paper wrapped in foil in a small hole drilled in the back. A German message, dated September 24, 1868, was written on it. This was translated by Professor George Lincoln Burr as, "Go out into all the world and testify to what is born, even in prison walls, from strength, from patience, and from living toil. The United Workmen."

Professor Guerlac related a story about the Ithaca Calendar clock that sits on the mantlepiece. While trying to find such a clock, he got a call from a man who was willing to donate his. So Guerlac flew to New York City and picked up the clock in its box. When he arrived at the airport, he found out since he didn't want to put the delicate clock in with the luggage, he would have to pay for a half-price ticket in order to carry the clock on the plane with him. "So, somewhere in the account records of the 'Friends of the A.D. White house,'" laughed Guerlac, "sits an Allegheny ticket stub made out to Mr. Clock!"

Himself a humanist, Andrew Dickson White would no doubt be pleased that his Victorian mansion now houses Cornell's Society for the Humanities. The first floor rooms are used for informal seminars, receptions, small concerts and lectures. The north wing, formerly the servants' quarters, has been converted into a guest suite for the Andrew D. White Professors-at-large and other visitors of the Society. In 1974 the Department of the Interior named the house an historic place.

The restored first floor of Andrew D. White's villa reminds us of Cornell's colorful past. The furnishings take us back to a less-hurried era, when a person's home often reflected his or her outlook on life.

D. White in his crowded library about 1885. (R.): A more recent photo. The revolving bookcase is to the right of White's favorite chair.
With spring planting time here, many green thumbs are looking for something unusual and interesting to add to their gardens. The Robison York State Herb Garden at the Cornell Plantations offers the creative gardener a variety of ideas and plenty of inspiration.

The garden was completed in 1973 in response to a growing interest in herbs. It displays a comprehensive collection of herbs for all to enjoy or use as a living reference for study and research. In the July 1976 issue of Ground Maintenance the collection was described as "probably the most complete, beautifully designed, modern herb garden in the country...".

The herb garden offers beginning and experienced gardeners a variety of interesting ideas to incorporate into their home gardens. Each bed of plants is arranged according to herb use. Every herb is labeled at some location in the garden and color-coded to help observers identify each plant by its use or association. Many herbs are repeated in several beds and groupings, showing a variety of uses.

The use of herbs as food or flavorings is probably the first to come to mind and the garden displays a great many of these. A section of one of the raised beds in the center of the garden is devoted entirely to savory seed herbs. When harvested, the seeds from these herbs can be added to many dishes providing a special touch with their subtle flavors. Another section displays many species of culinary herbs. The leaves of these plants, such as sage, tarragon, thyme, savory and basil, are preserved by drying, freezing, or adding to vinegar and offer a fresh flavor to a variety of recipes year round. Several salad herbs are also grown in the herb garden. Salad burnet, sweet cicely and lovage are just a few of the unusual species on display which make interesting and tasty additions to summer salads.

The Plantations has literature concerning the cultivation, preservation and uses of these herbs available to interested garden visitors. Gourmet gardeners will be delighted to see the many herbs they can cultivate in their own gardens for year round use in the kitchen.

Organic gardeners may be interested in herbs as companion plants to grow alongside common vegetable varieties. As companion plants, herbs act as natural insect repellants and help to increase growth and development of neighboring plants.

Plants which can be used to make herbal teas fill another section of the four main beds in the center of the garden. Old favorites like chamomile, lemon verbena and mint, among others, are exhibited.

Several teas were historically used for medicinal purposes. This is the subject of another grouping of herbs. Part of the garden is devoted to herbs which the Indians and early settlers relied on as remedies for a long list of complaints. Herbs of current medical interest are also on display.

A green thumb is not required to enjoy and learn from the hundreds of herbs thriving in the Robison York State Herb Garden. Surrounding the center court of native stone where a regional millstone is encircled with thymes, are benches where visitors may sit and enjoy the peaceful colors and pleasant fragrances. Others may stroll through the area noting each individual plant by its label.

Herbs have a long history of importance to many cultures and are significant in mythology, folklore and literature. The legends and history connected with many of the plants had beginnings before the birth of Christ. Herbs important in literature are the subject of an arrangement of herbs in the garden. Another arrangement exhibits sacred herbs. Some, such as hyssop, are ancient. The hyssop in this garden was grown from seeds that came from the USSR.

Those interested in natural fibers and dyes will enjoy the collection of dye plants displayed within the garden walls. Some of the species native to the Northeast were first used by the Indians. Others were brought to America by the colonists and early immigrants to add color to their homespun garments. It is surprising to learn plants as common as bachelor’s buttons and lily-of-the-valley were once valued for their coloring properties as dyes.

Where an elementary school playground once stood, the Robison York State Herb Garden now provides a playground for the senses. The unique collection of herbs offers color and beauty for all to see, delicate fragrances to scent the air and natural flavors for us to taste. As a living museum, the garden links us to the past through the uses of plants and provides a valuable learning experience. The garden is open at all times for visitors to enjoy as a peaceful retreat. Guided tours are available on request on Tuesdays and Thursdays during the Cornell Plantations office hours.
The Cat’s Best Friend

Dr. Louis J. Camuti, ’16, a veterinarian for the last 58 years, is a leading authority on the cat and has limited his practice to house cats. The popularity of his book, Park Ave. Pet, led to 21 radio and television appearances. Camuti’s column in the prestigious magazine for veterinarians, Feline Practice is a favorite among that magazine’s readers. Currently, he is at work on his second book describing his adventures among cats and people they own.

A Most Unusual Gift

Dr. A.E. Alexander, ’29, an international authority on gems gave scientist Dr. Charles Paul Alexander, ’13, PhD ’18, a most unusual gift called a Kovsh for his 60th Wedding Anniversary. The sterling silver Kovsh is unique in that its detailed inscriptions date back to 1875. Originally, Russian noblemen sipped wine from this bowl during the days of the Czar. This Kovsh has had an interesting history of ownership. It was owned by a Russian nobleman, Herbert Hoover and General Leslie Kinaid who in turn gave it to Dr. A.E. Alexander. Currently, he is an officer of the class of ’29 and for several years has written the ’29 column for the Cornell Alumni News.

New Chairman for Agricultural Engineering

Norman R. Scott, has been appointed for a five year term as Chairman of the Department of Agricultural Engineering effective February 1, 1978. A specialist in bio-engineering, Scott is conducting research to learn how chickens regulate their body temperature in response to changing environmental factors. This is in an effort to improve poultry management under commercial conditions. This research received national recognition in 1971 when Scott received a paper award from the American Society of Agricultural Engineers (ASAE). Scott has also received the outstanding Faculty Award of the student branch of the ASAE at Cornell.

Scott is using electrical probes in studying techniques to detect the onset of estrus in cattle. He has been leader of several other projects including earth-air heat exchange, mechanisms of milking, environmental systems for livestock housing and solar heating and cooling of greenhouses and residences. Scott is author of more than 40 technical journal articles and papers.

Scott recently spent his sabbatical leave at the National Institute for Research in Dairying at Reading, England, where he studied the fundamental aspects of milking the dairy cow and visited more than a dozen leading scientific laboratories in European countries. Scott teaches courses in environmental control of animals and plants, design of agricultural structures and instrumentation.

Three Honored for Work in N.Y. Dairy Industry

Norman W. Allen, ’46, Eerton W. Sipher and Donald M. Bay, ’55, were honored by Cornell University’s Department of Animal Science for their outstanding contributions to the New York Dairy Industry and to programs of the Department of Animal Science. Both Sipher and Bay have been members of the Advisory Council of the College of Agriculture and Life Sciences. This is the third year two farmers and one person from the dairy industry have been singled out by the Department of Animal Science for recognition at their Annual Dairy Day when farmers join with college faculty to learn about dairy research and management techniques.

Professor Elected to Committee of Highway Experts

Professor Lynne H. Irwin, highway research engineer at the New York State College of Agriculture and Life Sciences has been elected a member of a national committee of highway experts to help develop rural transportation in developing nations.

The project sponsored by the U.S. Agency for International Development is aimed at providing developing nations with technical information on the planning, design, construction and maintenance of low volume roads.

Professor Irwin has been a faculty member of the Department of Agricultural Engineering since 1973. In cooperation with other College scientists, he has developed and taught a course in “Transportation Policies for Developing Nations.”
"It works like an umbrella fund," explains Brad Carruth, Assistant to the Dean in charge of the College of Agriculture and Life Sciences Fund. The Fund has two main purposes: to provide undergraduate students with scholarships and to furnish grants for innovative teaching techniques.

Over the past ten years, ag college tuition has risen drastically; from $675 for New York State residents in 1967-68 to $2,025 for 1978-79. As tuition goes up, it becomes more and more difficult for students to meet the costs of going to college. To cope with their financial difficulties, ag students are now taking out approximately $750,000 per year in loans to pay for their college educations.

Ag students in need of financial aid have three alternatives open to them. Most students that receive financial aid participate in a self-help work study program. In addition, if necessary, a student can take out a loan to aid in his tuition payment. Finally, the student may apply for a scholarship. CALSF scholarships are granted and reviewed yearly.

But to continue helping ag students, the CALSF needs money--money to help qualified students meet their rising tuition bills.

According to Mr. Carruth, "an overriding concern of the Fund is to improve the quality of instruction through the use of new technology in new teaching methods."

The technological goal of CALSF is not to replace the human element in instruction, but to augment it with new educational techniques such as audiotutorial and audiovisual systems.

The College of Agriculture and Life Sciences Fund needs money to continue its support of both teachers and students. It needs money to implement new and experimental teaching methods and money to help ease the pressing financial burden facing today's student. But CALSF can't do it alone; it needs your backing and assistance. You can help by supporting the College of Agriculture and Life Sciences Fund now!

by Debbie Moses '79
ABOUT THE ISSUE
Many people regard sports activities as the only type of game college students participate in. The "Cornell game" shown on the cover, with our apologies to Parker Brothers, proves this theory untrue. Several of the articles in this issue of the Countryman are devoted to various types of games presently played at Cornell.

EDITORIAL STAFF:
David Domeshek, Robin Feiner, Carole Freedman, Lynn Levidy, Pat Lyons, Debbie Moses, Jo Schaffel, Debbie Slotnick.

PHOTO EDITOR:
Polly Wilson

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ASSISTANT EDITORS:
Stacey Cahn
Luci Merin
Lynn Shannon
Jane Winslow

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Where Else Would You Study
TROPICAL AGRICULTURE?

by Luci Merin ’78

A lot of courses include field trips, but you won't see too many listed that go to Mexico for two weeks. In fact, “Special Studies of Agriculture in the Tropics” (International Agriculture 602) is the only one you'll see. As an important part of this course, approximately 30 students and six professors travel to the Villahermosa area in Mexico during January to visit and study the local agricultural areas and practices.

During the trip, students see farming of several different crops, including coconut, papaya, maize, beans and coffee, and talk to farmers about their techniques. Included on the itinerary are visits to many areas of interest, several special agricultural projects, and presentations on tropical agriculture at agricultural colleges in Mexico City and Villahermosa.

Over 60 students apply to the course each fall, but only 34 can be accepted. Prof. H. David Thurston, chairman of the course's faculty committee, stressed that a student must have a sincere interest in international agriculture to be accepted into the course. He noted, “Interest is usually seen in a career commitment to international agriculture, or some demonstrated interest such as minoring in international agriculture, in international travel experience, or enrollment in related courses.”

Once accepted into the course, students are assigned to six multidisciplinary groups, each of which studies one particular aspect of tropical agriculture in depth. During the Spring semester following the trip to Mexico the groups prepare term papers to share with the rest of the class in a weekly class meeting.

International Agriculture 602 is organized as an interdisciplinary study. Students who have enrolled in the course have come from many different disciplines within the college, and the course is administered by professors in six different areas of specialization. This year, professors in agricultural economics, plant breeding, agronomy, animal science, plant pathology and rural sociology were responsible for the course of study. In addition to these disciplines, students have represented such areas as extension education, nutrition, entomology, vegetable crops, comparative politics and communication arts. “This multidisciplinary makeup of the course is valuable for the students' exposure to and exchange with students and professors in other disciplines which are related to their own,” according to Prof. Thurston.

Among the other advantages Thurston noted about the course format was that the students got to know each other very well during the field trip, which created an atmosphere of high morale within the learning group. Sarah Langrish, grad, a student in this semester's class, agreed with Prof. Thurston about the students' morale, adding, “The field trip gave the students an opportunity to get to know the professors better, and in a different environment.”

Other students in the class highly recommend “Special Studies of Problems of Agriculture in the Tropics” as a valuable learning experience. Glenn Caslick ’78 is enrolled in the class, and said that during the field trip to Mexico he was able to find out what the area and people were really like. “You hear that people are poor and have nothing, but when you go there and really see it, it means a lot more to you,” he said. After this experience, Caslick said he feels surer about joining the Peace Corps after graduation.

One of the difficulties in conducting a course with a two week trip to Mexico is the cost of such a trip. The University cannot afford to absorb the cost, so each year funding is obtained from grants and private gifts. The students pay for their own food, lodging and personal expenses, while all travel costs are covered by the funding.

Prof. Thurston stressed that the trip is not a vacation, but that for many students it is an opportunity to see an area, a people and a way of life that they have only studied in books.

Students and professors visit farmers near Pueblo, Mexico during a January, 1978 field study period.
GAMES FOR GRADES

by Debbie Slotnick '78

"You have just found out you were elected mayor in a city-wide election! Newspaper editors and pressure groups swarm into your office. What is your first move?"

"Wheat just dropped 30 points in the futures market and you lost $20,000. . ."

Sit back and reflect on these scenes that occur in two college classes. Most classes at Cornell University are either lectures or seminars. Some have shared characteristics of both.

But, a relatively new and innovative teaching method uses simulated labs. These labs are a new educational tool which challenge students in realistic situations. Through role-playing and decision-making experiences, students are given direct control when placed in positions of authority. This is especially true in two courses offered at Cornell: Government 312, Urban Affairs Lab, and Agricultural Economics 240, an exercise in Futures Market speculation.

Metro-Apex, the make-believe city that becomes a reality for 70 students, is an active role-playing experience. Students are given the opportunity to try out some of their own ideas, make authoritative decisions and ultimately implement certain policies which will affect the city.

"Although you sacrifice some realism, when the student is placed in the urban affairs lab, he is given more direct control and receives a wider variety of breadth and experience," explains Douglas E. Van Houweling, Government 312 professor. In this way, the lab can give the student invaluable experience in a particular field of urban affairs.

Students can get so involved in their specific roles that they can experience personality conflicts with friends and even miss some aspects of the course as a whole. Yet, in a course designed like the urban affairs lab, the positive qualities outweigh the negative.

Any motivation problem disappears. First of all, students take the lab because it is unique. A high level of effort is expended and the capability for interaction is high. The students must learn to react in group situations since they have partners and must effectively make group decisions in order to be successful.

Henry Steinberg, Engineering '78, commented that this lab is a break from the typical routine lectures. "As a city planner I look at the entire city and implement policies that directly relate to each member of our simulated city. I use my own judgement and play with the lives of the other members of Metro-Apex," he explained.

The general theme of this innovative course is learning to work with peers on a level that is not totally social or totally academic, but rather an incorporation of both. The lives of the students become intertwined as the role-playing intensifies and as they realize that the future of the entire city depends on the decisions made by all.

Each week is six months—the semester covers a period of seven years. Elections, blackmail and other city activities are all a part of this Metro-Apex game. Debriefings are held to explain why certain events take place. One student can gamble away his fortune and job in an effort to make some money—only to find out that his plans were foiled by a competitor.

Agricultural Economics 240, Marketing, is structured a little differently from Government 312. Instead of a lab, the simulated game sequence, entitled "A Class Exercise in Futures Market Speculation," is integrated into the course.

Like Government 312, the exercise involves a high level of student participation and interaction. "It introduces greater market realism and provides timely feedback on market activity," comments Dana C. Goodrich Jr., Ag Ec 240 professor.

The students are told in a course description that they "...will be theoretically participating as speculators in the futures market... Trading in this market takes place in the facilities of several commodity exchanges. Stu-
Students will be pitting their price-predicting skill—and nerve—against thousands of real-life traders across the country."

Goodrich explains, "Trading in the futures market is accomplished by entering into an agreement to sell or buy a certain commodity in the future."

"As the seller of a contract promises to deliver the commodity, the buyer promises to pay for and accept delivery of it. The objective is to profit from changes in the price of a contract by correctly predicting the direction in which the price will move. The difference between the prices at which a contract is sold and bought is a gain or a trading profit."

Formal commodity exchanges provide for trading in many different commodities. Goodrich's game includes wheat, soybeans, cattle, frozen pork bellies, frozen concentrated orange juice, iced broilers and Maine potatoes. Students thus encounter an experience of actively participating in a simulated market situation based on the actual market commodities, prices and subsequent contracts.

The students in this speculative exercise are attuned to the market institution to learn how it operates and to allow them to participate in a realistic monetary situation using actual prices. Since prices move frequently and substantially, they are exposed to the real losses and gains of the marketplace.

Mark Sladkus, Arts '78 comments, "I'm learning the ups and downs of the futures market as well as using the marketing theories I've learned in previous classes. So far I'm losing money playing this game, but that's the risk you have in life, right?"

Both courses have similar characteristics that make them stand out from the normal, mundane lectures or seminars offered to Cornellians. Both place students in role-playing, decision-making situations. Students are forced to accept the challenges of using previously learned facts and theories and applying them to real situations.

The ultimate goal of both courses is to have the students apply brain power to a simulated "on-the-job" experience. It forces them to accept the challenges of interacting with peers, making decisions and implementing their own policies.

These simulated games bridge the gap between the student role and the real-life roles of "city planner" or of "commodities exchange representative."

Having had "on-the-job" experience, even if only through a simulated game, can have a major impact on the graduate when he is eventually placed in a real-life job situation and must make influential decisions that can ultimately affect his career and the future of the company with which he is affiliated. This particular training exercise is really the determining force in illustrating how well the student applies the material learned throughout the course and how active he is in the role-playing model.
"A pleasant blend of people from all persuasions is what Rulloff's is all about," says owner and originator, Ned Macksoud.

Rulloff's, Collegetown's newest saloon, is actually a pleasant blend of many things, local history for one. Over one hundred years ago, Edward Rulloff, whose most striking feature was his abnormally large head which housed the second largest brain on record, wandered into the Ithaca area. His extraordinary intelligence had allowed him to con his way into many jobs for which he wasn't qualified. At one time Duke University was fooled into offering him a job as lecturer. He also resorted to robbery to earn a living. The unexplained disappearance of his wife and child from their Dryden home led to a murder trial where Rulloff acted in his own defense. At the trial, he set a new common law precedent for the State of New York which required producing the unfortunate victim's body as a prerequisite for a murder conviction. No body was found and Rulloff was freed to commit another crime, the robbery and murder of a store clerk, which led to his hanging in Binghamton. The memory of this unusual figure in local history still lives within the saloon which carries his name.

Rulloff's is filled with original nineteenth century memorabilia, including converted gas chandeliers, hand-forged wrought iron railings and an awesome mahogany and walnut back bar which stands twelve feet high and reflects the scene in its original mirrors. There is even a yellowed newspaper article proclaiming the fate of the saloon's namesake framed for all to see.

Macksoud and longtime friend, Tom Malone, spent over a year collecting original pieces to use in the saloon. "Old discards and architectural fragments are beautiful, irreplaceable and very important. You can't improve on the original," says the former sculptor Macksoud. With the help of master carpenter Mike Pratt, who specializes in restoration, Macksoud has proven himself wrong. The originals have been improved on by bringing them together into a living sculpture which makes Rulloff's a special place to be with friends.

Downstairs at Rulloff's blends the contemporary with the antique. It serves as a gallery where local artists may display their work for exhibition and sale. The ever-changing decor provides a pleasant atmosphere for quiet dining and conversation. Macksoud plans to make Downstairs at Rulloff's available for small seminars and meetings in the future.

Rulloff's menu is also a blend of old favorites and original selections. Included are quiches du jour, homemade beef stew, fresh salads, hot sandwiches and vegetarian dishes. A champagne brunch is served on Sundays when patrons may relax after their meal by reading one of the various national and international newspapers on hand.

The bar is well stocked with imported beers and wines; even the house wine is a product of France. More than a dozen different international coffees as well as a variety of teas are served to help break the chill of the drizzly Ithaca climate.

The hard work and enthusiasm of Macksoud and his co-workers, which made it possible for Rulloff's to be completed in less than four months, still radiates now that the saloon is open. "People appreciate the energy we put into creating a pleasant atmosphere at Rulloff's," says Macksoud. "And we really enjoy the people who have come here."

A variety of people visit Rulloff's for a number of reasons. Lining the walls are old books for anyone to borrow and read. Chess, checkers and backgammon games are available for entertainment and friendly competition. An excellent sound system fills the saloon with music which is pleasant but not overpowering. In the future, Macksoud plans to feature a variety of live entertainment including jazz and instrumental music of entertainers new to Ithaca.

Rulloff's Saloon, located on College Ave., is the new face in Collegetown. The grand opening was in March, 1978.
On the south end of the engineering quad is a geological display of New York State’s various rock types.

**CORNELL’S PET ROCKS**

by Robin Feiner ’78

Where can a piece of pink granite from Enfield, New York find peaceful coexistence with a hunk of Manhattan schist? In the Rock Park at Cornell University, of course.

The Rock Park, an exhibit created by the Department of Geological Sciences, is a representative display of the kinds of rock found in the New York State region. It consists of two parts: Rock Park East constructed in 1972, and Rock Park West constructed in 1977. Available for public observation, the geological arrangement stretches along the southern walk of the Engineering quad. Both parks were sponsored by Meyer Bender, president of the class of ’29, and are respectively dedicated to his mother and father.

The more recent addition, Rock Park West, is largely the work of Ted Snedden ’78, a geology major who undertook the park’s construction as a summer project. He spent the first few weeks contacting state farmers and quarry workers to locate the rock specimens. The farmers Ted spoke with were glad to get rid of the large rocks lying half embedded in their topsoil, and most of the quarries had samples available for him. The hard part was traveling to each farm, mine and quarry site to have the boulders lifted onto a truck for the drive back to Ithaca. It is estimated that each rock weighs between 500 pounds and three tons.

Many of the igneous boulders in the park are glacial erratics, rocks brought down to the New York area thousands of years ago by distant glaciers which probably originated in Canada or the Adirondacks. Some talc boulders—which we are most familiar with in the pulverized form of talcum powder—were taken from an above-ground pit mine in Gouverneur. A chunk of mine waste from the Adirondacks, riddled with low-grade garnet, fool’s gold (iron pyrite), and magnetite is one of the park’s most colorful showpieces.

Representing New York City is a piece of Manhattan schist, taken directly from a subway tunnel at Lexington Avenue and 63rd Street last summer. There is also a sample of diabase sill, which is trap rock used for making roads, obtained from the Palisades area above the Hudson River.

Commenting on the utility of the Rock Park, geology department chairman Dr. Jack Oliver mentioned one unique aspect. “In studying the geological world, we most often take either a microscopic view of it or, at the other extreme, we observe a huge road cut. The Rock Park, on the other hand, is a means for seeing geology on a more intermediate scale. Aside from being an educational tool within the department, these rock samples are a simple, attractive way of bringing geology to the public.”

And it has been successful in doing this. During the Rock Park’s first winter season, many students en route to and from collegetown via the Engineering quad have stopped to eye the conspicuous rock garden more closely. Of course, they first had to brush off a blanket of snow or, as Dr. Oliver refers to it, “layer of recent sediment.” One curious student, Kurt Fraczkowski, Hotel ’78, spent part of last summer mountain-climbing in the Adirondacks and stops frequently at the Rock Park. “I like to see if I can recognize any of the rock types I saw while climbing. Some of them were really magnificent.”

By the end of the spring, Ted Snedden plans to have each rock specimen tagged with its name, origin and points of interest, as well as to complete a brochure describing the park.

Other public collections of the geology department include a mineral collection and a fluorescent rock and mineral display. The mineral collection is housed in Kimball Hall and features hundreds of showpieces of semi- and non-precious stones from all over the world. The fluorescent rock and mineral display is under ultraviolet lights in the lobby of Thurston Hall.

So for a quick geological survey of New York, as well as insight into alternative rock gardening, consider a walk to the Rock Park. It’s not just boulder-dash.
Take a walk around Ithaca -- start at Cornell University, walk around the campus and then walk downtown. Along the way, take notice of the old and restored buildings. Many of them were designed by one person, Cornell's first student of architecture, William Henry Miller.

Miller's architectural career began when he entered Cornell in 1868. After two years at the University he left, without a degree, to set up practice in Ithaca. By the end of his career in 1920, Miller had designed over 70 buildings and remodelings in Ithaca alone. With respect to the exteriors of his buildings, Miller was considered a "trendy" architect, always following the appropriate style of the time. The interiors, though, were quite opposite in their innovative styles. Miller built his own house on Eddy Street. The house still stands today and is used by the College of Architecture, Art and Planning to house visiting professors.

The Cornell campus is a virtual exhibition of Miller's work. Among his accomplishments are Barnes Hall, Uris Library, completed in 1891, was Miller's most notable work on campus. It is now Cornell's main undergraduate library.

Stimson Hall and, most notably, Uris Library. Miller, who was a good friend of President Andrew D. White, was commissioned to build White's house, along with Cornell's first architecture professor, Charles Babcock. President White also donated the money for Miller to build the Eddy Street Gate and the Cascadilla Creek Bridge. The gate was known by many as "Andy's Chocolate Cake" because of its alternating red sandstone and white limestone.

When the Cornell Board of Trustees complained about the ugly design of Cascadilla House, Miller was commissioned to improve the building and grounds. The money for this was donated by William Henry Sage, for whom Miller had built a house earlier. The Sage House is currently being used as the lobby of the Sage Infirmary. Miller was also responsible for building the Communication Arts Graduate Center on Stewart Avenue, which was originally built as the home of members of the Treman family.

In 1911, Miller designed his last building on campus, Prudence Risley Hall. At the time, President White was very fond of the English Collegiate Gothic Style and sent Miller photographs of Pembroke College at Oxford as a suggestion. Due to lack of funds the building could not be done exactly as President White had wished, but it was done in that style.

Off campus Miller's works are also abundant. A number of sorority and fraternity houses were designed by him, either originally as chapter houses or as private residences. The McGraw-Fiske mansion was one of the best known of these. At a cost of approximately $300,000 it was Miller's most extravagant residential commission.

In 1880, when it was built, $5,000 was considered sufficient for a professor's home, but Professor Fiske wanted the home for his dying wife, Jenny McGraw. One requirement he made of Miller was that the mansion

Miller’s most extravagant residential commission, the McGraw-Fiske mansion was built in 1882.
be in view from the town below while at the same time the town be in view from inside the mansion. Jenny McGraw Fiske died before ever entering the mansion. The furnishings and house were sold in an auction to Chi Psi fraternity. In December of 1906 a fire broke out in the house, completely destroying the interior of the mansion and killing four students and three firemen.

Many students may not know it, but they could be living in a house designed by Miller. He built many professors' homes in Ithaca, a number of which have been divided into apartments. Buffalo Street has numerous examples of such houses, including the Marvin Gardens Coop.

William Henry Miller also contributed to the various landmarks in Ithaca. The Tompkins County Courthouse, originally built in 1854, was remodeled by Miller in 1893. Located on the site of the first county courthouse, it is the oldest Gothic Revival public building in New York State. Because of this it was declared a National Historic Landmark in 1971. For many years it was used as a museum by the DeWitt Historical Society, but was recently restored as a courtroom. The building currently housing the DeWitt Mall was originally Ithaca High School, built by Miller in 1912. He also designed what is now St. Catherine's Greek Orthodox Church, although originally it was Congregational. The First Baptist Church was also done by Miller. The first version of it, finished in 1831, burnt down in 1854. Its replacement was torn down in 1890 to make way for Miller's design. The third building still contains three of the original stained glass windows.

Miller was also involved with the famous Clinton House. Built in 1830, the Clinton House grew to become "the most pretentious hotel between New York City and Buffalo." Its original Greek revival style eventually became outdated and in 1872 Miller designed its renovations. To give it the new French design he added a mansard roof and shutters. The Clinton House was the social center of Ithaca in the 19th century. It deteriorated greatly over the years, but was revived when Historic Ithaca bought it in 1973. The association immediately began renovations while maintaining the original style. The building now houses Historic Ithaca, the DeWitt Historical Society and many commercial offices.

William Henry Miller left his mark on Ithaca through his many buildings. Organizations such as Historic Ithaca and the DeWitt Historical Society have been responsible for the continued existence and maintenance of many of his works. It is because of them and others that we can today continue to appreciate the beautiful work of William Henry Miller.

The residence of William Henry Sage was also one of Miller's works. It is currently the lobby of Sage Infirmary.

Miller designed the renovations of the Clinton House to give it the French look popular in the late 1800's.
A quick glance across the room reveals the following: A Fokker D-VII swoops down out of the sun; the *Bon Homme Richard* tacks gracefully in a blustery wind; a hasty treaty between the Germans and the British, concluded just minutes before, checks a growing French interest in the low countries; a Klingon battle cruiser dissolves in a blaze of photons.

What’s going on?

These are all scenes from what are known as “conflict simulation games,” or more frequently, wargames. Interest in these games has been growing rapidly on campus in the last few years, and local sales of the games are skyrocketing.

Officially, the games are accurate representations of social, economic or military conflicts from history or literature, depicted in game format. Described that way, though, they don’t sound like much fun. “Wargamers” say otherwise.

Most of the conflict-simulation games focus on military battles (thus the misnomer “wargames”), but increasingly, new games are focusing on different and unusual topics. There are “After the Holocaust,” wherein the four surviving organizations (the Telephone Company, the Baptist Church, etc.) try to rebuild the economy after a nuclear war, and “Chicago, Chicago” concerning the events in Lincoln Park during the 1968 Democratic Convention.

One of the most popular of the games is also one of the oldest. “Diplomacy” was developed in the early 1960’s and involves no dice or luck of any kind. Seven players connive and scheme their way into controlling the world before their opponents “stab” them. “Diplomacy” has reached cult status because of the game’s unpredictability and total reliance on the skill of the players.

Also very popular here on campus, for some of the same reasons, is a new breed of game collectively referred to as “Dungeons and Dragons.” “D&D” was the first of the “role-playing games.” Each player assumes a character or “persona,” complete with “abilities” and a personal fortune, and the players gather together and explore mysterious dungeons full of gold, jewels and an assortment of unspeakably nasty critters. The dungeons are the work of one of the players, the malevolent “Dungeon Master.” You can spot a D&D player immediately by his continuous talk of “fourth-level magic users,” “saving throws” and sudden death at the hands of a Balrog, along with his habit of emerging from Risley Hall at 4:30 a.m. with a faraway look in his eye.

The “his,” by the way, isn’t intended to be sexist. To date, almost all the gamers on campus and nationwide have been male. It’s not clear exactly why; the three-year-old Cornell Simulators Association loudly protests that it has never excluded anybody from its rolls, and the much larger informal body of local wargamers is too disorganized to discriminate. Encouragingly, the number of females who show up for a Sunday afternoon game is increasing.

Campus gamers, being somewhat few in number, have been working closely with Ithaca gamers. A hybrid Team Ithaca, led by Dryden High senior Bryan Mundell, is on the verge of winning an international team tournament, and periodic local tournaments draw many student entrants. Few of the gamers draw any distinction between on- and off-campus play.

The first wargame, “Tactics,” was published in 1958 by what has become the Avalon Hill Corporation. AH is now the biggest manufacturer of adult games overall, having bought outright the 3M line of adult games and the *Sports Illustrated* line of sports simulations, as well as the rights to “Diplomacy.” The hobby’s other giant, SPI, has recently surged to the top spot among wargames by virtue of its large number of new titles issued each year.

The future looks bright for wargame buffs on campus. SPI will have its “Star Wars” simulation out soon, and several locally-designed amateur games have shown promise. There is a new game club at Cornell, and the expected Ithaca Team prize money will help local gamers get organized. Mundell and several Cornell Simulators Association people hope soon to sponsor a mini-convention.

So, don’t be alarmed if you hear someone on campus announce that Moscow has just fallen to the advancing Turkish Army; it’s only a few brightly-colored pieces of cardboard and a lot of imagination and fun he’s talking about.

by Pat Lyons ’79

**Armchair Generals and Cardboard Wars**
Cornell's ROTC students participate in weekly drills to develop leadership qualities and skills they will need when they become officers in the Air Force, Army, Marines or Navy. They are evaluated on their performance and receive constructive criticisms from the ROTC staff members.

Orienteering is a game played by Cornell's Army Reserve Officers Training Corps students. Although it is becoming a worldwide sport, the cadets do it as part of their officer training. Each cadet or pair of cadets is given a map and compass and is directed to find as many designated points as possible within a specific time limit. Orienteering develops map and compass reading abilities.

The Navy ROTC system of drill evaluation is typical. Lieutenant Richard Casselman, a Navy ROTC instructor, says students are given billets or staff positions within the hierarchy of the NROTC battalion. This allows them firsthand experience in dealing with a chain of command. Duties rotate by the semester. Students then evaluate each other's performances to learn personnel management and improve their judgment. They are also evaluated by the ROTC staff and are counseled about the evaluations.

Air Force cadets attend a summer field training session between their sophomore and junior years. At summer camp, cadets participate in a two-day "Project Mini-stick." Each group of cadets is assigned a certain amount of aircraft and munitions, which they must use in the most efficient ways to hit the targets they have been assigned. The cadets also go through a two-day survival exercise simulating the situation they would face if their planes crashed, with an emphasis on team effort.

Some Air Force cadets also have the opportunity to participate in "Project X," which is a series of leadership exercises. Cadets learn to adapt themselves to various situations and find unique solutions to unusual problems. Sometimes group leaders are assigned, while other times leaders are allowed to emerge naturally. One exercise involves getting a wounded man across a river; another involves accomplishing a task in complete silence.

Army ROTC students learn field leadership, rifle marksmanship, mountaineering, map reading, orienteering and military science during the school year, in addition to drill and leadership practice. Occasional weekend bivouacs are taken which involve "moving in platoon formation through the woods to attack a hill defended by another squad," according to Jan Harris '78. These mock battles provide leadership and planning experience. Harris says as an Army ROTC cadet, Carolyn Louie, learned rappelling down Schoellkopf's walls.

Midshipmen in Naval ROTC take courses in naval science, including Armed Conflict and Society, navigation, weapons and Ship Systems. They also participate in seminar courses on sea-power concepts, Naval Operations and naval organization and management.

One summer, Naval ROTC cadets go on cruises to help them understand the enlisted man's perspective when the midshipmen are commissioned as officers. The cadets' second summer is spent getting an overview of naval activities. After a week at a naval air base comes a week of submarine training, followed by surface (ship) indoctrination. During the last week, the Marines train the Navy men in amphibious vehicles, and running obstacle courses. Midshipmen go through a mock landing, storming the beach and consolidating their position.

The summer between junior and senior years finds Navy ROTC students acting as junior officers on ships to get a feel for the entry level jobs they will be taking upon completion of their training. John Haynes '78 says the program "has, for the most part, been very worthwhile."

Cornell's ROTC Marines train with the Navy group until the summer after their junior year. Six weeks of that summer are spent at Bulldog camp. This includes basic training, physical training and the solving of specific problems. One such problem might be for a cadet in command of a squad to devise a method for crossing a river with an injured man. Juniors in the Marine option, says Benjamin Sands '79, work out and go running to prepare themselves for the rigorous Bulldog maneuvers.

Through these types of leadership exercises, simulation exercises and war games, Cornell ROTC students practice the skills necessary for their futures as officers in the armed services.
Granted, from September to May each year, there are a lot more people around Cornell and Ithaca, but by no stretch of the imagination does this college and this collegetown disappear during the summer months.

Yes, even Ithaca, N.Y. has its own crop of "summer people." Students study during summer sessions at Cornell, Ithaca College and Tompkins-Cortland Community College. Alumni of the colleges return for reunions. Along with their families, Cornell alumni attend the special programs at Cornell Alumni University. Travelers and campers visit the sights and scenic parks in the Ithaca area. While they may not qualify as "summer people," those special people who can call Ithaca their home are around, too.

Canoeists enjoy the summer on calm Beebe Lake. The Outing Club operates a canoe renting service throughout the summer.
Alumni returning to Cornell in the summer of 1925 enjoyed the traditional class reunions luncheon in Barton Hall.

Though notorious for its summer rainfall, there are sunny days in Ithaca’s summer, and there are plenty of places to go and things to do under the Ithaca sun. Just to name a few, there is swimming in the gorge, boating on Cayuga Lake, hiking at Ithaca’s state parks and picnicking and bicycling just about anywhere. And so what if it does rain? Then there are fine repertory theatre and summer stock companies in and around Ithaca, constantly changing art exhibitions, films and concerts, and lectures and courses offered at all three area colleges, as well as by some community groups.

Ithaca doesn’t shrivel up and die after finals and graduation. Maybe this is the year that you should stick around for or come back and visit.

Summer students stroll along campus on a warm sunny day.

Cornell’s summer flowers provide nature photographers with plenty of material.

Between summer classes, students pass the time by sunning in the arts quad.
Weather lore and proverbs are abundant in literature. That they have come down to us through the centuries as trite sayings, however, should not be taken to imply a blanket invalidity in these ancient observations. Since man has always tried to deal with the environment to his best advantage, it stands to reason that he would take an interest in observing and ultimately predicting the weather. Unfortunately, accurate long-range forecasts are slightly less abundant than the polished gems of weather lore one can find.

Prof. Douglas A. Paine of Atmospheric Sciences within the New York State College of Agriculture and Life Sciences describes the current "state of the art" in meteorology as a "forecasting hierarchy." The National Weather Service (NWS) releases a 90-day temperature outlook for the United States, which it currently rates at a 65 percent confidence level. This report indicates on a national basis where temperatures are anticipated to averaged above normal, normal and below normal for the particular 90-day period. While acknowledging that he does keep an eye on these outlooks, Paine says he puts little stock in them as useful tools because they are unable to indicate record-setting temperature trends. Such trends represent the type of climate stress which affects agricultural interests, power and fuel consumption.

The next level in the hierarchy is the 30-day "Average Monthly Weather Outlook" for the variables of temperature and precipitation. This report is updated every 15 days, so even if a forecast differs greatly from what is occurring at the beginning of the month, the NWS can restructure it at mid-month to align with the observed weather pattern.

A relatively recent innovation is the "Prognostic 6-10 Day Temperature and Precipitation Anomaly," which the NWS started providing last December. This report also attempts to predict the amount of variation from a region's normal average temperature and precipitation. The Temperature Anomaly and the previously mentioned reports all fall into the category of "long-range outlooks," and have confidence levels below 70 percent.

According to Professor Paine, if there is to be any significant increase in our capabilities to produce accurate long-range outlooks, "we need a good dynamic model of the forces that cause climatic change." Until such a model is developed, he adds, "computer models won't help out in the long-range forecasts for the foreseeable future."

"Where we have significant skills," notes Professor Paine, "is in forecasting up to five days in advance." The confidence level reaches 70 percent with a 3-5 day forecast, and jumps to 80-85 percent with the 1-3 day forecast.

Unfortunately, in the last few years, there has been a leveling off in what had been a continual increase in forecasting confidence levels since numerical modeling started in the late 1950's. "We've had difficulty making significant inroads in improving the 85 percent figure on 2-day forecasts."

Professor Paine's own research centers around the problem of predicting localized severe weather conditions. He notes that "the timing and intensity of severe weather is difficult to forecast." This limitation forces the NWS to alert people in a broad area about impending severe weather when usually only an isolated region actually encounters it.

A desire to end the uncertainty and inconvenience caused by this type of situation has resulted in two schools of thought on the matter. Some meteorologists feel that the only means by which storm forecasts can be made more accurate and localized is by developing a denser network of data points from which atmospheric readings may be obtained. This would involve great expense for the additional equipment required at all new reporting stations.

Professor Paine's alternative proposal involves a "revolutionary technique" in which the existing data points suffice in providing the needed additional information for a localized storm forecast. The technique is based on Paine's "Cascade Approach" to atmospheric energy phenomena, which states that "localized storms are most frequently the result of the atmosphere 'cascading' excessive energy to eventually dissipate it." The cascading effect itself is simply one in which longer wavelength, shorter frequency waves of energy in the atmosphere give rise to the shorter wavelength, higher frequency waves responsible for localized storms.

Professor Paine has to use the computer facilities at the NASA-Langley Research Center in Hampton, Virginia, since the set of equations used to mathematically describe certain atmospheric phenomena must be incorporated into a grid model he helped to develop for use in such forecasting problems. The IBM computer at Cornell was deemed inadequate for this task because, as Professor Paine notes, "the data takes over the whole machine" even at the extensive NASA facility.

With the advent of these technological tools for weather forecasting, it is no longer necessary to rely on the bard's poetic allusions to meteorological trauma. But they're certainly a refreshing change from the tires refrains: "Partly cloudy this morning, with a 70 percent chance of rain this afternoon..."
SOMETIMES ANSWERS DO GROW ON TREES

by Lynn Shannon '78

What does a Cornell University professor do after he retires? The answer lies in one man from the College of Agriculture and Life Sciences who has remained as vitally active and involved in his field today as he was before his retirement in 1956.

As one of the foremost nut growing experts in the northeast, he has authored numerous articles and bulletins on the subject. He was actively involved in the committee to save Cayuga Lake from becoming the site for a nuclear power generator, and is also interested in the preservation of Ithaca’s hugging valleys. He’s done all this between his relief work in places such as Yugoslavia and Mexico, and his studies on imported Bougainvillea plants.

He’s Dr. Laurence H. MacDaniels (or Dr. Mac, as he is better known), former head of the Department of Floriculture and Ornamental Horticulture and current professor emeritus. Although he is most visible to students these days as the man who heads a yearly nut exhibit at the Cornell Plantations’ Fall-In, his most important recent work with the ag college has been his research with Dr. Arthur Lieberman on cultivation of tree crops on rough or marginal lands as a source of food and as a soil erosion preventative.

According to Dr. Mac, the problem is that global food reserves are down and accelerated soil erosion is up. As the population rises and millions starve, we’re losing millions of tons of soil a year through erosion. As quoted from an article by MacDaniels in the autumn 1975 issue of The Cornell Plantations, “Recent comprehensive studies in New York State show that in the past two decades large areas of crop lands have been lost to other uses, and this trend will undoubtedly continue through the next decade...The Mediterranean Basin is an outstanding example where, through thousands of years, the level of terraced lands have continued to produce cultivated crops, but where the hills are now barren wastes except for tree crops such as olive, carob, almond and apricot.” In Morocco, the land has become so barren that goats have actually learned to climb trees after forage!

Tree crops are unique in that they provide food, forage and fuel in addition to providing long term protection against soil erosion. The notion of using tree crops is not a new one. American Indians and early settlers depended on the nuts, berries and maple trees as important food sources. In the past pigs thrived over a wide area on forage from tree crops, particularly in the southern part of the U.S.

Although it is unrealistic to encourage American farmers to go into growing tree crops for profit, the use of tree crops should be considered in areas where the land has become too rough for cultivated crops. There is the additional prospect of new uses for harvesting woodlands as well. Right now, research is being done using ground up wood as concentrated cattle food.

Dr. Mac explained his role in the recent developments in tree crops research at Cornell. “I planned to give Cornell some land if they decided to do the research on food crops, and apparently they’re going to go ahead with it,” he said. “If we get this thing rolling it could really catch on in about twenty years, but that’s just in the United States. In other parts of the world such as the tropics, tree crops are a reality now.” Dr. Mac went on to add that although the soil erosion problem in the U.S. is critical, we really don’t have a critical enough food shortage to encourage research. Nobody is willing to pay attention to the situation until it is too late.

Dr. Mac has probably done more since his retirement than most people have in a lifetime. He has many reasons for his vitality and his continuing research as a senior citizen. “I don’t think I’m anything special,” he explained. “You just have to keep an interest. Don’t shut yourself off from the mainstream. I agree with the late L.H. Bailey, who said, ‘A person’s life should consist of twenty-five years to learn, twenty-five years to produce and twenty-five years to do whatever he pleased.’ I’ve always been interested in birds and trees, and I can follow those interests now. I have two hobbies: growing trees and growing lilies. It’s a well-known fact that disuse leads to atrophy...I just keep busy.”

It is the opinion of the author that that is the understatement of the century!

Doctor Mac Daniels measuring a walnut tree he planted over 50 years ago.
Many students gather together to join in the fun on the arts quad during the 1977 Fall Fun In The Sun.

by Cathi Gobel '79

GREEK PARTIES ARE THE BEST

Greeks, papers and projects take up a lot of students' time, but surely one knows that a school year at Cornell does not simply consist of all work and no play.

Student organizations, sports events and even private parties bring students together on a small scale to supply mental relief from a week of classes. However, in past events little effort had been made to include students in campus-wide events. Cornell's fraternity and sorority system has helped to change this by sponsoring various events which are open to the entire campus.

The "Fun in the Sun" picnic now held every fall on the Arts quad starts the school year off right. To one's amazement the sun manages to shine all day on the masses of students who enjoy a day of frisbee throwing, chatting with friends or just milling around the many Greek-sponsored game booths and who amuse old and entering Cornellians with water balloon and pie throwing contests, rope climbing stunts and even apple bobbing in a pot of purple jello.

According to Mike Curran '80, Intrafraternity Council president, the picnic serves as an orientation event for new students. "At the same time, it gets the fraternities, sororities and student organizations involved in a campus-wide event," says Curran. However, one student disagrees--he thinks the picnic is ideally a good time for all. "School hasn't started and it's one of the few times you can sit back and relax and not worry about school work that needs finishing."

As the cold months approach, what better way is there to start the long and dreary Ithaca winters than by having a "Winter Warm-Up?"

The "warm-up" is held in Barton Hall and put on by the IFC and the Panhellenic Council. It is considered
to be one of the biggest social events of the year, with last year’s attendance numbering over 3000 students.

This year’s event was sponsored by the American Distillers and Penthouse magazine. Dunphy’s Irish whiskey was the main attraction while the previous two years Puerto Rican rum served as the “warm-up.”

“It’s the best time,” commented one student. “It’s an excuse to get everybody together and talk with friends you haven’t seen all semester.”

The “Phi Psi 500” is another campus event enjoyed by all, thanks to the many participating Cornell fraternities and sororities. This charity race is not a typical marathon run. According to Scott Smith, this year’s race chairman, its road map includes running 100 yards from the starting point, stopping to chug one beer, then running through Collegetown and stopping to chug a beer at three of the neighborhood bars: The Royal Palms, The Connection and The Gin Mill. “Then the teams have to run down Williams Street hill and you know what that hill is like! The last stop and probably the worst is the Chapter House. After the C-House all those able must return home to Phi Kappa Psi, health permitting,” commented Smith.

“This race is a big game for everyone, both spectators and runners. The fraternity, sorority and independent teams running get dressed in wacky outfits or wear matching t-shirts, hats and shorts. The spectators parade along the sidelines in their matching outfits cheering for their favorite frat or sorority,” commented one runner.

Last year 500 people ran the race. The $2,500 raised from the minimum $25 registration fee was donated to the Greater Ithaca Activities Center and this year the money is being given to Challenge Industries, a non-profit community organization which provides employment opportunities and professional service to the disabled residents of Tompkins County. Due to last year’s turnout a federal grant has been awarded that will match every dollar raised from the contest.

Campus-wide events may be only a few of the activities scheduled in the Cornell Greek’s social calendar but, fortunately, they manage to bring enjoyment to the whole campus.

A line of students wait for their Irish whiskey drink at the 1977 Winter Warm-up held in Barton Hall.
CREATIVE CURRICULUM

by Joline Miceli '78

A day in the life of Cornell students who take unusual courses could involve starting the day by playing with farm equipment. Later on they proceed to the greenhouses to make flower arrangements or to judge other people’s flowers. However, if they prefer, they may choose to swarm to the hives and take beekeeping. Rather than waste time for lunch these students may decide to take “brownies with the Dean” instead. This is followed by a class where they study the styles of women’s clothing. To end their very long, hard day a relaxing course is needed. Without a doubt, wine tasting fits into this slot perfectly!

Wine tasting, actually named an Introduction to Wines and Spirits, is not your basic required college course. Nor is it the type of course one expects to take in college. It is one of the many unusual courses offered at Cornell University to give students practical information for everyday life.

Given through the School of Hotel Administration by Professor V.A. Christian, the course offers a series of lectures by professionals in the area of wines and wine tasting. At the end of each lecture, five or six different types of wines of the type discussed are tasted. Don’t forget to add it to your list of next semester’s courses. Remember, though, it is for juniors and seniors, and in the springtime for seniors only. Upon completion of this course you should have a general knowledge of wines, matching wine with food and the winemaking process.

Lectures in Hotel Management, alias “brownies with the Dean,” is another unique course offered by the School of Hotel Administration. As in wine tasting, a different lecturer appears each week to talk about his or her area of expertise. However, unlike wine tasting, the lecturer is one who is involved in different areas of the hospitality industry. As its nickname “brownies with the Dean” implies, brownies and coffee are actually served after each lecture. An informal atmosphere is set which allows the students to mingle and talk with each other and with the lecturer and dean of the school. Gail Cady ’80, a student who has taken the course, loved it. She believed it was very worthwhile and stated that this course exposed her to “different aspects of the hospitality industry” and made her aware of career opportunities that she never realized existed.

You have probably never thought you could make your own wedding bouquet or your sister’s prom corsage. Well, in flower arranging, given by the Department of Floriculture and Ornamental Horticulture in the College of Agriculture and Life Sciences, you learn just this and more. Techniques of arranging and design using color, shape and size of flowers are taught.

Other unusual courses offered by the ag college are beekeeping, Special Topics in Ornamental Plants, otherwise known as flower judging, and a non-credit Introduction to Farm Techniques. Going to “play” with farm equipment is an integral part of the course entitled an Introduction to Farm Techniques. In this class one learns the skills and procedures of day-to-day farming. Its purpose is to create an awareness of the practices and procedures of farming to those unfamiliar with them.

The College of Arts and Sciences and the College of Human Ecology also have their share of unusual courses. One of these is “Dress: A Reflection of American Women’s Roles.” It is offered jointly by the Women’s Studies Program in the arts college and by the Department of Design and Environmental Analysis in the College of Human Ecology. The clothing worn by women from the colonial period to the present, and women’s roles in society as reflected by these clothes are studied. The Cornell Costume Collection is used to develop an awareness of the clothing styles, while lectures and assigned readings focus on the roles of women in society. A former student in the class liked being able to see the actual costumes. She also said she especially enjoyed being able to try on some of the accessories like hats, belts and corsets.

As such a large university, Cornell offers quite a variety of unusual courses. Creativity and planning are necessary before any of them can be made available to the students. Although several are considered “gut” courses by many students, their worthiness is evident. The information learned from these courses is readily applicable. Unlike most theory courses, what is learned in these courses can be used in everyday life. Furthermore, their worth is not necessarily derived from the unusual subject matter but instead from the unique and enjoyable type of learning experience they provide.
Put On Your Dancing Shoes!

How many times have you been an onlooker at a dance and heard yourself or your friends say, "I could never dance like that! Where did they learn all those steps?" That may be a rhetorical question, but at Cornell University it has an answer. Through university facilities and programs, a wide range of dance opportunities are available for students who long to put on their dancing shoes.

Chris Nevole '77 is currently an instructor at Helen Newman Hall, where he teaches ballroom dancing to 250 students. "I learned how to dance only three semesters ago in this gym course, and now I'm actually teaching it," he said. "That proves that anyone can do this type of dancing, because I'm convinced that if I can do it, anyone can." Chris teaches both beginning and advanced ballroom dancing classes for gym credit and for those who are just interested in learning. His format involves teaching the current dances such as the jitterbug, foxtrot and disco first because that is what his students want most to use. "I couldn't believe how fast I learned how to hustle," said Mario Alfano '80. "Two weeks before the class began, I was breaking my partner's arm. But after one month of practice I feel much more smooth and confident."

The ballroom dancing course at Newman is difficult to get into because the class is usually full by the end of the first day of physical education registration. However, other modes of dance are equally sought after there. Courses in modern dance, ballet, Asian dance and specialized courses for the Cornell dance major are offered through the Departments of Physical Education and Theatre Arts. However, problems are created by the increasing popularity of dance offerings. "We have reached our limit in terms of space and faculty course load," claimed Jane Desmond of the Newman Dance Office. "More of a commitment from the administration is needed to find ways to expand.

by Judy Redel '78

Dance is a recent rage elsewhere on campus too. Several Cornell student organizations focus on the social as well as physical aspects of learning to step to the music. The Cornell Folk Dance Club, headed by Sheila January '78, meets weekly in the Memorial Room of Willard Straight Hall, while Israeli Folk Dancing, taught by Ellen Moss '78, gets together in the One World Room of Anabel Taylor Hall. Both are open to everyone, diverse in terms of students' levels of dancing experience, free of charge and very informal. "At Israeli Folk Dancing, the first hour each week is spent teaching the steps that will be used in dances for the rest of the evening," said Donna Yankner '78. "I can't help getting swept into the spirit of the dances, and everyone enjoys the sense of satisfaction and achievement that comes from learning to do beautiful steps and leaps."

This spring University Unions has offered six types of dance, ranging from African to jazz to disco dance, through the Experimental College. "The Experimental College makes opportunities available for the Cornell community and local residents that aren't usually found in an academic setting," explained Laurie Nash, coordinator of the program.

Resa Mestal '79 is one of the student teachers in the Experimental College, teaching belly dance to a class of 20 women. She relishes teaching this course because it is good exercise, fun, easy to catch on to and different. "I learned how to belly dance originally through the Experimental College, but I didn't think I'd ever get to use it," she explained. "I often perform for friends and sorority and fraternity functions, but teaching is even more fun. I'd like to see some men get interested in learning belly dance too."

Various other opportunities exist on campus for gaining dancing skills. Broadening Horizons, the residentially-based program available for Lower North Campus students, has offered this spring a free ballroom dance and jitterbug course taught by students. Other short-term courses in disco dance and ballroom dance are offered through student residences, fraternities, sororities and clubs, while in downtown Ithaca, the Strand Theatre and the Women's Community Building offer lessons periodically.

At Cornell, there really is no excuse not to learn how to dance if you would like to. "Many people claim they wish they had the time and the partner with whom to learn how to dance," remarked Chris Nevole. "Everyone thinks he's a klutz and would rather not learn steps in the middle of a dance floor. Yet, I think if people just gave themselves a chance and really practiced, they could find that those steps they wanted to learn aren't as hard as they looked."

All you have to do is find the opportunities available to you, put on your dancing shoes and practice yourself into a new mode of expression and satisfaction. And remember that with anything you learn, unless you use it, you lose it!
It is a beautiful spring Sunday in Ithaca. The sky is blue, the birds are singing...you can't stay inside on a day like this! There are many ways you could enjoy the outdoors. In the early 1900's a group of you might have chartered a large passenger boat and spent the day boating on Cayuga Lake.

Boats and Cayuga Lake have enjoyed a long, interesting and often exciting relationship with each other. The Lake has seen the tiny hamlet of Ithaca grow into a boom town and then level off to the city it is today. It has seen commercial boat traffic increase rapidly and decrease as other methods of transportation were developed, and it has also experienced a large increase in private boats. It is hard to imagine Cayuga Lake serving mostly as a commercial body of water rather than the recreational body it is today.

The Indians were the first and only boaters on Cayuga Lake until colonial settlers arrived in the 1700's and drove them away. In 1790 John Harris of Cayuga started the first ferry service between the north and south ends of the Lake. This provided a connection for travelers on the New York State "turnpike," (which was nothing like the present day highway--apparently people suffered broken limbs from the ride!) which stopped in the village of Cayuga and then picked up on the western shore. In 1798 Captain Able Frisbie began an east-west ferry that carried both mail and people across the lake. Business grew and in 1800 Harris received permission to build a tollbridge. The bridge was the longest in the world at that time, measuring 5,412 feet long and 22 feet wide. It could not stand up to the rough winters, however, and gave way a few years later.

The Ithaca area was rapidly increasing its business, and most of the industries needed to receive and send their goods by boat. Bigger and better ships were required and more and more boatyards sprang up around Cayuga Lake.

In 1807, Robert Fulton invented the steamboat and revolutionized boating. In 1819 the Cascadilla Canal Company decided that they should build a steamboat to run from one end of the lake to the other. The Cayuga Steamboat Company was formed, and work began in Ludlowville the following year.

The first boat, the Enterprise, was 80 feet long, and since it had a 24 horsepower engine imported from New Jersey, it could travel at the amazing speed of 10 miles an hour. The Enterprise's maiden voyage on June 1, 1820 was a gala affair. It took an eight hour cruise around Cayuga Lake, during which the ship's engineer got drunk and had to be replaced by a passenger.

The Enterprise acted as a connection for people traveling from New York to Buffalo on the New York turnpike. It ran every day except Sunday during the season, weather permitting. It left Ithaca at 4 a.m., then made many stops including Ludlowville, 6 a.m., Aurora, 9 a.m., and arrived at Cayuga Bridge at 11 a.m. The return trip began at noon and ended in Ithaca at 7 p.m. Stagecoaches waited at each stop, much like our taxis wait at airports. The fare—$1.00 each way. The Enterprise ran until 1831.

The completion of the eastern section of the Erie Canal in 1823, and of the entire canal in 1825, greatly increased boat traffic on Cayuga Lake. Two ambitious Hector farmers built their own schooner, loaded it with fruits and vegetables, sailed up Cayuga Lake to the Erie Canal, and then down the Hudson River to New York City. Since this was the first boat from the western part of the state to bring food to New York City, a large crowd was out to greet the two farmers.

The development of the railroad created a need for boats to ferry goods from one side of Cayuga Lake to the trains on the other side. Captain Timothy D. Wilcox built his first two boats in 1840 and they made regular trips across the lake. Wilcox's boat line changed hands many times in the next decades, during which several more boats were added. Last, but not least, built in 1869 was the famous Frontenac which met a spectacular end in 1907. The use of pleasure cruise ships fell off around 1910 due partly to this disaster.

At 135 feet long and 22 feet wide, the Frontenac was the largest boat of Wilcox's fleet. It had a 27 horsepower engine, could go 15 miles an hour, carried 350 people, and cost $50,000. The Frontenac soon became the favorite boat for cruising and was often used for special events. Its main purpose was to bring people to and from
The Frontenac, opposite, was a charter boat used for special occasions. It was built in 1869 and was a typical luxury boat.

Legend says, when the water is low the frame of the Busy Bee, can be seen. The ship was built in 1884.

by Jo L. Schaffel '78

OLERS

the Cayuga trains, but it also followed the Cornell crew races. It was a luxury boat, having sleeping facilities, a dining room and even a bar on board. The Frontenac was so much in demand during the summer that people had to buy advance tickets for weekend rides. On July 27, 1907, while carrying a full load, the boat caught fire. Most passengers had to jump overboard since the lifeboats were in flames, and eight people drowned.

Ferry boats remained a good way to transport goods and people across Cayuga Lake. In 1844, the Cayuga began operations. This boat was so large that it needed 12 horses on board to work its treadmill, and soon became known as the "horse ferry." However, the Cayuga proved to be too expensive and difficult to maintain, so it had to be replaced with a smaller, more practical ferry.

In 1884, Captain James Quick built the Busy Bee, which had two sails, operated on steam and had side wheels. Captain Quick earned about $100 a year extra transporting mail between Kidders (near present-day Sheldrake) and King's Ferry four times a week in addition to his passengers. The Busy Bee was retired in 1914.

The late 1800's were a heyday for Cayuga Lake. The area became known as the "Switzerland of America" and people flocked here to build hotels, resorts and summer homes, not to mention boatyards and tourist boats.

The summer people started building and racing sailboats and the more modern era of "individual" boating was ushered in.

College students probably entered in on the Cayuga Lake boating as soon as they arrived here. Yesterday, as today, the lake was known for its dangerous waters, for in the 1939 Cornell Deskbook, students are warned of the dangers of the deep and cold lake. Squalls strike without much warning because of the lake's long, narrow shape and its surrounding high, steep banks. For years, female students could not go out in the lake unless they had filed parental permission with the Dean of Women.

The old luxury cruise ships are gone now. The last Cayuga Lake tour boat stopped running a year ago. If you don't own your own boat (or have a friend who owns one), you can rent a canoe, paddle boat or a sailboat. (And women do not need special permission anymore.) People still enjoy Cayuga Lake in much the same ways as in the past: swimming, boating or just sitting on the shore and relaxing on a beautiful spring day.

Watching steamships like this one pull into the docks was a favorite activity of the townspeople during the late 1800's.
Who’s Behind the Games?

by Carole Freedman ‘79

What is it that puts someone in front of a television set every Monday night during the football season? Or every weekend for a wide world of sports? At Cornell, that same fascination prevails, and the fact that 90 percent of the student body is involved in sports in one way or another proves the point: sports is an important part of the academic way of life. And because there are forty sports played at Cornell, someone must keep track of everything that goes on. This is what Sports Information is all about.

Who is behind the games at Cornell? Who puts together the programs you receive at football and basketball games? What is it that puts someone in front of a television set every evening during the football season? Thanks to them, Sports Information is Cornell’s liaison with the outside sports world.

Paul Luchowski, Mark Goldberg and Sharon Palatnik check the copy for one of the sports brochures. Students working for Sports Information create brochures when they are required.

He was a sports writer for his hometown paper, has played sports all his life, and is currently a reserve fullback on the varsity soccer team. He explains that “sports is a way of relaxing and releasing frustrations.” He would like to continue with sports writing when he graduates. “I do it because it turns me on,” Paul says.

Sharon Palatnik ’78 also considers herself a sports nut. Unlike Paul, who is a communication arts major, Sharon is in Fine Arts. She began at S.I. in spring 1977 as a typist and has since increased her level of involvement there. She began to coordinate all the home-town releases that are sent out before, during, and after the season, and then she was given a sport to cover. This spring Sharon is following varsity B lacrosse. She spends ten to fifteen hours a week working at S.I. writing home-town releases and recording statistics for each player for the Big Red Report. “I love the people here,” Sharon explains when she is asked how she has time for schoolwork. “There isn’t much pressure and the hours are flexible.”

Sharon is not a member of a team, but considers herself to be an active spectator. As for the future, she is interested in sports public relations and announcing. This desire has led her to minor in communication arts.

A native Ithacan, Mark Goldberg ’81 has been a sports fiend ever since he can remember. He was sports editor for his high school paper and is an assistant manager of the varsity basketball team. Mark began at S.I. this fall and is covering golf, women’s lacrosse, and women’s sailing this spring. He would like to go into sports writing and will be working part time for the Ithaca Journal writing small lead stories on local sports events. “I’m a sports nut,” Mark says. “You never can predict what can happen. I really enjoy the competition.”

More people work in Sports Information this year than in years past. Mark thinks this is good because he assures that all the sports will be covered. “Everybody here does a good job,” Mark says. “As an organization we work really well. Everybody puts a lot of effort.”

These students are getting practical experience as they are getting paid for what they do. Thanks to them, Sports Information is Cornell’s liaison with the outside sports world.
Hamilton Granted Fulbright-Hays Award

Prof. Lawrence S. Hamilton of the Department of Natural Resources has been granted a Fulbright-Hays Fellowship award from the New Zealand-American Educational Foundation.

The award provides for a lecturing and research assignment as a Visiting Professor at the University of Waikato in Hamilton, New Zealand. Hamilton will be in New Zealand working on the project from July 15 through January 15 of next year.

A major portion of his duties will focus on improving Waikato's Environmental Studies Unit, which was designed for multidisciplinary research and teaching.

G. Wilbur "Bill" Selleck has been granted tenure as Professor in the Department of Vegetable Crops. Selleck has done extensive research in ecology of weeds, herbicide development, and weed control in vegetables, field crops, and pastures.

In recent years, he has studied potato and turfgrass fertilization in relation to nitrate buildup in underground water on Long Island.

Selleck, who joined the Cornell faculty in 1975, is currently the superintendent of the College's Horticultural Research Laboratory at Riverhead, Long Island.

Two Professors Honored

George H. Wellington has been named Professor of Animal Science, Emeritus by the Cornell Board of Trustees. His thirty years spent on the College's faculty were devoted to the field of meat science.

Wellington headed the Animal Science Department's meat plant operation for 24 years. In 1975 Wellington received a Distinguished Service Award from the Northeast Section of the American Society of Animal Science in recognition of his outstanding leadership and achievement in teaching, research, and extension.

Wellington is now at the Universidad Federal de Minas Geraif in Brazil. He is completing a four-month assignment as a consultant in the meat and food sciences.

Richard P. March has been named Professor of Food Science, Emeritus by the Cornell Trustees. March was a specialist in milk quality, and fluid milk handling and processing.

His efforts were aimed at establishing uniform sanitary and quality control regulation in the northeastern states, and improving communication in the field.

March received the "Education-Industry Award" of the International Association of Milk, Food, and Environmental Sanitarians in 1974. He is currently serving a term as vice-president of this group, and will become its president in 1980.

Champion Apple Peeler is a Cornell Student

by Jane Winslow '78

Once a year, in Rochester's Longridge Mall, you will find Cornell student Kathy Wafler '81 peeling an apple the size of a small canteloupe. Wafler is a world record holder in the sport. She accomplished the feat by peeling an apple to produce a peel 2.068 inches long in 1976. She says that most apple peeling contests limit peeling time to twelve hours. Wafler usually needs at least ten hours—six to score the apple and four to remove the peel.

Wafler uses apples from her family's farm in Wolcott, New York. Large, crisp apples are best. Scoring the apple involves making a continuous, spiral cut on the apple. This makes it possible to cut a long strip of peel about one thirty-second of an inch wide. Wafler uses a very sharp horticultural budding knife which has been ground to a special shape by her father, a former apple peeling champion.

Why would anyone want to spend a whole day peeling an apple? Wafler replies, "It's fun. It's a challenge. Besides, it's good publicity for the apple business!" She says she will probably continue to join the contests for the next few years. In the future, Wafler would like to do demonstrations about the apple business.
WHERE ARE YOU GOING?

DEAR NEW GRADUATES:

The College of Agriculture and Life Sciences Alumni Association knows where you are going. We were there. We know that because you are a graduate of Cornell University, College of Agriculture and Life Sciences you will:

Automatically become the leading candidate for a job in your career field.
Always speak with pride of your college years and academic achievements.
Command the respect that is afforded the graduate of one of the finest institutions of higher education in the world.

An active Alumni Association will assure you in future generations that this excellent reputation will be continued through your efforts. We will have:
A BETTER OPEN-HOUSE PROGRAM
To encourage high school students to consider a College of Agriculture and Life Sciences education.
A BETTER STUDENT/ALUMNI CONTACT PROGRAM
To help undergraduates explore alternatives.
MORE SUCCESSFUL ALUMNI ASSOCIATION REGIONAL GATHERINGS
An Annual Campus Breakfast during Reunion Weekend to exchange ideas for further improvement of college faculty programs.

We hope that you will join us by sending your check for just $4 to the Alumni Office, College of Agriculture and Life Sciences, 205 Roberts Hall, Cornell University, Ithaca, New York 14853. You will receive the Cornell Countryman for one year and be invited to Cornell regional alumni affairs in your area.

CONGRATULATIONS!

Phillip A. Green, President
ABOUT THE ISSUE
Outstanding people of the world—entire magazines are devoted to the topic. The Cornell community includes plenty of outstanding people of its own. From undergraduate students to Nobel prize-winning professors, Cornellians excel in many different ways. This issue of the Countryman focuses on a few of these people who add sparkle and excellence to Cornell.

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When I first entered Cornell, my parents offered me the following words of advice: “Take a course that will teach you something useful.” Many students probably feel that practical work experience can only be found outside the University’s curriculum. However, some courses do provide an opportunity to learn by doing. The Cornell Countryman is the finished product of such a course.

“Print Media Lab,” the course’s official title, is offered each semester to majors in the Department of Communication Arts. “The Countryman,” as most students refer to it, is taught in a relaxed, informal atmosphere which really is conducive to learning. Credit for this might be given to the two course instructors.

Jane E. Hardy, who focuses mainly on the editorial aspects of the Countryman began her career with a Cornell degree in floriculture. After working in garden design, she joined the staff of Canadian Homes Magazine as a gardening editor. She worked as a gardening editor for twelve years. In addition to teaching in the College, Hardy likes to do freelance work in both writing and garden design.

Victor R. Stephen has over twenty years of experience in publication production, and advertising design and illustration. Professor Stephen has headed the information services of communication arts and publishes the quarterly in-service training letter, VISION, which is read by visual specialists all over the world. He is also known as a fine artist who has received awards for his exhibits.

How do two people manage to “co-anchor” a class? In some respects, they are affectionately looked upon as a comedy team. Hardy plays Ed McMahon to Stephen’s Johnny Carson. “Stephen’s one-liners are great... sometimes,” remarks a student who wishes not to be identified.

However, there is a great deal of work to be done and there are crucial deadlines to meet. Something unexpected (and unwanted) manages to crop up from time to time. Brilliant and quick thinking is sometimes the answer to avoiding a crisis. There remains a lot to be said about the benefits of on-the-job training.

Students enrolled in the course find it helps them to develop the good professional attitude that is needed in any career. Peter Schacknow ’78 says the course helped him as former News Director of WVBR-FM in Ithaca. Schacknow says joining the Countryman staff was originally a matter of what fitted best into his course schedule. “Last fall, I signed up for two classes that met at the same time. Somehow it didn’t seem to work out conveniently,” he explains. Like many students, Schacknow elected to take the course for two semesters. “I’m really interested in a career in broadcasting but I enjoy the experience of working in the print media.”

Other students are seriously interested in working for a publication in the future. Lynn Levidy ’78 says the course is a good first-hand look at the “actual mechanics” involved in putting together a magazine. Levidy says the experience is an “added plus for anyone interested in this particular job market.”

Countryman staff members often walk away from class learning much more than they realize. A source of inspiration for job-hunters is the “student-makes-good” letter from someone who previously took the course. Mark Monroe ’77 attributes his new job writing magazine articles on agriculture to a story called “From Grass to Gas.”

“There is no way I would be working at this job if I hadn’t had the Cornell name and a Countryman article on an ag-related subject behind me,” Karen Esposito ’77 says her class experience helps her complete daily assignments as a staff writer for a utilities company.

One of the most rewarding aspects of putting together a publication is getting positive feedback from readers. In addition, the Countryman staff regularly receives requests for permission to reprint articles.

The course has all the basic ingredients to provide an invaluable learning experience for everyone involved. It not only teaches practical skills, but emphasizes the importance of responsibility to one’s work. Students can get professional training in class.
Worth more than a TIP

by Cathi Gobel ’79

“There’s only one thing you give a Pullman porter and that is a tip,” claimed Professor Joseph “Tip” Pullman Porter. But, if you are fortunate enough to spend a day with Tip Porter, ’17, you will surely agree that he deserves a great deal more for all his contributions than just a tip.

Professor Porter’s association with Cornell has continued uninterrupted for 65 years. After receiving a masters degree in landscape design in 1918, Porter spent the next 40 years teaching at Cornell and in 1957 retired as Professor Emeritus.

Porter is noted for his innovations in landscape design and teaching. While still a student at Cornell, Porter served as draftsman for the present Cornell Plantations. After graduation, he began working for Cornell as the first full time extension teacher in landscape design for New York State. Working in many counties, Porter dealt with the existing poor conditions in resident farmlands and one-room schoolhouses. Tip spoke to civic groups, schools and rural churches informing them of changes that were needed in their areas to improve living conditions. Playgrounds and larger schools were advocated and farmers were instructed on new methods for better living conditions. Porter helped people in the communities appreciate the many types of flowers, trees and shrubbery their areas had, the best locations that would suit these plants and how to preserve and transplant them.

During 11 years as extension teacher, Porter became the first Cornellian to give an instructional radio program relative to landscape design, as well as the first to present an educational television program at Cornell. In 1928, Professor Porter transferred to campus teaching of landscape-nursery courses which he originated.

Professor Arthur Lieberman ’52, who was once Porter’s advisee and is now a professor in the Landscape Architecture Program at Cornell commented that Tip was an enthusiastic and inspirational teacher. “He had an unusual ability to awaken in other persons an interest in landscape design. As an advisor he would go that extra step and share personal concerns about courses and career aspirations,” commented Lieberman.

As a professor, Porter was noted for his courses because they gave so many students practical field experience. Porter secured the cooperation of the superintendents of several of the local parks and he involved his students in the design and implementation of plans as well as the park’s construction. Some of their accomplishments include building bridges and the swimming pool found at the foot of Buttermilk Falls.

Mrs. Joseph Porter, commenting on her husband, believes that “Tip’s most noteworthy accomplishment was the designing and development of the grounds of Raybrook Hospital, formerly a hospital for T.B. patients.” Tip modestly commented that he was asked to design Raybrook’s grounds to encourage the patients to enjoy the out-of-doors. “I agreed to work on the project under the condition that they would let me live in the hospital for seven days as a patient prior to making any plans. It was the only way I could understand exactly what the patients

Professor “Tip” Porter, noted for his landscape design, works on a landscape project near Saranac Lake.
collection and compiling material for a book on the history of his family--the Pullman Porters.

Professor Tip Porter commented that after spending 65 years at Cornell his grand-daughter has now chosen to study landscape design in the College of Agriculture and Life Sciences. “Marcy Porter will pick up where her grandfather left off,” commented Tip.

Porter’s man-made lake found in the Adirondacks, left. Below, a view of Raybrook Hospital surrounded by conifers and lawn.

were feeling and what their needs were. Staying there helped me decide what needed changing,” said Porter. “I eliminated many of the trees surrounding the building. Oh, this upset many of the patients but there was too much shadow on the building and not enough sunlight coming into their rooms. Trails for a nature walk and a sitting house were constructed and I had a marvelous mountain brook artificially made on the property. Courts for horseshoes and croquet were built and a nine hole golf course with a 24 par,” said Porter. “This was the medicine the patients needed. It helped them psychologically as well as physically,” added Porter.

Following retirement in 1957 Tip continued being active with Cornell and the Ithaca area. Directly across from Porter’s home is a small park owned by Cornell Plantations. Porter for many years kept the park in beautiful condition by trimming overgrown trees and shrubbery and keeping the park free of any litter. His current interests include maintaining a coin
Let us suppose you want to buy a 35mm single lens reflex camera. You turn on your television and push the properly coded buttons on a device resembling a pocket calculator. Information from a computer facility appears on the screen, telling you what brands are available with the features you desire, and the quality and price of each. You press another button to view the names and addresses of several camera shops in your locality which carry the brand at the price you want. You can also find out what kind of service to expect from each of the stores.

In the near future, you may be able to get shopping advice like the above from a computer. Local consumer information systems, as proposed by economists and computer scientists at Cornell University and the University of Michigan, would be accessible by telephone, mail, cable television, or vending machines. The systems would provide information about the quality of merchandise and services, as well as providing price comparisons and supplying information on local stores where the items can be purchased. Consumers would be able to ask questions and receive quick replies. It will be easier for consumers to receive better quality goods at lower prices.

The concept of a national network of local consumer information facilities was proposed this year by Cornell's E. Scott Maynes and University of Michigan scientists James N. Morgan, Weston Vivian, and Greg J. Duncan in the Journal of Consumer Affairs. Various means of gathering and distributing the information will be tested to determine the most effective ones.

Maynes advocates the methods which provide the most immediate feedback, since they will be the most helpful to consumers.

Maynes, the chairman of the Department of Consumer Economics and Housing at the N.Y. State College of Human Ecology at Cornell University, indicates that the systems could be publicly funded, or financed only by those who use the information. With public funding, the information would be available to people who could not afford to pay fees for information.

Maynes says the systems may not serve the poor directly. Although lower-income people need consumer information even more than others, they tend to seek such information less frequently. Often, they cannot afford it, or simply do not know how to use it. However, the market economy will be improved by the use of the systems. Prices will be forced downward by the competition, therefore benefiting the poor indirectly.

At present, prices for any given item vary greatly. Price ranges are especially wide in larger cities. The economists' research in Ann Arbor, Michigan, in 1974 revealed that Kodachrome 126 color film ranged from $1.45 to $2.50 a roll. Single-lens reflex cameras of similar quality ranged from $170 to $635. One prescription drug varied from $2 to $7. A 25-year-old male in good health could pay from $1,680 to $3,100 for five-year term life insurance.

In many cases, consumers could save one-half to two-thirds of the top prices simply by finding out about the availability of lower-priced items within their localities. The local consumer information systems would make savings possible by giving consumers the information they need.

The quality of services also varies greatly. The economists propose to conduct quarterly surveys of local consumers. These consumers would rate local vendors such as retail stores, auto and television repair shops, and home improvement companies. Major areas of inquiry would include quality of work, promptness, price and overall satisfaction. During preliminary surveys taken in Ann Arbor, there was evidence that ratings of this kind were regarded as meaningful to consumers. Those surveyed said they would be willing to pay for such information.

Of course, retailers would have a chance to review their ratings and insert their own comments, in the interest of fairness and accuracy. A problem Maynes mentions is that high-priced merchants may use their political power to prevent institution of the systems.

Setting up the systems will be complicated. To be economical and well-utilized, Maynes says, local consumer information systems must begin as large-scale operations. Obtaining the necessary funds would be difficult. Maynes sees little opposition from the political left and right. The liberals will approve because all consumers will be helped, and conservatives will like the idea of making the free enterprise economy work the way it should.

If successfully instituted, the local consumer information systems will provide a valuable service to consumers—ultimately giving them higher quality for less money.
Only two more pages to type of the term paper that is due in half an hour. Your fingers aren’t at their fastest, though, because you pulled an all-nighter to write the paper. Twenty minutes later you rip the last page out of the typewriter and frantically rush off to your T.A.’s office to hand it in.

Procrastination has become a way of life for you--one of the mind games we all play with ourselves. Torn between doing the work we know we should be doing and something more enjoyable, the constant battle is on.

Leaving things until the last minute is a popular pastime. Witness the number of bleary-eyed people who come in to take exams. It’s a safe bet that most of them left their studying until the very last minute.

There are other mind games, too. Because there are more than 16,000 students at Cornell, fear of loneliness and being lost in the crowd is very real. So people join fraternities, sororities, intramural sports, clubs, sensitivity groups, bands, orchestras, craft courses. When asked why they join groups, the students usually answer, “To meet people.”

According to Sigmund Freud, there are three parts to our personality—id, ego and superego. The superego is responsible for guilt, and that is what you feel when you make a desperate phone call to your parents telling them to put more money in your checking account for books. Why the guilt? Because you really need the money for partying, not books!

So you try to rationalize away your guilt. “I study all the time, and I have to relax once in a while,” you might say to yourself. Never mind the fact that the real reason you need the money is that you made a bet, lost and now have to take five of your friends out for a night on the town!

When you are asked why you don’t like someone, you should take a close look at your answer because you can learn something. Many times the thing you don’t like about someone else is a disguise for what you don’t like in yourself. When you do this, you are “projecting” your own undesirable characteristics onto someone else in an attempt to get rid of them.

Both rationalization and projection are defense mechanisms. These are unrealistic ways of dealing with the environment, your impulses or your consciences. Common though rationalization and projection may be, though, they don’t occur as frequently as repression, which is the primary type of defense mechanism.

Repression occurs when you push out of consciousness that which you cannot accept. “I’m just not going to think about it,” you might say. Cornell life is full of stress and anxiety, so you can be sure there is a lot of repression going on behind all those intellectual faces.

Sometimes we play mind games with each other. When we first meet someone, we immediately start wondering what they are thinking about us. We try to ascribe motives to their behavior and figure out “what makes them tick.”

“What are you doing Saturday night?” (I’m finally getting up the nerve to ask you out—why are you looking at me strangely?)

“Nothing, I guess.” (I HATE it when they never say what they have in mind, just ask if you’re doing anything.)

“Want to go to the movies? I think there’s a good one on campus this weekend.” (She said she wasn’t doing anything Saturday, but she doesn’t look or sound too enthusiastic.)

“Okay.” (Well, I might as well go out with him, since it’s obvious that Mike isn’t interested in me. I don’t want to sit at home Saturday night.)

“I’ll pick you up about 7, okay?” (Oh, no, I forgot to ask what kind of movie she likes!)

“That’s fine. By the way, what movie are we seeing?” (I hope he isn’t a mystery freak.)

“How about Dr. Zhivago?” (I’ve never seen that one, but I’ve heard it’s good.)

“Yeah, that sounds good.” (Why that one? I think I’ve seen it about 10 times. Well, I didn’t have anything else in mind.)

“Great. I’ll borrow my roommate’s car, and then we can go out for drinks after the movie.” (I hope you’re not a tee-totaler.)

“Okay. See you Saturday night.”

Mind games--we will play them all of our lives because it’s very much a part of being human. Think back over the past day. How many times have you played a mind game?
It was April, 1789 in Kingston, N.Y., a prospering village on the Hudson River, and three families were making last minute preparations for their departure. Motivated by a desire to improve their fortunes, these families were leaving Kingston as pioneers in search of a new home. That new home was to be Ithaca and they were to become Ithaca’s first families.

In all, 20 persons were going to make the journey. There was the Yaple family composed of Jacob Yaple, 29, his wife Maria Dumond Yaple and children Philip, Mary and Peter, as well as Jacob’s younger brother, John, about 20 years of age. Isaac Dumond would also come with his wife and children, Peter, Abram and Jenny as would Isaac’s brother, John and his bride of one month, Jane Burrows. A third family, Peter Hinepaw, his wife and five children, completed the group.

The new pioneers had only a general idea where they were bound. They had heard some reports of the Finger Lakes region northwest of Kingston from Jesuit missionaries. Two Jesuit Fathers reportedly came to the area as early as 1656 by way of the St. Lawrence River and the Great Lakes down through the northern end of Cayuga Lake. They had lived with the Indians by the lake for about nine months but had departed when difficulties with the natives arose. A Jesuit mission was re-established in 1668 on the lake at Cayuga, N.Y. which continued until 1684.

The Jesuit reports indicated that while the region was densely forested, the Indians had cleared considerable areas in the flat delta plain near the southern end of the lake.

The families had also heard wonderful stories about the physical splendor and bounty of the region from soldiers who had passed through in September, 1779 as part of a detachment of General Sullivan’s army sent from Washington to “humble” the Indians. The soldiers, led by Colonel Dearborn, destroyed the Indian villages and wasted the native plantations and orchards, forcing the Indians northward towards Niagara.

The real impetus for making the journey, however, came from the three family heads, Jacob Yaple, Isaac Dumond and Peter Hinepaw, who, along with eight other men and two Delaware Indian guides had embarked on an exploratory trip of the region west of the Susquehanna River the year before. They had returned to Kingston about a month later having examined only the area embracing Cayuga and Seneca Lakes and a few miles in either direction.

So it was that in April the three families gathered some household furniture, a few key farming tools and other supplies, sheep, cattle and horses and set out on a new adventure to the wild Finger Lakes region—specifically, to the area now known as Ithaca, N.Y.

The journey was both long and arduous for the pioneers had selected an indirect route following natural geographic lines and a complicated means of travel. Horace King described the route taken by the first families in a public lecture given to Ithacans on April 5, 1847.

“From Kingston,” he said, “they crossed to the eastern branch of the Delaware (River) reaching it at Middleton, the southeastern township of Delaware County; there they constructed canoes in which they descended the river to Owego. Between that place and Ithaca there was no road of any description—unless a well-beaten, Indian foot-path might be considered one—and therefore they were compelled to clear the way before them in order to journey onward.”

The roadway opened by the Yaples, the Dumonds and the Hinepaws during the last leg of their trip followed one of the low-lying gaps across the characteristic upland country, the valley of Six Mile Creek. This valley was one of two or three valleys which provided the only southern access into the Finger Lakes Region.

The Six Mile Creek valley was narrow, winding and forbidding. Virtually all dense, unbroken, tangled forest (the “dark forest” according to ac-
counts from some early observers), it was bordered on either side by high, steep cliffs which obstructed all view. In later years, as the Ithaca settlement grew, such north-south lines of travel and communication became extremely important in the development of the region.

In all, the trip from Kingston to the point where Owego is now situated took the pioneers just over one month. The distance from Owego to Ithaca, about 29 miles, took 19 days. As they approached the fertile clearings in the flat land by Cayuga Lake which was to be their destination, the first families found the earlier reports they had heard surprisingly accurate. Indeed, it must have seemed ideal.

"In the valley bottoms of Ithaca, particularly near the head of the delta flood plain, the white pine (predominant on the surrounding upland summits) merged into oak, elm and maple woods, though there were extensive cleared fields, cultivated by the Indians on this ground together with apple orchards, this fruit apparently having been introduced by the Jesuits," wrote Oscar D. Von Engeln in describing the region at the time of the first settlers in his book, Concerning Cornell.

The lakeside of the delta was all marshland and swamps—so much so the Indians had named the lake "Tiohero" meaning "the lake of flags and rushes." Early accounts suggest that when the white men arrived nearly all the territory now west of Cayuga St. and north and west of Mill and Aurora Sts. was one large swamp covered with a dense growth of trees, vines and marsh grasses. In the swampy area, tamarack, black spruce, balsam fir and hemlock were plentiful.

Food was certainly not a problem for the new residents. The lake offered numerous varieties of fresh fish including whitefish, bass, pickerel and pike among others while the huge forests stretching in all directions abounded with game—especially deer and bear.

Jacob Yaple, Isaac Dumond and Peter Hinepaw, pleased with what they found, selected 400 acres near where Tioga St. is located today and set to work building homes for their families. The first cabin was built for the Hinepaws at a site on the north side of Cascadilla Creek at the mouth of the gorge. The cabins for the Yaples and for the Dumonds were built near one another at what is today known as East State St.

In that fall of 1789 these three families were the only white inhabitants in the region. There were some Indians who had remained after the siege of Colonel Dearborn and a large Indian village was located some two miles up the Cayuga Lake inlet, Nequaena Creek as it was then called.

The Indians were friendly and assisted the settlers in planting and harvesting their first corn crop. In the second year, however, most of the Indians left for their reservation at the northern end of the lake.

Yaple built a small mill in that year near Hinepaw's cabin, fashioning all the mill stones himself out of a single, large granite boulder. Soon the mill was grinding 20–25 bushels of grain per day.

The first families began trading in 1789 with the first merchant of Ithaca, an itinerant trader who brought a small boat down the lake and exchanged tea, coffee, crockery and hardwares, lead, gunpowder and liquor for maple sugar and animal skins.

The Yaples, the Dumonds and the Hinepaws grew and prospered. After settling in Ithaca, Jacob Yaple and his wife had six more children. Jane Burrows, wife of John Dumond, gave birth to Sally on March 10, 1791, the first child born within the limits of Tompkins County.

Generally, for about 10 years after the first settlement, the "flats" increased very little in population. In 1798, for example there were not more than a dozen small homesteads. (The first wood frame house was not erected until 1800.) Gradually, however, word of the new settlement and of its prosperous potential made its way back east where other families, encouraged by the favorable reports, made plans to follow suit.

"Thus a current emigration commenced to flow in this direction," said King, "which soon attained large proportions and aided materially in opening up and populating the areas covered by the present county of Tompkins."

The Six Mile Creek through-valley as it appears today near Willseyville, about midway between Owego and Ithaca.
Talking about interesting, important, intelligent, and irreplaceable people around Cornell, we can not leave out the distinguished faculty of the New York State College of Agriculture and Life Sciences. Each year members of the College's faculty receive many awards and much recognition for the outstanding quality of their teaching, research, and public service contributions. Recognition has come from the State University of New York, national professional associations such as the American Economics Association and the American Meat Science Association, the National Science Foundation, and research related rewards such as Guggenheim Fellowships and Fulbright presentations.

No faculty is truly distinguished, however, without the respect and recognition of the students they are teaching. It was just such thinking that prompted Ho-Nun-De-Kah, the student honorary society of the College of Agriculture and Life Sciences, to establish the Professor of Merit Award in 1947-48. The award is determined from the votes of graduating seniors in the College, and honors the member of the faculty whom the students feel is an outstanding teacher.

The 1977-78 Professor of Merit is William C. Kelly, shown here with Marilyn Groll '79, at the Ho-Nun-De-Kah reception in May.

Nominations for the Award are accepted from all students in the College during March of each spring semester. From these, Ho-Nun-De-Kah members select the five professors having the greatest number of nominations, and place them on a ballot which is then mailed to all graduating seniors in the ag college. The ballots include descriptions of the nominated professors' work, as well as comments from the respective professors' department chairmen. From this information, their classroom experiences with any of the professors, and their opinions of what an outstanding professor is, the seniors select their choice for the year's Professor of Merit.

Each year's winner is officially recognized at two traditional Ho-Nun-De-Kah activities; the student-parent-faculty graduation reception in the spring, and the welcoming barbecue in the fall. The official announcement of the winner is made at the spring reception, along with the presentation of a "walking plow" plaque to the Professor of Merit. Two larger, similar plaques are on display in Mann Library, and are engraved with the names of each year's Professor of Merit since 1947-48.

Prof. Stanley W. Warren, retired from the Department of Agricultural Economics in 1972 after 40 years of teaching in the department, was the first professor to be honored by the College's senior class as the Professor of Merit in 1947-48. Recalling the presentation of the Award, Professor Warren says, "I can honestly say that of all the honors and recognition that have come my way, that one is number one. I have always felt that my number one job was teaching undergraduates, and an award that came entirely from those students really means a great deal to me," he added.

Approximately one-third of all previous winners of the Award are also from the Department of Agricultural Economics. Other departments represented by Professors of Merit include biological sciences, agronomy, communication arts, animal science, vegetable crops, and entomology. Both professors and departments are proud to carry the honor, and consistently comment that the most flattering aspect of the Award is that it comes from the senior students. "By the time a student is a senior, he or she has been exposed to a great number of instructors in the College, and a professor whom they vote to be the Professor of Merit is truly being honored," a department chairman noted.

Prof. Thomas W. Scott, of the department of Agronomy and winner of the 1968-69 Professor of Merit Award, said, "It's satisfying to know that students appreciate the time and effort a professor puts in to do a good job."

This past year's Professor of Merit, Prof. William C. Kelly of the Department of Vegetable Crops was honored at the Class of 1978 Senior-Parent-Faculty reception held in the Memorial Room on the day before graduation last spring. Professor William C. Kelly teaches courses in vegetable crops physiology, research methods in applied plant science and a class in organic gardening for non-agriculture students. His close contact with students comes from dividing the classes into small discussion groups which he leads.

Surely each professor who has received this Award is truly a Professor of Merit, and surely there are many other outstanding professors on the ag college faculty who have not yet been recognized by the senior class. Seniors will never be troubled by a lack of candidates for their special award, but rather by the continually difficult process of choosing only one winner.
THE YOUNG EXECUTIVE:

This junior runs a radio station

by Carole Freedman '79

Dave Goldsmith is a junior Communication Arts major at Cornell. Twenty-year-old Goldsmith is also General Manager of WVBR, a 24-hour commercial radio station run primarily by Cornell students who volunteer their time and energy. I watch him as he surveys the different areas in the station to see if people have questions, to answer phones and to stop and chat for a bit. He moves quickly, at a pace it is hard to keep up with.

"I like working with people," he explains to me as we sit down in his small, yet efficient office. "I like to keep busy. I get bored easily and find I have to keep busy to keep happy."

Goldsmith is the president of the Cornell Radio Guild Incorporated, the organization that owns WVBR's license. The members of the Guild elected him to the position he now occupies. His responsibilities are "multifaceted" as he puts it. It is up to Goldsmith to see that WVBR stays on the air, meets its legal requirements with the Federal Communications Commission and New York State corporate law. Goldsmith sees himself as the public relations man for the station. He likes to present it to prospective advertisers and other businessmen in the community.

How is a twenty-year-old college junior qualified for such a position? Goldsmith's background is heavily business-oriented. His family owns and runs a retail operation, in which he has taken part. He worked for three years during high school in a clothing store in his home town, and as a senior in high school was manager of the school book store.

Once he came to Cornell, Goldsmith literally jumped right into WVBR. As a freshman he was elected vice president of the Cornell Radio Guild in charge of the station's facilities. He says ever since his first few months at VBR he knew he would be General Manager sometime in the future. This year, he felt he knew enough about the station and its day-to-day operations to run for the position. Due to WVBR's status as a student-training station, the General Manager is elected.

Directing the goings-on of a radio station takes an infinite amount of time. Goldsmith spends about 40 hours a week on station business. He is a full-time student as well. "Because I spend the time at VBR and go to classes I have to be organized. I make lists either mentally or on paper that I try to stick to very closely on a day-to-day basis."

And what about classes? The transition between manager and student is not always an easy one to make. Goldsmith says "I feel frustrated at times in classes. Sometimes I feel I can accomplish more at VBR in an hour than I can sitting in a classroom." Goldsmith adds that it is important for him to be at the station during business hours. As General Manager, if something comes up at VBR during class time, he will tend to forego the class. "Most of the real education you get comes from practical experience," Goldsmith feels. "That's always been a philosophy of mine."

The volunteer nature of the station makes for interesting managerial circumstances. Goldsmith explains that "radio management is different at VBR than at most places. This is because the bottom line at most places is profit. At VBR the bottom line is training people and serving the public, and money made at VBR is used as a means towards that end."

Goldsmith's term of office is one year, April to April, at which time he may run again if he wishes. "I see my position here as a challenge," he says. "After all, I am responsible for the successes and failures of a $160,000 operation. I ran for the position be-

WVBR's General Manager, Dave Goldsmith '80, talks informally in his office at 227 Linden Avenue.

because I think I can do good things for VBR."

Becoming General Manager wasn't all easy for Goldsmith. "I had good and scary feelings initially. The element of power can be overwhelming. There's no one above me judging what I do. I have to make the decisions by myself. It's a good feeling to know, though, that I can always ask for advice. Everyone is very helpful."

Somewhere in between the radio station and schoolwork Goldsmith is able to squeeze in a little bit of relaxation. Cooking is one of his hobbies. As for exercise, he plays volleyball on WVBR's coed and men's intramural teams.

This college junior runs a $160,000 operation. And all for the love of it.
Almost everything starts on a farm

Minnie the cow, from the Dairy Science Club, gazes at the people around her in the Memorial Room.

Right, the Floriculture Club exhibited dried and aromatic herbs and flowers.

Plant pathology graduate students prepared a display showing damaged food commodities as consumers might purchase them in grocery stores.
A student tastes a new egg breakfast drink which was served in Mann Library. It proved to be very popular with visitors.

A cow to be milked by anyone who dared. . . a chameleon. . . baked potatoes and four kinds of pop corn for sampling. . . dried herbs to sniff. . .

The second annual Ag Day brought all these things into the Memorial Room of Willard Straight Hall. March 13, Ag Day 1978, was a smashing success.

Although most of the exhibits were at the Straight, several were located in the lobby of Mann Library. The most popular of these were the baby chicks exhibited by the Future Farmers of America, and a new egg breakfast drink served by the food science department.

Ag Day '78 was sponsored by the New York State College of Agriculture and Life Sciences and organized by the Ag Positive Action Council. The educational displays and samples were provided by different departments and student organizations in the College. The theme for the day was “Almost Everything Starts on the Farm.”

Ag Day is a nationally celebrated day which gives farmers and food producers a special opportunity to communicate with consumers. Its purpose is to enlighten consumers as to the role of farmers in America’s future. Locally, Ag Day is provided to make the students in other divisions of Cornell University aware of what is involved in the College of Agriculture and Life Sciences and to eliminate the “pitchfork” image of the farmer.

The sponsors and organizers of Ag Day ’78 were very pleased with both the exhibits presented and the number of enthusiastic spectators. According to Mary Maxon ’79, “Plans are already underway for Ag Day ’79 in hopes of fulfilling the purpose of Ag Day and pleasing the Cornell crowd.” Ag Day ’78 was a fun and inspiring learning experience. Ag Day ’79, now in its planning stages, should be even more spectacular.
The camera crew is ready. All the microphones and lights are in working order. The stage is set.

"Thirty seconds," calls the head-phonned floor manager, "Stand by." Up in the control room, the director is rapidly firing orders to the video-person and the technical director.

After the thirty seconds tick by, the video machines start to roll and a sound track is recorded. Thus, another production is under way at the Educational Television Center located in the basement of Martha Van Rensselaer.

The ETV Center was instituted in 1969 as a service organization. Originally, ETV was a part of the Department of Communication Arts, but three years ago they split. Now a part of Media Services, the ETV Center is strictly for service, offering no courses and having no faculty, while the communication arts department fulfills an academic purpose and is based in Roberts Hall, Mann and in its graduate center on Stewart Ave.

Dave Watkins and Doug Dunning edit a video tape production by an electronic process.

Center, operating a camera video machine, Bernie Gurewich adjusts the contrast and brightness before the picture is actually on the tape.

Right, Doug Dunning monitors the video tape machine, checking for quality and sound levels.

There are Communication Arts classes in television production, however, that do use the ETV Center's facilities. These classes learn production, editing, scheduling, programming and planning. Last spring, one class produced a series about campus life for WSKG in Binghamton, N.Y.

According to Dave Watkins, Supervisor of the ETV Center, ETV has three main goals. The first concerns its public service obligations for Cooperative Extension. The ETV Center produces public service announcements, documentaries, and community and educational programs. Their topics include child abuse, nutrition education, and several teaching aid programs. The productions are distributed all over New York State to educational and commercial TV stations as well as to other universities, institutions in the rest of the country and many foreign nations.

The ETV Center also has a commitment to work with resident instruction in bringing television into the classroom. The Center tapes individual programs for lab courses and other classes. For example, the chemistry department is engaged in a five year program of putting all the introductory and organic lab demonstrations on tape.

"Television is really an adjunct to instruction," explains Watkins. "It's just another audiovisual aid students can use if they miss a lecture or would like to review class material. One benefit of television in the classroom is the camera's ability to do a lot of close up work and take in a lot of detail. Also, it takes pressure off T.A.'s to standardize instruction over a large class with many sections."

The third mission of the ETV Center is to aid research. Rather than directing actual research, the center works with faculty members on their research projects. The Center helps researchers, sometimes supplying them with video equipment, either stationary for studio work or portable for on-the-spot coverage, to use in their work. It also helps
faculty members buy and maintain whatever machinery they may need for production.

"To get a program on the air takes a lot of time and planning," Watkins asserts. "It is possible though for us to do a job on short notice." Usually a group or an organization will come in with a rough idea for a show. Together, the show's producers and studio staff will spend most of their time in the pre-programming stages--writing scripts, deciding formats, scheduling, budgeting, even deciding whether television is the best method to communicate the desired message. A producer can choose between video tape and 16 mm film in color or black and white. He or she will also be able to select from several possible formats: dramatizations, on location mini-documentaries, animation, or interview situations.

People using the ETV Center pay for the use of its services. The price depends on the scope of the production, the equipment used, the project's complexity and the amount of money available. Government grants or national foundations sponsor many of the Center's productions. Also, Cooperative Extension supports the making of many public service announcements. The films and video tapes, after they are produced, can either be rented or bought for a specific price.

The ETV Center can be working on a half dozen to eighteen separate projects simultaneously, so it has a fairly large carrying capacity. "At one time," Watkins describes, "we can have four different operations at work--the studio could be in use for a television taping, someone could be out on location with a portable camera, our small format operation might be in use, and someone could be working with the audio equipment."

"The Cornell campus has been slow to accept television in the classroom," says Watkins, "but the number of our productions is steadily increasing. Over the past two years, our staff and equipment have been as busy as they were over the past six years combined. We're doing a lot more and people are becoming much more aware of the range of services the Center can provide."

Right now only two buildings on campus are hooked up to the ETV Center's closed circuit system--Baker Lab and Martha Van Rensselaer. Unfortunately, there are logistical problems involved in getting a TV signal from one building to another on campus. In spite of this, it is predicted that sooner or later, television will serve the whole campus on closed circuit.

ETV is basically a service organization, serving both the state and the campus. It is becoming more apparent as time goes by that television is a means of easily communicating knowledge and information and the Educational Television Center is proving that.
KAREL HUSA

Karel Husa -- composer, conductor and Cornell professor -- had just returned from a trip to Baltimore the previous day.

“No, I didn’t get to see the lacrosse game against Johns Hopkins,” came the reply to an obvious question. “But I still managed an injury. I stepped off an elevator a little funny and seem to have done something to my back.”

He eased himself into a plain wooden chair and began thumbing through some papers. The office on the second floor of Lincoln Hall was furnished sparsely, but functionally. The only light in the office just then was that which came pouring in through the large naked window overlooking the Arts Quad.

“Here is some biographical information you may want,” Husa said, handing over a large folder. Much of the material -- reviews of his compositions or performances (often both), or personal profiles that begin: ‘Karel Husa was born in Prague, Czechoslovakia on August 7, 1921. . . ‘ - - was reprinted from newspapers and magazines over the past 10 years.

That is not to say, of course, that Karel Husa was not active in music before this period. In fact, his musical education dates back to when he was eight years old and his parents gave him a violin for Christmas. At 13, he began studying piano.

As a child, however, music was not Husa’s professional goal. “Like most kids, I didn’t always want to practice,” he recalls. “I was going to be a civil engineer, but when the Nazi occupation came, they closed all the technical schools.”

Music, then, became Husa’s vocation, more by default than anything else. The Nazis allowed the music schools to remain open, so during 1940-41, Husa studied privately in preparation for the entrance examinations at the Prague Conservatory of Music. He graduated with a master’s degree in 1945, having composed over the course of his four years at the conservatory two major works -- his first published composition, the Sonata for Piano, Opus 1 (1943) and an overture for large orchestra (1944), his master’s thesis.

Husa then went on to study at the Academy of Musical Arts in Prague for a year before moving to Paris in 1946. There, he studied composition under Arthur Honegger and Nadia Boulanger, and conducting with Andre Cluytens, Eugene Bigot and Jean Fournet at the Ecole Normale de Musique and Conservatoire Nationale.

Paris remained Husa’s home for eight years, during which time he produced several major compositions and maintained a rigorous conducting schedule. By 1954, however, he realized that some sort of change was necessary in order to continue doing the things he wanted under less pressure. When an offer came from Cornell for a three-year position on the University faculty, Husa gladly accepted.

“Some composers take university jobs as a necessary source of income, but don’t particularly like it,” he says. “I, on the other hand, really enjoy being in a university, surrounded by students with such inquiring minds.”

Husa’s three-year hitch at Cornell has now stretched to 23, and he gives no indication of growing tired of it. “There was some reorganization several years ago, and I gave up conducting the Cornell Symphony to allow more time for composing and traveling,” he says.

“I had the orchestra for 19 years, and enjoyed it the whole time. I like the enthusiasm of young players.”

One gets the impression that this grandfatherly gentleman has no concept of himself as anything other than a kid out of school (with a bit of practical experience under his belt). He enjoys being surrounded with the vitality and energy of youth, and sees the young people as his peers.

In discussing his compositions, Husa speaks of “writing pure music in proven forms.” He distinguishes between two general philosophies of art -- classical and romantic.

“Classical style is ‘art for art,’ and is characterized by an emphasis on style. Romanticism is essentially ‘art for expression’ and places more of an emphasis on ideas.” Within this framework, Husa describes himself as a romantic, and feels that ‘most of the movements in the last 10 years are essentially romantic.’

As a student, Husa says he was influenced by the composers of the day, such as Bartok, Stravinsky and Schönberg. The American composer Charles Ives also “started to intrigue” Husa while he was studying in Paris.

“I work more by evolution than by revolution,” he adds. “I combine new techniques that exist today with the traditional forms.”

As the winner of the 1969 Pulitzer Prize for Music for his String Quartet #3, and a renowned conductor worldwide, Karel Husa has made an important mark on contemporary music. That Cornell is the fortunate beneficiary of much of his talent should be appreciated by both musicians and non-musicians alike.
How many guest speakers were invited to address the Cornell community this past year? Attempting to answer this question is virtually impossible. One of the assets of a prestigious university such as Cornell is its ability to attract many renowned speakers from all over the world. The Andrew D. White Center for the Humanities is an organization whose responsibilities include the coordination and sponsorship of speakers for Cornell. The Center runs several programs, including the Society for Humanities and a Distinguished Visitors Program.

"The Society for Humanities was established at Cornell University in 1966 to encourage and support research and imaginative teaching in the humanities. It is intended to be at once a research institution, an experiment in education, and a continuing society for scholars."

This aim, as described in a brochure about the society, has become a reality. Each year the society invites selected Fellows to spend a year at Cornell to give seminars and to do research.

There are three categories of Fellowships, each lasting one year: Senior Fellows, who are very distinguished scholars from other institutions; Junior Fellows, who are postdoctoral scholars from other institutions; and Faculty Fellows from Cornell. Senior and Junior Fellows are elected by the Cornell Humanities Council, which is composed of Cornell faculty members. Faculty Fellows, in order to prevent any bias, are elected by an External Advisory Board composed of distinguished professors from other institutions.

The seminars given by the Fellows last throughout the year and are somewhat unusual and different from Cornell courses. Their subject matter is closely related to the Fellows' research. After the Fellow's term, the results of his or her research at Cornell are usually published. In 1975, for example, Professor Isaac Kramnick published his book The Rage Of Edmund Burke, based on research and writing done while he was a Fellow.

A CENTER for SPEAKERS

The idea, as expressed by the Director of the Humanities Center, Professor Michael Kammen, "of bringing to Cornell people of various fields to contribute to the community" is further illustrated in the Distinguished Visitors Program. It provides an opportunity to invite guest speakers to Cornell for only a brief period of time. The Center may sponsor a speaker on its own, or, as is more common, it co-sponsors the speaker with the appropriate department.

Over the past year this program brought a wide range of speakers to Cornell, including Marcus Cunliffe, Professor of American Studies at Sussex University in England, and Professor Charles Segal of the Department of Classics at Brown University. One of the year's highlights was the lecture given by Henry Steele Commager, one of the most distinguished historians in America today.

Last spring Henry Steele Commager, one of America's renowned historians, lectured at Cornell.

Once or twice a year the Center sponsors a major symposium in which a number of scholars are invited to Cornell to participate in a series of intensive discussions of an issue. Last year the topic was "The Crisis in Britain" and featured such speakers as Britain's former Prime Minister Edward Heath and the Rt. Hon. Barbara Castle. In some instances in the past the results of the symposium were published, as in the case of the book entitled The Morality of Scholarship, written by Northrop Frye, Stuart Hampshire, and Conor Cruise O'Brien, all of whom were participants in the 1966 symposium.

This year's selection of speakers has already been done. Some of the well-known speakers expected to come to Cornell are Helen North, head of the classics department at Swarthmore College; Daniel Bell, professor of sociology at Harvard University; Wallace Stegner, Pulitzer Prize winning novelist; and Victor Weisskopf, a physicist and President of the American Academy of Arts and Sciences.

A change in direction is expected for the Center in the near future. "During the last decade," stated Prof. Kammen, "the selection of scholars hinged on the availability of people and suggestions made in an eclectic way by members of the faculty." Beginning in the 1979-80 academic year a theme will be selected by the Humanities Council, which will in turn shape the choice of Fellows, most of the visiting lecturers and symposia. One goal of this plan is to have a major report or book published at the end of the year based on the theme.

The proposed plan will give more shape and intellectual accountability to the Center. It will serve to tie together the different programs to make them more useful. The Center will then be even more capable of fulfilling its goal of serving the Cornell community.
What has 205 softball games, 185 volleyball games, 69 badminton matches, 60 box lacrosse games, and 58 horseshoe matches all in one week?

The intramural program at Cornell University does. Headed by Alan Gantert and assistant Maria West, the intramural program here at Cornell has grown to be one of the most extensive and best in the country. Intramurals are organized sports in which Cornell students compete with each other. Distinguished from the interscholastic competition occurring between colleges and required physical education, intramurals offer Cornellians a chance to play sports among themselves. A large proportion of the students participate in the sports. Straight statistics show more than 19,000 participants during the 1976-77 season. This figure, however, has duplicates. Explains Gantert, "That number probably represents about 7,000 different students." Aside from the high degree of student involvement, the diversity of offerings is another point which distinguishes Cornell's program. Twenty-one activities are organized for intramural competition. With everything offered from horseshoes to football, there is probably an intramural sport for most any taste.

Contrary to how it seems today, this diversity in both offerings and student participation was not always the case. As a matter of fact, until only four years ago, when Gantert joined then assistant West as director of the

Intramural ice hockey teams compete in Lynah Rink, often skating until all hours of the night.

Cross country running (top right) is one of the many intramural sports offerings which hold a life-long interest for participants.

When asked if Title IX, the equality in sports provision, applies to intramurals, Gantert replies, "Sure it does, but we got ahead of it." Before the enactment of the legislation which made equality in athletics mandatory, the intramural office was already practicing it. Any of the sports offered are open to women's teams. Gantert elaborates that there is an economic and logistics consideration, however. There is a minimum number of teams which must register in order for West to schedule a given sport, and this limitation applies to anyone. This explains why there is not yet any women's football or wrestling competition.

Competition--there is a key word in sports. It seems that here, too, the intramural program offers something for just about every taste. At one end of the spectrum, in Gantert's words, "Intramural sports give people who

by Lynn Levidy '78
can’t be on a varsity team for one reason or another the option of playing their sport, the one they excel in, on a competitive level.” This attitude is particularly apparent in some fraternities who really strive to get the “All-Sports Champion” trophy at the year’s end. Gantert hypothesizes that this high fraternity involvement is due to a “tradition of competition.” Most even have an elected athletic director with one of his main responsibilities being the organization of intramural competition. Gary Roberts, ’77, team member of many independent teams, exemplifies this side of the spectrum. “Independent teams win a lot of sports because we can get a bunch of ringers.” As a transfer, Roberts could not play soccer, his former varsity sport, “But I needed a competitive outlet... and it was intramural sports.”

On the other side of this attitude scale are those who use intramurals as a way to relax, rather than to add another competitive element. Gantert believes, “The coed teams are more for recreation.” Many of the women’s teams are plagued by “no-shows” and subsequent forfeits, also indicating a less competitive attitude. Martha Bontruis, ’80, who is in charge of intramurals for a sorority, feels this is because, “Sports are not encouraged and there is no feeling of team commitment. Because the teams don’t practice, the play is low quality. The games are relaxing and enjoyable, but rarely invigorating and exhausting.” Perhaps this attitude will change to a more serious one as the numbers of women’s teams increase.

With the Faculty Council of Representatives’ decision last spring to reduce the physical education requirement from four semesters to two perhaps the role of intramurals will increase. This will not be felt as much in a mere increase in participants, but as one of the few sources of encouragement to students to get exercise on their own. Most of the sports themselves are not physically demanding according to Gantert, “but they do provide good incentive.” Without required physical education, this incentive will become more important. Along with this comes the advantage that intramurals are the kinds of sports which one can “take through life” as pastimes. Furthermore, time spent in preparation for the matches increases the degree of viable physical exercise provided by the program. Managers at Lynah Rink explain that ice time is often sold out to intramural ice hockey teams who practice between games. Intramurals help students realize that along with a commitment to one’s studies comes a commitment to one’s body.

In view of the increased budgetary woes which are being felt by Cornell as a whole, is there any chance of economic pressure filtering into the intramural department? Definitely not. Mainly because, as Gantert put it, “It’s an inexpensive program, so they won’t cut it. And even if it was costly, there is enough student interest that it wouldn’t be cut.” Funds for the program come from various sources. Originally, the physical education and intramural departments were under one budget. One of Gantert’s first actions as director was to separate the two budgets to find that his office has about $42,000 with which to work. At two dollars per participant, that is low cost entertainment. With more and more games every year, the staff is trying some new ways to stay within that budget. One method they discovered was to eliminate the referees in softball. Since softball season hits about the same time as spring fever and a lot of people get outside to play, a significant savings is made. There are some events where special supervisors are needed such as cross country skiing and ice hockey.

All in all, the future of a great intramural program is secure here at Cornell. Gantert and West, along with their team of student supervisors, are in touch with the diverse interests and abilities of Cornellians and have tailored an intramural program which meets and can change with those needs. As can be expected from one so closely involved with sports, Gantert feels, “The more for athletics, the better.” Because of this philosophy, the intramural staff is always thinking of possible additions or modifications for the program. Gantert would like to add tennis since it is so popular, but due to Ithaca’s weather and limited court space cannot schedule it. Indoor courts do not seem to be in Cornell’s future. Another of Gantert’s interests is water polo, but the difficulty of getting pool time is forcing him to shelve that idea, for awhile. One of the intramural staff’s interests which did come to life during the past four years is the now popular box lacrosse offering.

So every year, all the freshmen will continue to get “The Cornell University Handbook of Intramurals.” If they decide to participate, they may find as one of last spring’s graduates found, “Intramurals were a big part of my Cornell experience. (He played on as many as six teams at once.) Intramurals give students a great chance for something besides academics.”
Why would a middle-aged woman with a family consider going back to school? What is it like for her if she does? What is there for her in the way of challenge and social growth when she gets there, and what sort of an effect does the transition have on her family? These are just a few of the questions raised by a study on married women in college, conducted recently by Cornell researchers. The answers were explored through some careful psychological research and a study of 30 middle-aged women who recently returned to school in a community college in upstate New York. All participants in the study were between the ages of thirty and forty years old, and all were or had been married for approximately thirteen years.

Researchers Patricia M. Donley and Professor John Condry of Human Development and Family Studies in the College of Human Ecology hoped to discover how the college experience contributed to the women's sense of self and self-accomplishment and to provide some insight into a psychological theory of female adulthood. Only recently have researchers begun to explore human development beyond adolescence, but with more and more mothers working, and more women choosing careers instead of families, the time has come to analyze the old role patterns, and the effects on both mother and family of the new ones.

Reasons for returning to school are varied. Karen Allen, a working mother of two, started out several years ago taking courses at a community college, and is now both working and taking courses at Cornell. Although she did not participate in this study, her reasons for matriculating parallel many of those expressed in the study. "As the kids entered high school," she began, "I realized that they weren't going to be around forever. I said to myself, 'Hey lady, you'd better get your act together and work toward a more viable career than typing.'"

The "viable career" looming off in the future is only one of the appeals of higher education. Study data revealed that personal gratification derived from achievement in academics was the single most important rewarding result of returning to school. Exposure to new ideas, increased knowledge, and social relationships with other students also proved very valuable.

Although women returning to school are often stereotyped as not being "good mothers" or not really loving their children, the study concluded that these stereotypes are inaccurate and unfair. Women interviewed made a very clear distinction between the mother and housewife roles. Children were loved and valued by all, but the majority found homemaking responsibilities at best tolerable, and at worst boring and stagnating. What's more, the women in the study actually noticed benefits in their home lives. "Communication with families improved and their children became more responsible and independent."

Allen emphatically agrees. "A few years ago we got together and worked out a system for sharing household responsibilities and it has worked out well."

But returning to school is not without its problems and sacrifices. Academic pressures and the additional responsibilities that go along with them are seen as the big problems.

Approximately one-third of the women in the study expressed guilt as a result of neglecting some chores associated with the previously accepted mother/wife role. Although there seemed a trend toward general relaxation of standards for housekeeping tasks, women still had the major responsibility. Despite the setbacks, no one expressed regrets about returning to school.

Perhaps this is due to the support women received from many areas. Husbands were the major source of needed support in cases where marriages were intact. This support was supplemented by friends and relatives. Still, many women in the study expressed concern about negative effects upon their marriages.

The type of institution attended had a significant effect on the feelings of satisfaction they gained in returning to school. Since the community college is reasonable in cost, fairly close to home, and class size is small, it is appropriate for mothers with families.

With all of these advantages, it is no wonder that more and more women are returning to the classroom.
Making Research Relevant

by Chris Bingham, Grad

Today, when much valuable research is being done, why is it that so little is utilized by those who can really benefit from it?

Finding the answer to this important question concerns Communication Arts Professor Njoku Awa who has just completed the second segment of a three part study into research utilization and communication linkages between scientists and rural farmers.

A recent article which appeared in the March/April issue of the Journal of Extension described the fact-finding study by Awa and his assistant, L. Van Crowder, Jr. in Lewis County, N.Y., located in the North Country region of the state. Specifically, the purposes of the study were to identify 1) the principal communication channels used by Lewis County dairy farmers, 2) the farmers' perceptions of Cooperative Extension's credibility and 3) socioeconomic characteristics of the farmers that might have a bearing on their relationship with Extension.

"Research is always worthwhile provided it gives insight into perennial problems or generates new knowledge. But what is the significance of social inquiries if people don't use the results?" explained Awa.

By discovering the factors hindering communication with farmers and then devising strategies to insure an efficient, two-way message flow within the information dissemination system, Awa hopes to bridge the gap between knowledge producers and knowledge users. The results of the research are expected to be particularly useful to the New York State Cooperative Extension Service which currently occupies a major linking role in information dissemination.

Awa based his research on the "Two-Communities" theories of communication which propose the existence of a gap between social scientists (knowledge producers) and rural farmers (knowledge users).

"These two communities or sub-systems essentially form two distinct worlds," explained Awa. "The implication is that they would probably communicate at cross-purposes if left to their own devices."

For this reason, Awa emphasized the importance in his work of immersing himself in the rural community of Lewis County to learn as much as possible about its residents' expectations, values and belief orientations.

The study in Lewis County has generated some interesting findings as a result of Awa's careful planning and design. The study clearly pointed to the diversity of sources and communication channels through which farmers seek agricultural information.

"Our findings show that Lewis County dairy farmers do not depend on any one source but instead try to gather as much agricultural information as possible. Clearly, some sources fill the farmer's needs better than others but all are recognized as potentially useful. The farmers interviewed emerge as 'rational information seekers' who rely on both the mass media and interpersonal networks for farm-oriented information," Awa concluded.

Print media, magazines especially, were found to be both the most important and the most convenient source for area agricultural information. While radio and newspapers were of some importance (e.g., weather reports, timeliness and 'localness'), television was found to be insignificant as a vehicle for information dissemination.

Interpersonal farmer networks were found to be the most important reference group for the farmers; Cooperative Extension agents and commercial agents were secondary sources. Awa also learned that while farmers tend to rely more on commercial agents for agricultural information, they overwhelmingly chooseExtension agents when there are conflicting reports. The study indicated that, in general, Extension serves as only one of many communication links in the knowledge dissemination process.

"Extension agents should focus their efforts on identifying and providing information to primary sources. Extension professionals have an important role in educating farm leaders, supplying dealers with appropriate literature and working with the media to effectively diffuse information in rural communities," Awa said.

Through his work, Prof. Awa has given us valuable information on how best to provide farmers and other rural residents with information pertinent and meaningful to them. More importantly, he has focused our attention on one idea that has long been overlooked: the need to bring closer together those who generate knowledge and those who make use of it, the need, in other words, to make research relevant.
Backgammon is a dice game involving both strategy and luck in contests played for fun as well as profit.

by Robin Feiner '78

Gammoned Again!

"The first time I ever saw it played was six years ago on a steamer in the Sea of Galilee..."

Backgammon. Up until a few years ago, it was almost exclusively played in the Middle East by men in public coffee houses, excepting various European gambling oases. Now, a mere half a millennium since its inception, the Eastern board game appears to be catching fire in many parts of the United States. Aside from its appearance in bars and living rooms everywhere, its popularity can be measured in dollars of backgammon paraphernalia sold every day.

...and I never saw it again until I came to Cornell three years later," remembers Barney Lerner, '79, member of the Cornell Backgammon Club. Like many such cultural exports, tawula, the Arabic word for backgammon which literally means table, is filtering in largely through American colleges. Random dormitory perusals reveal that Cornell University is certainly no exception. When the libraries have gone to bed for the night, but the students are not quite ready to do the same, backgammon is fast becoming the logical answer.

Since starting last fall, the Cornell Backgammon Club has been meeting one night per week for a few hours of serious backgammon play in Noyes Center. Complimentary Pub drinks during these hours are not done because of the club's membership, which is comprised mostly of students, a few local residents, a former Noyes Center cook, a custodian and a Cornell professor of education. According to the club's president and founder, Brian Kortis, '80, most of the 40 members are true backgammon enthusiasts, while a few seem less interested in playing than in socializing. "One of our members hasn't played a single game yet; she comes, orders a pitcher of beer, laughs it up, and leaves. Once I taught her how to play, but I'll bet she forgot."

Someone explained backgammon's newfound place on the American social scene as "snob appeal," that it was a cinch to catch on in the United States once it hit various strategic Western European gambling circles. But just what is it about the game that makes it so universally appealing? Here are some student responses.

"It doesn't require nearly as much skill and concentration as chess, there's too much pure dice involved."

"It's a new way to attract men when I get out of college, since not everybody knows how to play it yet."

"It never gets boring--you can change the rules and play all different variations of the game besides Acey-Deucey, the best-known one. Like last night, we played with cheating allowed, as long as you weren't caught."

"It's perfect to sit with a friend, sip wine, and play backgammon."

"I can gamble at it without feeling like a degenerate. The mood is thick carpet and cocktails rather than a hanging lightbulb and cigar smoke--even in South Baker."

"You don't have to gamble. It's fun to play for the sake of playing."

Mitch Sparer, '81, incoming president of the backgammon club on campus, is a self-professed hopeless gambler. "I win until I play for money." Brian Kortis admits he plays for Reese's Peanut Butter Cups.

Most students, it seems, either don't gamble at backgammon at all, or play for very small stakes. On the other hand, there are always those few who live closer to the fringe than to the conventional--who tend toward the compulsive. Roger Low, formerly of the Kortis, Engineering '79, took an indefinate leave of absence because he was literally obsessed with the game. During his freshman year he continually pulled all-nighters working out backgammon probabilities rather than problem sets, and played for hours at a time with whomever he could, often resorting to himself. Occasionally he studied as a backgammon break. As a result his wallet was considerably more attractive than his Cornell transcript, and he has since gone on to become a World Master travelling and playing with Paul Magriel who writes a backgammon column for the New York Times.

Is backgammon here to stay? Most students seem to think it is, and that it's not just a craze. As Barney Lerner aptly puts it, "Backgammon obviously won't remain on magazine editors' lists for possible feature articles, but as long as there's someone around who plays, I'll never give it up."
Stimming Scholarship Established

A $500 William H. Stimming Scholarship honoring the late leading New York State florist of Newark Valley has been established at the College of Agriculture and Life Sciences. The sum will be awarded each year to a student majoring in floriculture and ornamental horticulture based on character, need, academic ability and promise for future leadership in the field.

$30,000 Research Fund

Frances C. Reilly, president of the RA-PID-GRO Corporation in Dansville, N.Y., has given $30,000 to the Department of Floriculture and Ornamental HORTiculture to support research in foliar feeding. The gift will be named the Thomas and Frances Reilly Fund for Teaching and Research in Plant Nutrition in honor of Reilly and her late husband, Thomas, founder of RA-PID-GRO and early advocate of foliar feeding.

Kodak Scholarships Awarded to Eight

Elizabeth H. Beers, '79, James E. Blankenship, '79, Mary E. Lyons, '79, Brian J. Martinell, '79, all plant science majors, and communication arts majors Debra A. Kishinsky, '79, and Debbie G. Moses, '79, have been awarded scholarships through a grant from the Eastman Kodak Company. The grant comes from the company’s plan that supports colleges and universities from which its employees graduated.

Tree to Honor Alumnus

An oak tree has been donated to the ag college quadrangle in memory of Harry Bull, by members of his family.

Bull, a member of the first College short course in 1893, was a founding director of the Dairymen’s League and G.L.F. (now Agway). As president of the New York State Agricultural Society he served on the University Board of Trustees.

A NEW DEAN

David L. Call, B.S. '54, M.S. '58, Ph.D. '60, has been officially appointed acting dean of the College of Agriculture and Life Sciences at Cornell University. He succeeds W. Keith Kennedy, who left the deanship earlier this summer to become University Provost. Call is intimately acquainted with many aspects of Cornell University. After serving as an assistant professor at Michigan State University from 1960-62, he returned to Cornell as the H.E. Babcock Professor of Food Economics in the Graduate School of Nutrition, where he taught courses in food economics. His research centered on the analysis of government food and nutrition programs; factors causing changes in nutrition and food consumption, and acceptance of food analogs and substitutes. Since 1973, Call has served as the director of New York Cooperative Extension in the College. Says Call, "Much of my life -- as a student and professionally -- has been devoted to Cornell University." He describes the deanship as the high point in his career.

Loan Collection Officer Hired.

Richard W. Banks, '74, has been appointed as loan collection officer for Cornell University and has toughened its loan administration procedures in an attempt to decrease delinquency and default by student borrowers.
DEAN BAILEY

A few of us are alive, able to punish a typewriter and more than willing to voice our high esteem of one of the GREAT men of Cornell. He was Emeritus when our class, '18-'22, was in residence. He came back to give regular lectures in either Bailey Hall or in the old auditorium in Roberts Hall.

We all knew when it was announced, on the common bulletin board in Roberts Hall, that Dean Bailey would speak we were sure that in whatever auditorium he spoke, the place would be filled to overflowing. He would appear at any rostrum with no fanfare. Always the place was quiet, "as still as a mouse," before he began to speak. He did not have to worry about electronic devices to spread his voice out in a monotonous tone over an assembled crowd. His voice had a golden thread which wove its way through every word. The tone was soft. The manner was sure. We all knew of his prestige in his chosen field, throughout the world. Many of us had learned that at the "at home" get-togethers which his devoted daughter organized down in Sage Place.

When the Dean spoke in the small auditorium in Roberts Hall there were many who stood outside in the halls just to get some word of inspiration from his mental offerings. I usually sat in the aisle. There was no coughing nor clearing of cigarette-irritated throats. No group of two or more people kept mumbling even when he first started to talk. The word RESPECT had a deep meaning. His flowing white mane of hair did not induce emotional co-eds to squeal in ecstasy. Every male in the room looked at this man with a deep personal regard. Here was a GREAT MAN, to be idolized.

He never scolded. He set such high goals for individual achievement that no one EXTRAPOLATED the ethics he represented or the economic standards which he espoused.

Those who were disciples of Whitman knew what Whitman meant when he indicated that the best education was purposeful when it involved one man and one lad sitting on a log, whittling.

The small books which Dean Bailey published under the one important printing company label of that time are almost sacred possessions of those of us who could purchase them at that time in the old famous CO-OP.

Many of us have attempted to guide our lives, in this rock and roll age, by the steady impetus he gave us in those lectures which have never been recorded on tape. TOO BAD.

Portrait of Liberty Hyde Bailey hangs in Mann Library as a reminder to students and faculty of one of the College's great figures.
BIG FRIENDS
for little kids . . . Page 10
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ABOUT THE COVER

Big and little brothers enjoying themselves at a Christmas party. The Big Brother/Big Sister program takes Ithaca youngsters and makes them little brothers or sisters to volunteer students.

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Getting Rid of the DEADWOOD

by Katherine Kalaf '79

Why is this Course Required?

A frequent complaint of students in the N.Y. State College of Agriculture and Life Sciences is: “Why is this a required course for me? It has nothing to do with my field of interest.”

Throughout their college careers, students find themselves struggling through courses which they have been required to take to fulfill certain mandates of the College, but otherwise would not have taken. In many cases students feel that these courses are not relevant to the majors they selected.

When I spoke to students about this issue, I found a common reaction to taking these courses. Because of a lack of interest, students claim they tend to seek out the easiest way to slide through their required courses. Their aim is to pass while doing the least amount of work possible. The old saying “you get out of it what you put into it” holds true in this case.

I view this common reaction not only as a waste of money but a waste of time as well. Instead of toying with a required course in which there is no real interest on the student’s part, the same student could be participating in a course which would further his or her career goals. One student pointed out that the requirements are the same for each student in the ag college.

Since each student differs from the next, why are the requirements not altered to meet the individual student’s needs?

Since I had many of the same questions, my curiosity took me one step further -- to the administration -- for their point of view and possibly some answers. According to Ruth K. Stanton, Registrar for the ag college, the faculty are responsible for establishing course requirements. The requirements are selected because “the main intent for having the required course is to enable students to leave Cornell with a well-rounded education.” Although requirements were even more extensive two years ago, Stanton said the faculty “feels the present requirements are sufficient in preventing students from limiting themselves to one area of interest.”

Now knowing the faculty are responsible for making the requirements, I went next to a faculty member for his point of view about these requirements.

In response to the issue, Prof. Chester H. Freeman, chairman of the communication arts department and a former editor of the Cornell Countryman said, “The College is called agriculture and life sciences, and all the requirements for the College do fall into the category of either agriculture or life sciences.”

Satisfied with the reasoning behind the requirements, I was curious to know how instructors felt when they teach students with an obvious disinterest in the course. After taking a required math course, I went to my instructor for the course, knowing there was at least one student in the course who did not want to be there.

I asked her how she felt about a student’s lack of interest. Jere Confrey, grad, replied, “I find it to be a challenge to arouse an interest in the students and show them they can get something out of the course.” Confrey feels one way of doing this is to relate the course as much as possible to the everyday life of students.

After I had heard different viewpoints and suggestions, my personal feelings have changed from complaining about required courses to a better understanding of the issue.

The problem of students sliding through seemingly irrelevant courses in the easiest way possible still remains. We must strive to motivate students who are inclined to take the easy way out by providing them with courses which will create an interest as well as a challenge. One possible solution is to provide more extensive options in the requirements. Those courses which appear to be irrelevant should be reviewed from year to year to remove the deadwood, and in doing so, replace it with new growth.
Jeffrey Rehbach, graduate student in musicology at Cornell, directs Nothing But Treble.

The Cornell University campus is ringing with the sounds of one of the finest entertainment groups in the area, Nothing But Treble. (Oh, I see...very clever use of words there. It’s all girls, right?) Nothing But Treble is a select group of undergraduate women who are members of the Cornell Women’s Chorus, a 100-voice ensemble under the direction of Professor Thomas A. Sokol of the Department of Music.

NBT (as its members prefer to call the group) was formed in the spring of 1976 by David Janower, ‘74, who handpicked the original members from an audition process involving interested women in the Cornell Chorus. Janower established the group primarily as an English madrigal a capella (without accompaniment) choir, and the group sang at a few Cornell functions that spring.

The next fall, NBT continued to flourish, and its members were quite devoted to putting in their time for the chance to sing all-female music. Although each of these women was also a member of the Cornell Chorus, they felt that not enough of the female repertoire was being sung by that group. Rather, the Chorus was singing primarily with the Cornell Glee Club in major mixed works.

Nothing But Treble began to enlarge its repertoire during the spring of 1977, due to a large increase in its popularity on the campus. The group added many songs which had a broader appeal on the campus, and now this repertoire includes such variety as sacred songs, Cornell songs, barbershop (in the style of the Sweet Adelines choruses), novelty numbers and popular songs and English madrigals.

NBT is currently under the direction of Jeffrey Rehbach, grad, who serves as assistant conductor of both the Cornell Chorus and the Sage Chapel Choir, and is completing his Master’s degree in musicology at Cornell. Rehbach says of the group, “It is a delight working with such talented singers who are capable of performing well a variety of musical styles.”

The present members of NBT represent a surprisingly varied cross-section of the Cornell community. In alphabetical order, they include: Debbie Bower, A & LS ’79, a recent transfer from the Rochester area; Susan Boyd, Eng. ’81, from the Washington, D.C. area; Nanette Cooper, Arts ’80, the only music major in the group; Christina Ekern, A & LS ’79, from sunny Hawaii; Alice Freyer, Arts ’79, active as Cornell Women’s Chorus manager; Kay Glassey, Eng. ’79, (That’s funny! You don’t look like an engineer!...); Mary McDonald, A & LS ’79, a Communication Arts major; Jo Ann Minsker.

Rehbach’s extensive musical experience and ability combine with the overall sound of the group to achieve an excellent musical reputation for Nothing But Treble.
by Mary McDonald '79

A & LS '81, who holds the distinction of having the lowest voice in the group; Marsha Mortkowitz, Arts '79, from New Jersey; Betsy Murphy, Arts ’80, who is currently NBT’s business manager; Diane Sawicki, A & LS ’81, and one of our newest members; Andrea Wells, Arts '81.

Each of these girls was chosen through a stiff audition process open to all of the 100 women in the Cornell Chorus. The girls were chosen on the basis of voice quality, tone, blending ability (it is extremely important in a group as small as NBT to have voices which blend together well), technical ability, sight-reading ability and general sound.

As Nothing But Treble is a relatively new group on campus, it is in competition for many of the jobs which have been traditionally performed by one of the all-male groups on campus. These groups include the Cornell Glee Club Hangovers and the Cornell Cayuga’s Waiters. In the past, these two male ensembles have provided virtually all of the entertainment for alumni jobs and Cornell functions. Now, however, NBT is providing an alternative for those clubs and organizations who want something different for their entertainment.

Since its inception, NBT has performed at fraternity house functions, alumni breakfasts, luncheons, dinners, sports banquets, Tammany Hall in Risley College, trustee functions, the Tompkins County Public Library, nursing homes, in the Ithaca Commons, Pyramid Mall, and other spots of interest in both Ithaca and neighboring towns, including Cornell Clubs of the area. Perhaps the highlight thus far has been the group’s tour of Washington, D.C. The girls traveled to Washington last spring for a weekend excursion, singing at Georgetown University and other areas where tourists gather.

This January, NBT is going on a tour of the southeast coast of the United States, starting in Washington, D.C. and traveling down to Florida for two weeks, then back up again through New York City and back to Cornell. The group will be performing at Cornell Clubs as well as major tourist areas on the tour. NBT has established a very good reputation for itself, and is extremely popular as a result. It looks as if this all-female group is here to stay!
One crisp October morning in 1868, the anxious applicants to Cornell's first freshman class gathered downtown, on the steps of Ithaca's Cornell library. The results of their entrance exams were read, and the first 412 students were marched up Buffalo Street to Cascadilla Place. Perched on the edge of a gorge, Cascadilla would be home for most of the students and faculty, and freshman president Andrew D. White.

Construction began on Cascadilla in the mid-1860's. Financed in part by Ezra Cornell, but organized by Samantha Nivison, the building was originally intended to serve as a "water-cure" sanitarium. The waters of the nearby gorge were believed to help cure mental illness. But the state of the nation's economy after the Civil War and competition from Watkins Glen facilities forced the sanitarium's downfall. In 1867, the University agreed to finish the building and lease it from the original stockholders for $9,000 a year.

Cascadilla soon became the center of campus life. It contained the dining facilities, administrative offices and a large parlor which could be used for dances or lectures. The president and some of the faculty lived on the lower floors. The students were relegated to the cramped fourth floor. Heat and running water were rare luxuries. In fact, the water system was so often broken that outhouses were essential.

The building's first residents were not overjoyed with their accommodations. White termed it "an ill-ventilated, ill-smelling, uncomfortable, ill-looking almshouse." Goldwin Smith remarked that the new campus's buildings could only be redeemed by dynamite.

Although Cornell was not originally intended to be a military school, it was nevertheless run in that style. Reveille sounded at five o'clock in the morning during the fall and spring, and at six during the winter. After inspection, the student body, clad in grey West Point-type uniforms, assembled at Cascadilla for breakfast. The food had a reputation for being very bad.

Conditions outside Cascadilla rivaled those inside. As late as the 1870's there were pig pens around the building. And when it rained there was mud everywhere.

But life was not without some pleasures for early Cornell students. During Cornell's first year seven fraternities were established; most met at various places downtown. And the Irving Literature Association was founded 13 days after the University opened. There were also some organized sports. Baseball was played on campus from the beginning days. The field doubled as the Cornell family cow pasture. Tobogganing down Buffalo Street was another favorite pastime.

The Cornell University Class of 1871 poses for its class picture. Many of these men lived in Cascadilla Hall.
It was claimed that, compared to others of their day, Cornell students were very well behaved. But Cascadilla students created their share of mischief. A Russian student left a pair of high boots outside his door one night with the mistaken impression they would be polished in the morning. Instead, when he awoke he found they had been filled with water and were frozen solid. This was a minor incident. In 1877, the outhouses at Cascadilla mysteriously burned down, and the trustees had to offer a reward for the “apprehension of the miscreants.”

One snowy, December night in 1868 the chimes rang wildly. Through the snow, Morrill Hall appeared to be engulfed in flames. When President White, Ezra Cornell and the volunteer fire company finally struggled to the scene, they found that students had built a bonfire just below the lip of Libe Slope. This had convinced the town that the University was going down in flames. (This story was drawn from Morris Bishop’s, A History of Cornell.)

But, even though conditions at Cascadilla were not the best during the early days of Cornell, the students and faculty had a chance at an intimacy which is very hard to find today.
It seems everyone’s mother has a friend who is active in local politics. The stereotype of a volunteer campaign worker is a middle-aged lady who makes phone calls to people on behalf of the candidate. But this is not the case in Ithaca, where some 40 Cornell students are an active part of Democratic Congressman Matthew F. McHugh’s election campaign.

“Matt likes to have as many students as possible—we expect them to help us out,” said Richard Rodgers, ‘78, who, as Volunteer Coordinator for the campaign, controls the activities of the 1,000 McHugh volunteers. He added that the number of Cornell student volunteers this year surpassed the 1974 and 1976 figures (McHugh has served two terms as Congressman) as early as September and credited this to a more “well organized and coordinated” youth recruitment program than in the past.

The success of the recruitment program has extended beyond Ithaca, however, to the far reaches of the 27th Congressional District, which spans across seven counties, from Tompkins County to the west to Ulster County to the east. Roughly 50 students from the State University of New York at Binghamton, New Paltz Community College, and Delhi technical institute have joined the McHugh machine. But Cornell still boasts the most student volunteers.

Students are primarily concerned with two functions: voter contact, called canvassing, and office work. Canvassing involves speaking to voters by phone or in their homes, and thus publicizing McHugh and his positions. But the students don’t answer specific voter questions, pointed out Rodgers. Instead, Joan Loehr contacts the Washington congressional office, and McHugh furnishes the reply.

Such functions may be “mundane,” admitted Campaign Manager Joan Loehr, but both she and Rodgers were quick to expound on the value of student workers. “They’re a great help to us,” Rodgers said. And Loehr noted that the only constraint against student participation is the lack of time most have to devote to the day-to-day operation:

“If an intelligent, hard-working, responsible student wants to work on the campaign, and he wants to take a semester off from school, boy, we’ll give him all the responsibility he can handle.”

Although few students would be inclined to defer their studies, some have acquired more duties, mostly as coordinators of the student recruitment and canvassing programs. Also, in Binghamton, students are planning a disco-nite fund-raiser. But, as in any organization, certain individuals seem to have an abundance of energy.

Jeff Hughes, ‘80, is one such individual. A government major, Hughes attempted to join McHugh’s congressional office this summer as a researcher but soon learned the position is “not easy to get into.” However, he also came to realize that campaign headquarters is a unique and “exciting” place, and thus began to devote his time to the campaign. Said Hughes: “If you’re going to be a critic of the system, you ought to know how it works.”

In addition to his more sobering duties, such as distributing flyers at a fair, Hughes was able to do a little “research.” Put in charge of making McHugh lawn signs, he “ferreted out” information about which materials were inexpensive but durable. He also checked local zoning regulations to determine the do’s and don’ts of putting signs on people’s lawns. The end result: the completed signs cost less than a dollar each, while comparable signs used by an Ulster County assemblyman cost six dollars apiece. As Hughes noted, such savings, “releases money to be used for other campaign activities.”

Aside from being financial assets to a campaign, zealots like Hughes have a definite spiritual impact on the rest of the staff. Rodgers agreed:

“A campaign is a very tiresome process, and it helps you keep going if you really see someone going great guns. And the enthusiasm can carry over when you talk to voters.”

And that could make all the difference.
More Representation for Alumni

by Mary Maxon '79

Increased alumni representation on the New York State College of Agriculture and Life Sciences Alumni Association Board of Directors is a realistic goal. Realistic because a plan for an enlarged and regionalized board has been initiated.

At the Annual Meeting of the Alumni Association in June, a constitutional amendment incorporating this change was approved. Once the plan is implemented, there will be 29 members on the Board of Directors, including two students. Association President William Bingham Sr. '48 looks forward to "representation on the board from a much broader base."

According to Bingham, the board is responsible for Alumni Association business during the time between annual meetings.

Besides providing a means for alumni to remain active, the Association's main objective is to advance the interests of the College by aiding in new student recruitment, providing recognition and financial assistance for outstanding students, securing job placement of students and graduates, and keeping alumni in contact with each other and with the College. The Association also cooperates with the Cornell Alumni Association.

To enlarge and regionalize the Board of Directors, locations where College alumni live were mapped and divided into 27 districts within New York State and the nation. Counties and major regions of the country guided the formation of districts. According to the new amendment, directors will be elected to the board for three year terms by alumni in the district they reside in.

An executive committee of the board will lead the expanded group. The President, Vice-President, immediate past president, two student representatives and six district directors will serve on the Executive Committee. Ex-officio members are the Secretary and Treasurer. The six district directors will be elected at the Annual Meeting.

A special procedure for selecting next year's additional directors will facilitate transition. The present board may present a slate of district directors for approval at next June's annual meeting. Some district directors will be designated to serve one or two year terms so turnover will be gradual in the future.

Now the present board must find alumni from the various districts for the proposed slate. At the September Board of Directors meeting, J. Michael Holloway '73 reported on the procedure the Nominating Committee will use to gather "a diverse group that is willing and able to serve the Association."

The committee is developing a list of contact persons to help identify potential candidates. Department chairmen, the Dean of the College, Cooperative Extension county coordinators, College of Agriculture and Life Sciences Fund Advisory Committee members, Deans of the SUNY ag and tech colleges and other individuals will be contacted.

"We'll contact these individuals by letter explaining what we are trying to accomplish and asking for recommendations," said Holloway. Biographical information sheets will be completed by the contact person or the candidate and returned to the Nominating Committee for review.

On an ongoing basis, the committee will evaluate make-up of the board in regard to districts covered, classes represented, and segments of agriculture and other professions presented. According to Holloway, a candidate's "ability to commit time and energies to the Association" will be a factor, too.

All alumni of the College are encouraged to suggest possible candidates for the Alumni Association Board of Directors. This input will help make the organization representative of alumni interests.

Send names of candidates to the Nominating Committee of the Alumni Association, 205 Roberts Hall, Cornell University, Ithaca, NY 14853.
Richard Cavalli, '78, and Richard Bickford, '80, have become un-common forms of transportation for their little brothers.

"It is surprising how quickly you forget what an eight-year-old thinks," reflected one junior Cornell student about his new little brother. After twenty years of being the youngest in his family, this student, along with many others, is discovering joy in relationships with new little brothers and sisters.

Suddenly finding yourself a big brother to some young sport has become a common occurrence around Ithaca. This phenomenon has to do with the amazing success of a unique Big Brother/Big Sister program in the area. The program takes Ithaca youngsters between the ages of seven and 15 and makes them little brothers or sisters to volunteer students in this college town.

The Big Brother/Big Sister program begins with youngsters who want an older companion in their lives, and with young adults who want younger companionship. By bringing these two groups of individuals together, the Big Brother program has succeeded in creating a new role for the brothers and sisters involved, and a healthy growing atmosphere for many youths in the community. The effort has turned from a simple voluntary program to an experience which deeply affects the lives of those involved.

The idea began in Ithaca when two Cornell students, Ned Thomas, '73, and Dan Finley, '73, decided that they wanted to be big brothers. This desire motivated them to go into the community and find little brothers for themselves. Soon they had 12 little brothers, and they were calling on their friends to take part in the fun. Upon their graduation, these students felt that this was an opportunity that should not slip away now that it had begun. To ensure that they approached the Ithaca community looking for help.

Eight agencies submitted proposals for the continuation of the program. The current sponsoring agency, the Economic Opportunity Corporation, was chosen to take the responsibility of operation and to include a Big Sister program on an equal basis. The program has grown to over 140 big brother and sister combinations. Unfortunately, anxious youngsters are waiting for more volunteer big brothers and sisters to join the program.

The accomplishments of the Big Brother/Big Sister program were publicly recognized in the summer of 1978 with an award from the New York State Division of Youth. The Creative Community Award cited the program as a community service project exemplary of outstanding achievement and of sufficient merit to inform other communities across the nation of its actions. Prior to this award, a federal program of the Law Enforcement Assistance Administration sought to create a resource manual of unique youth programs. Ithaca's Big Brother/Big Sister program, under the N.Y.S. Division of Youth's Delinquency Prevention Program, was chosen as a model program for the resource manual, entitled Peter's Cookbook, A Catalogue of Model Youth Programs.

Fun is the key to Big Brother's success. Students are encouraged to use their imagination when they are with their companions. "Don't spend money. Hike, bike, piggy-back ride!" recommends Audrey Fields, the program's sole advisor and administrator. "It is the flexibility that sets it apart from other activities," she adds. Unlike similar programs, the brothers and sisters are not committed to every Saturday morning at ten o'clock. Instead, the little friends become an actual part of the volunteers' lives. Everyday activities that the students normally perform becomes regular times to get together. It thrives on the "natural" situation.

The youngsters do not expect constant entertainment from their big brothers or sisters. It is the companionship that is needed, and the pairs do whatever they can at the time to enjoy themselves. "It's not a problem because you do things together that you would want to do anyway. It kind of inspires you to think of things to do," explained big brother Andy Smith, '79. The youngsters are one half of every pair, and they generally do their part to keep the relationship active.

Because spending money is discouraged and spending time is encouraged, an amazing variety of activities have been taken on by the pairs. Walks to the store, afternoons doing laundry, sporting events, and eating ice cream all show up on the list. Andy regularly took his little brother, Eric, and their dog to Schoellkopf stadium for games of football in the snow.

Sherry Pardee, an Ithaca High student, even went with her little sister, Sam, to visit the pig farm at Cornell. "The importance is not what you do, but being together. We both enjoy it a lot, just talking about each other," said Sherry about her relationship with Sam. Visiting the various art exhibits around town has been a special pleasure of theirs.

Larger activities, such as picnics and
Christmas parties are planned periodically to bring the whole group together. Whatever the entertainment might be, both the young and the younger always report a good time as they enjoy each other's companionship.

All of the responsibility for entertainment has been left to the individual pairs, but the program itself does try to help out. Fields likes to provide free tickets to events whenever she can. "I was given 12 season passes to Cornell lacrosse and they were like gold last year," she said. The program enjoys community support from radio stations, newspapers and merchants.

To become a little brother or sister is a simple process for the youngsters. They just have to really want it. Often they are referred to the program through their school or friends, but usually they just go in and sign up. The parents of the child must also want them to do it. Often this is difficult because the parents must come forward and admit to themselves their limitations, before allowing their child to be a friend to a stranger. Any hesitation that may be present is quickly dispelled by the success of the new big brother or sister. The pairs always meet together with Fields at the child's home for the first introduction. After that they are left to their own creations.

Thanks for the big brothers and sisters can never be expressed well enough. Instead of becoming a worry to the families, the volunteers become a part of them. A number of the households involved are without a father, but these mothers still want their sons to play football and other games, although the mothers cannot provide it. They do realize that the students have access to a number of facilities, including swimming pools, sports equipment and gymnasiums, and they can provide the exact activities that the youngsters desire. The facilities, along with the time and desire, make the volunteers natural helpers.

The volunteers must meet two requirements: they must enjoy young people and they must honestly have the time to be with their little brothers or sisters. When Pardee applied to be a big sister, she went in for an interview, and was matched up with a seven-year-old girl.

Little brothers and sisters give the student volunteers another world to think about. As Fields describes it, "many students say that it is very artificial on the hill, they never see anyone under 18." A youngster to spend time with is a welcome change from the scholastic atmosphere and contributes to the popularity of this program. For many of the students it increases the feeling of having a home and family away from home.

A recent count of the volunteers reported 62 Cornell students, 52 Ithaca College students, and 30 volunteers from the community acting as big brothers and sisters. There is no age restriction for the volunteers. They need only have the energy to keep up with the youngsters.

One obstacle to overcome was the fact that most students are only in Ithaca for eight months of every year. This was a major worry when the program began, for fear of what would happen to the relationships during separations. Fortunately, the worry never became a problem. It is carefully explained to each child at the beginning of each relationship that their new friend lives far away and will go home at times to see his or her own family. The problem actually became an advantage, giving the youngsters a chance to receive mail and write to their big brothers and sisters. Most pairs go out of their way to keep in touch and get together during breaks.

The opportunity to be a "kid" normally comes only once a lifetime. By the time a student reaches college, it seems that his or her childhood years have been left far behind. But it has become clear that childhood is not something that is lost, only something that has moved away. A little brother or sister has created a new childhood for a number of students, and in doing so they have made friendships that the whole community can enjoy.

The Big Brother/Big Sister program provides action for the whole group, as well as providing strong individual companionships.
The Hall of Fame as it stands atop Schoellkopf Hall overlooking the playing field.

Hillary Chollet, '50, running against the Columbia Lions in 1949. He was also an outstanding basketball player.

Rodney Bliss Jr., '34 showing the form that brought him to the National Intercollegiate Finals.

A collection of Cornell's great athletes returned to Ithaca for the September 23 dedication of the University's Athletic Hall of Fame. Donated by Ellis Robison '18, the new structure stands atop Schoellkopf Hall, overlooking the football stadium.

The charter group of inductees includes recent Cornell greats Ed Marinaro '72 (football), Ken Dryden '69 (hockey) and Mike French '76 (lacrosse) along with old-time Big Red standouts Brud Holland '39 (football), Dick Savitt '50 (tennis) and Murray Shelton '16 (football). A total of 51 athletes, at least one representative of each sport, were included in the initial list of Hall of Famers, together with three coaches.

A TRIBUTE TO GREATNESS
John Paul Jones, '13, setting the world mile run record of 4:14:4 in 1913. He was the first American ever to set a world track record.

John Anderson, '29, taking the gold medal in the discus throw at the 1932 Olympic Games in Los Angeles.

Richard Savitt, '50, who posted a 57-2 record at Cornell and went on to win the Wimbledon and Australian Championships in 1951.

22 at the first Hall of Fame Awards dinner. All 350 seats were full as NBC sports personality Dick Schaap '55 hosted the ceremonies. Each inductee was presented with a commemorative plaque displaying his picture. Similar trophies will be placed in the Hall of Fame room. Thirty-nine of the 61 inductees were either present or represented by a family member at the awards dinner. People travelled from as far as Hawaii and California for the opening of the Hall.

"The Hall of Fame is something Cornell has needed," said Schultz. "The great athletes who have represented the University deserve to be honored in a permanent way, and the Hall of Fame is the perfect vehicle. The response has been overwhelming, and we’re hoping the Hall will provide inspiration to Cornell’s athletes of the present and future." In any case, the honoring of 10 to 15 inductees each year at the awards dinner is sure to become one of Cornell’s most prestigious events.

by Rob Bernstein '79

EATNESS

two administrators and five major donors.

Cornell Athletic Director Dick Schultz headed the nine-person selection committee which had over 2000 names to consider. All head coaches were contacted to submit nominations in addition to those made by alumni and administrators. It was required that nominees be out of school for at least two years. "The selections were based on the person’s achievements while at Cornell," said Schultz. "We had decided to limit the initial group of inductees to 50 to 60, but we could easily have had 200."

The Hall of Famers were honored in the Statler Ballroom on September
Rick Derella, '79, assistant coach of the men's soccer team at Cornell, demonstrates his balancing ability with a soccer ball.

It is no longer a strange sight to find sixty Cornell women kicking a soccer ball around Jessup Field at 10 o'clock on a Sunday morning. These women are members of the Cornell Soccer Club and Jessup Field is where they practice. Organized this spring by Captain Kathy Gieger, a senior at Cornell, the club is now struggling to gain team status.

Formerly a member of her high school soccer team, Gieger missed playing the sport and decided to make inquiries about the possibilities of forming a Cornell Soccer Club. After encountering much red tape and a number of delays, Gieger was referred to Martha Arnett, Director of Women's Physical Education, for assistance in organizing the Club. With the help of Mrs. Arnett, Gieger arranged a soccer meeting to determine how many girls would be interested in joining such a club. The meeting was a success, drawing over fifty women. As a result, the Club was established in late spring.

The women get into shape by practicing some of the traditional agility drills.

Presently, the club consists of approximately seventy women ranging from freshmen to seniors. When Gieger was asked how she felt about Cornell finally organizing a soccer club, she said, "It's about time. For Cornell not to have a women's soccer team is ridiculous. Soccer is a major sport."

Now that the Club has established itself, it is trying hard to become recognized as a team. Team status entitles the members to various sources of funding allocated by the Cornell Athletic Department. Without these funds, women are required to pay for their own equipment which includes soccer balls, uniforms, shin-guards, and cleats.

Another benefit of being a team rather than a club is the ability of the team members to ask for a coach. Every recognized team is required to have an official coach. Therefore, if a team does not have a coach, it is the athletic department's responsibility to supply one for them. Conversely, if a club finds itself without a coach it is not the Cornell Athletic Department's problem. The burden of finding a coach falls on the shoulders of the club members and their captain.

Luckily, the women of the Cornell Soccer Club have found a qualified coach with the help of Jack Writer, coach of the men's varsity soccer team. The new coach of the Women's Soccer Club this season is Rick Derella. He is presently the assistant coach of the men's varsity soccer team. Derella has volunteered his services to the Women's Soccer Club because he feels that "everyone who wants to play soccer should have a chance to do so."

All the women in the club respect him and appreciate what he is doing for them. One club member remarks,
"Without him, we'd be up the creek without a paddle." Derella sees it differently. According to Derella, "There's a lack of coaching all over so if I can close the gap a little, why not?" In addition to the assistance from Rick, members of the men's varsity soccer team have also cooperated in helping the women develop their soccer skills.

Although a coach has been secured, there is still one other problem that the women of Cornell have encountered in being a club. Without a team status and the support of the Cornell athletic department, the Club does not have an authorized official to sign their playing contracts with other college teams. Until recognition is granted to the Club as a team, it cannot obtain an official signature and must request that the other schools play against them without contracts.

Despite these problems, the club members are still hopeful and high-spirited. "We're working at minimizing these stumbling blocks as best we can," said Cindy Safier, '79, treasurer of the Club. "It's well worth the hassles if the girls can get to play because we know we have a good chance to win." Safier is now working with the Student Finance Commission in hopes of acquiring partial funding for the Club. In addition, the women are planning to sell programs at several sports functions throughout the year in order to receive some of the profits.

Legally, the women should have an excellent chance to gain recognition as a team. Title IX legislation calls for schools and colleges supported by federal dollars to offer everyone -- male and female -- equal opportunities to play a sport. In 1972 before Title IX was passed, women's intercollegiate sports used about one percent of the total sports budget granted to colleges.

Support for women's intercollegiate sports is growing stronger. Will the trend carry over to the Cornell campus? Cornell's Soccer Club members are keeping their fingers crossed. In their struggle for recognition, first as a club and now as a team, the women have learned to be good sports. Let's hope their good sportsmanship will pave the way toward the establishment of the Cornell Women's Soccer Team.

Derella teaches club members that "there's more than one way to use your head" in a soccer game.
Chew Garlic
and Stay HEALTHY
by Lena H. Sun '79

Ever since its first contact with the Far East, the western world has been fascinated by the materia medica of China, by its promise of health, longevity, increased sexual potency, fertility, and rejuvenation. Even today, Chinese still chew garlic to ward off disease.

While there has been little research done in this country in this particular field of Chinese traditional medicine, the growing interest of Americans in plants and more healthful ways of living has drawn more attention to the study of Chinese herbs, a practice whose usefulness has been known for over 4,700 years.

As part of its program for the fall semester, the Cornell Plantations offered a course called 'The Healing Herbs' "in response to the growing requests," according to Mrs. Audrey H. O'Connor, one of the course's teachers. One-third of the course was devoted to Chinese herbs, focusing mainly on their history and development, and their importance in the art of healing.

Many people view the richness of Chinese herbal pharmacopoeia with wonder and question how it came into being. The development of Chinese medicine is veiled in legend. Important in this background is Emperor Shen Nung (2,700 B.C.) regarded as the Father of Chinese medicine. As the legend goes, he had a peephole in his stomach which allowed him to observe the movements of his stomach and functions of other organs. Consequently, he took different plants for a year to determine their effects on the human body. To Shen Nung is attributed the compilation of Pen Ts'ao, a record of his research and generally translated as the "Great Herbal" or the first materia medica of the world. The Pen Ts'ao lists more than three hundred medicines and describes their therapeutic properties.

Ephedrine (a drug synthesized from Ephedra) is used today to curb bronchial asthma, hay fever and tracheitis.

According to the report of the American Herbal Pharmacology Delegation that went to the People's Republic of China in 1974, "the Chinese people consume considerable quantities of herbal remedies, many of which have been in use for centuries. Both laymen and scientists subscribe to the belief that these natural products have proved their efficacy through years of consumer satisfaction and that they are extraordinarily safe."

Many drugs used today in western medicine are derived from plants used in China for centuries. One of the better known plants is Ephedra which was used by the Chinese for four millennia as a cough remedy. Today ephedrine (a drug synthesized from this plant) is used for the treatment of asthma and bronchitis. The Pen Ts'ao also recommends using iron for anemia, arsenic for skin diseases, and Chinese rhubarb as a laxative.

The use and history of Chinese herbs is part of the general philosophy of the art of healing -- a philosophy radically different from that of the western world.

Chinese philosophy regarded the human organism as a miniature version of the universe. Just as in Nature, there is a constant struggle in the human organism between opposing and unifying forces. The two polar forces which universal energy manifests itself are known as yin and yang.
Yin terms include negation, cold, and dark. Yang personifies positivity, warmth, and light. Just as these two forces are in constant conflict with the universe and yet at the same time form a whole, so too do they symbolize harmony or disharmony in the human organism. An evenly balanced yin and yang means good health -- but if the energy is displaced in any one direction it denotes illness. Overpowering yang symbolizes increased organic activity; if, on the other hand, yin predominates, this implies hypofunction. Different variations of yin and yang are to be found in the universe and in the human organism.

Besides the two forces of yin and yang, processes which occur within the human organism are also connected with the interplay of the five creative elements: wood, fire, earth, metal, and water. They can exist in a helpful and complementary relationship to each other or they can work against one another and so destroy themselves. While the doctrine of the elements has its origins in very ancient concepts, it is perhaps possible to read into it such a context as: Fire is fed by wood; after the fire has burned out there remain ashes which become earth, in which metals are found and from which water springs; the water feeds the trees, thus completing the circle back to the element of wood.

The yin-yang principle and the five elements are closely associated. The yang energy can be strengthened, but also weakened by the five elements, and the same applies to the yin. Thus Man fits into and becomes an organic part of the totality of Nature.

While westerners may scoff at the 'unscientific' Chinese approach, there are many areas of Chinese traditional medicine which are still valuable today. According to O'Connor, perhaps one of the most valuable lessons one can learn from the Chinese is the attitude of using herbal medicines in preventive treatment. The emphasis in China, as in many other countries with long-standing civilizations, is on "keeping well." O'Connor agrees that it is much more important to maintain physical fitness than to "load with antibiotics" after getting an illness (curative treatment).

Winter in Peking last year brought strong winds -- and smells, as this writer experienced an aroma of bus-loads of Chinese people chewing garlic. Many people in the People's Republic of China still chew garlic today to prevent disease. In 1948, researchers in the U.S. extracted allicin from garlic and found it to be effective against bacteria.

In general, O'Connor said, herbal medicines are slower in producing effects but safer in the long run. "We in this country are just beginning to realize the large number of stress-induced ailments." In this respect, herbal medicines could help Americans to "slow down (their pace of life) a bit." The Chinese have maintained their "respect for the wisdom of their own ancients," she said. "I think they're wise."

Shen Nung (2700 B.C.), the Father of Chinese medicine. This photograph is in the Johns Hopkins Hospital.
In A Stew
Over
Insects

by Debbie Swinehart '79

Remember when your mother used to warn you never to eat the bugs you found in the garden?

A lot of mothers may have to eat their words as insects make an appearance on the American dietary scene.

Eating insects, or entomophagy, has been a part of many cultures throughout history. Insects are considered acceptable fare by the Jewish, Christian and Moslem religions. Moses specifies in Leviticus 11:20-23 that locust and grasshoppers are permissible in the kosher diet, the book of Mark tells us that John the Baptist dined on locust and honey, and Mohammed's wives are said to have sent him platters of locust as gifts. The emperors of China considered deep fried waterbugs a delicacy, and Dr. David Livingstone, the famous Scottish explorer, described this encounter with an African chief of the Bayeiye tribe: "I gave him a piece of bread and preserved apricots, and, as he seemed to relish it, asked if he had food equal to it in his country. 'Ah,' he said, 'did you ever taste white ants?'"

Although many of us may shudder at the thought of eating insects, May Berenbaum, a graduate student in the Department of Entomology, points out that without realizing it we consume quantities of insects. According to Berenbaum, "fresh garden vegetables are the worst. It's almost impossible to wash off all the tiny aphids and thrips."

We also eat insects in most of our processed foods. Under limits prescribed by the Food and Drug Administration, the glass of juice you drank with breakfast should have contained no more than ten fruit fly eggs and two larvae; there should be no more...
than 75 mites in the canned mushrooms you mix into spaghetti sauce for dinner. Berenbaum calculates that the average peanut butter and jelly sandwich contains 56 fragments of insects.

But don’t worry. Go ahead, bite into your sandwich. You probably have eaten things that are much less appetizing than insects. Berenbaum points out that most people eat marine crustaceans such as lobsters, shrimp, crabs and crawfish. “Crustaceans are disgusting,” she says. “Look at lobsters – they feed on putrid flesh. But insects like grasshoppers feed on nice clean plants.”

Besides, when you get right down to it, insects are good for you. Many contain more than 60 percent protein, while beef is less than 20 percent protein. Insects are high in vitamins, too. One bee larva, for example, provides the full adult daily requirement of Vitamin D.

Berenbaum also remarks on the high ability of insects to convert the food they eat to body weight. According to Berenbaum, “beef is really bad in this respect. Most of what cattle eat comes out as manure and is wasted as far as we’re concerned.” But some insects convert as much as 50 to 60 percent of their food to body weight.

Insects also eat material that we cannot consume directly. Berenbaum points out that although we feed cattle on grain, we could eat that grain ourselves. Insects can be fed on plant material that we cannot digest. By then eating the insects, we gain energy that might otherwise have been lost to us.

In response to the growing world food shortage, some entomologists are proposing an increase in the use of insects as human food. Berenbaum explains that serious proposals do not advocate marketing insects in recognizable form on the grocery shelf. “There’s still too much cultural aversion for that,” she says.

One possibility that is being considered is adding a preparation of ground insects to flour to increase its food value. A similar preparation could also be mixed with ground beef, in the same way as soybean meal is used now, to make a less expensive and more nutritious hamburger substitute. Another possibility is the use of an insect protein extract as a food additive.

However, Berenbaum predicts that Western culture is going to have to be “a lot more desperate than we are now” before we accept insects as a serious part of our diet. She explained that insect dishes in this country are, and probably will continue to be, novelty items.

Berenbaum recently served one such novelty -- a dessert based on a standard pecan pie recipe, but with mealworms instead of pecans. Although she met with mixed reactions from her guests, most of the comments were favorable and several people have asked her to make other insect dishes.

Bear in mind that when yogurt first appeared on the grocery shelves, many people turned up their noses. Now stretch your imagination a few years into the future. Instead of serving popcorn with their beer, local bars may someday set out bowls of crispy, lightly salted fried grasshoppers, and we will all be healthier because of it!

**Four and twenty mealworms baked in a pie...**
"Do it for Beebe!" the inspirational slogan for last April's Beebe Lake restoration event expresses the feeling that a number of Cornell students and faculty have concerning the lake's projected revival. Last year's two days of labor were successful but, in the opinion of Jack McGowan, '80, who worked on the restoration project, "It was only a start."

The story of Beebe Lake goes back to the early 1830's, when Ezra Cornell, then the manager of Colonel Jeremiah Beebe's flour and plaster mill, impounded the water from Fall Creek with a dam. This transformed the swamp above Triphammer Falls into a pond. In 1896, a new and higher dam was built, forming Beebe Lake.

The breathtaking beauty of Beebe, especially in the fall when the trees are full of vibrant color, is "really striking," says Anita Welych, '80, a fine arts major. "I just want to paint it!"

In the past, Beebe has been actively used by the Cornell community for swimming, canoeing, skating, tobogganing and fishing. It was a very popular social place.

But Beebe is not what it used to be, nor is it what it could be. The present state of the lake is very poor. Silt has been carried down by Fall Creek into the lake. This has settled on the lake's bottom, making the water only one foot deep in some places. Erosion from the steep hill leading up to Helen Newman Hall contributes to the problem, although not as much.

Whether or not the lake is polluted, no one can say for sure. It is possible that septic systems upstream are leaking into the water. Bubbles have often been seen flowing into the lake.

Besides being mistreated by external factors, Beebe is taking its natural course by eutrophying. This aging process would eventually lead Beebe back to its original swamp state.

A controversy has arisen on whether Beebe should be allowed to go its natural way or be dredged. In one ecology student's opinion, the lake should be left alone because the filling in of the lake is a natural process. However, he added, since man tampered with the environment by putting in the dam, something should be done to keep the eutrophication from happening at such a fast pace. Dredging
Mike Weilbacher, '78, an active participant in the restoration, manned a rake during the day to help widen the footpaths surrounding Beebe Lake.

part of the Beebe Lake restoration effort, this group of students peeled rocks down to Japes Lodge to build a supporting wall around the edge of the lake.

The Ecology House hopes, ultimately, to return Beebe Lake to Cornell students. As it was in the beginning... is too harsh, in another student's opinion, because all of the trees would be knocked down around the lake.

Aviv Goldsmith, '80, a member of the Beebe restoration group argues that a swamp would not be aesthetic. In his opinion, the University's responsibility is to maintain its environment, and dredging is the only answer for Beebe.

A complete dredging of Beebe has not been done since 1929. Feasibility studies for such a project are being done by the Department of Ecology and Systematics. However, the process would cost more than $400,000, money which the University can not easily spend.

While dredging proposals are in the making, a group of concerned students has taken up Beebe's cause. As part of last year's annual Earthrise celebration (born of Earth Day), students from the special living unit, Ecology House, coordinated the restoration event. It took place on two Saturdays, at the end of April and the beginning of May. The Cornell Plantations and the grounds division co-sponsored the event.

Inspiration for the restoration event came mostly from 'Earth Music' which was aired across the lake. This music was put together by an Ecology House student, and included songs of John Denver, Dan Fogelburg and others. All of the songs had environmental themes which were "very appropriate," said Goldsmith.

Even though not as many people showed up as were expected, the majority of what had been planned was accomplished. Now, as one runs or walks around the lake, the improvements are apparent. The trails around the lake have been widened and surfaced with gravel. A bridge now goes across the stream on the north side of Beebe, making it much easier to go along the trail. Fencing around the lake and along the trails has been repaired and painted. A retaining wall has been built in front of Japes Lodge, by the Pancake House, to make the path there wider and more stable. One project that wasn't completed was the restoration of the picnic area on the lake's north end. The area has only partially been cleared, and the tables are still being made. The picnic area was dedicated to the class of 1953.

The restoration event cost $1,400. Funding for this came from various student-coordinated activities. A Clara Dickson night club featured student talent with food, drink, and atmosphere. The "Beebethon" raised the most substantial amount of money, over $1,000. This run around the lake included over 30 sponsored runners. Prof. Bruce Ganem of the chemistry department ran eight miles and was sponsored by his department.

What happens to Beebe now depends on how much support can be raised from the Cornell community. McGowan believes that students have to show considerable concern before the University will take any positive action. In the future, Ecology House may have the stewardship of the lake. Its residents would continue the work they began last year and try to make Beebe a more usable resource.

If the beauty of Beebe can be maintained and the picnic area is restored, the lake could become what it once was. According to a hopeful student, it could be a "very delightful place."
 Orchids take seven years to bloom and thereby produce seeds. So how do florists get hold of vast amounts of pink orchids for Valentine's Day, white orchids for Mother's Day and more white orchids for summer brides? Tissue culturing, or cloning, is currently the major means of propagating orchids. "The introduction of tissue culturing has revolutionized the orchid industry," said Prof. Robert W. Langhans, Department of Floriculture and Ornamental Horticulture.

Tissue culturing is the process of cloning slices of meristem, the pinhead-sized areas of plant tissue located at the growing tips of plant stems. These areas of meristematic tissue, the "cell division centers", are responsible for the plant's increase in length and leaves.

Moreover, these meristems will divide and multiply after they are sliced off the plant tip and planted. However, these tiny slices of meristem are not planted in soil or even in a greenhouse. In a totally aseptic room, the slices are "planted" in petri dishes containing "necessary elements, vitamins, auxins, a shoot-growth-promoting hormone -- kinetin, and sugar, suspended in agar," said Langhans.

Next, the petri dish is placed in the "growth room" where the meristem slice receives 24 hours of light at varying levels, according to Langhans. When they are large enough, the plantlets are moved to flasks of liquid which are fastened to a rotating wheel. Thus, their contents are "sloshed around" continuously.

"This sloshing of the contents causes the meristem cells to break apart as they multiply and divide. So, many shoots are being produced from one tiny meristem," explained Langhans.

The tiny shoots are then planted in stationary petri dishes and grown until ready for the greenhouse. "This process can be kept going for quite a while. The Department of Floriculture and Ornamental Horticulture has shoots in culture from a white chrysanthemum removed from the plant in 1969; now that's a long time," said Langhans.

"Tissue culturing probably won't have any immediate effects on the conventional propagation systems of chrysanthemums or carnations, basically because the systems are super," said Langhans. "However, where the conventional systems aren't good, such as with orchids, tissue culturing fits in nicely."

Since hundreds of thousands of shoots can be propagated from a few tissue cultures has many practical uses. Langhans is working with several graduate students whose research focuses upon setting up a working system of tissue culturing in plants which are in high demand but are difficult to propagate.

Ken Kratz, grad., is working with tissue cultures in clematis while Richard Adams, grad., is producing tissue cultures of various carnivorous plants. Ellen Sutter, M.S. '77 is working with anemones. If the plants become more available to commercial growers through tissue culturing, they will be more available for the consumer.

Besides creating a "rapid burst of propagation", tissue culturing is useful in plant breeding. Through tissue culturing a breeder can duplicate any hybrid exactly. By means of anther/pollen cultures, he can develop haploid cultures (they have one set of genes instead of two). Thus all characteristics can be seen even if they are controlled by a recessive gene. This is very helpful in determining which gene controls what trait.

Currently Steve Koenigsberg, a Ph.D. candidate, is working with chimera

engineering. A chimera is the geometrical layering of the plant's epidermis, mesophyll and pith. The epidermis is the outermost layer, the mesophyll is underneath and the pith is the central portion. It is possible to take a tissue culture of just one of these layers and grow it. Genetic changes in the two outer layers can cause changes in the color of the flower and affect durability or resistance of the plant to disease. For example, "If a hairy epidermis is put on a potato plant, bugs can't get at the plant as easily so the potato becomes more resistant to insects. It sounds crazy, but it works," said Langhans.

Even though tissue culture research is still in its early stages, it is being used to fulfill a number of desired results. Many more uses of this fascinating process are sure to develop as research continues.

Langhans checks the meristem cultures as they multiply and divide in flasks attached to rotating wheels.
Retiring Faculty Honored by College

Each year retiring faculty are honored by the Alumni Association of the College of Agriculture and Life Sciences. The 1978 event took place on June 10 at the Alumni Breakfast and Annual Meeting. The following individuals were recognized: Harlan P. Banks, Botany ('37-78); Clifford O. Berg, Entomology ('53-78); Robert W. Bratton, Animal Science ('39-78); Hollis R. Davis, Agricultural Engineering ('42-78); Marvin D. Gluck, Educational Psychology ('49-78); Neal F. Jensen, Plant Breeding ('46-78); Richard P. March, Food Science ('47-77); Philip A. Minges, Vegetable Crops ('55-78); Robert Musgrave, Agronomy ('40-78); H. Brooks Naylor, Microbiology ('39-77); Robert L. Patton, Insect Physiology ('38-78); Charles C. Russell, Communication Arts ('56-78); E. Stanley Shepardson, Agricultural Engineering ('36-78); Robert W. Spalding, Animal Science ('47-77); Frederick H. Stutz, Education ('52-78); Lowell D. Uhler, Entomology ('40-77); George H. Wellington, Animal Science ('47-77); Lemuel D. Wright, Nutritional Biochemistry ('56-78).

Here's a look at what some of these distinguished members of the ag college have done in their careers.

**Prof. Harlan P. Banks**, Ph.D. '40, former head of the Department of Botany, enjoys an international reputation in his field, with a specialization in paleobotany. Prof. Banks is a former Guggenheim Fellow and Fulbright Research Scholar.

A specialist in aquatic entomology, **Prof. Clifford O. Berg** is an internationally recognized authority on the biology of snail-killing flies. He has done much work in tropical areas where disease-carrying snails cause serious health problems. Prof. Berg has discovered a number of formerly unknown species of insects.

**Prof. Robert W. Bratton**, Ph.D. '42, has done major research in artificial breeding in cattle. Since 1946, he has taught courses in reproduction of farm animals and livestock improvement. His studies have been noted in technical publications.

An authority on farm operation, structures and storage systems, **Prof. Hollis R. Davis**, '37, M.S. '48, is well known to New York farmers for his work in extension. He is author or co-author of many bulletins dealing with his specialty, poultry housing and equipment.

**Prof. Neal F. Jensen**, Ph.D. '42, developed and introduced 20 superior varieties of wheat, barley and oats in New York State and New England. Recipient of many awards in agronomy, Prof. Jensen is also noted for founding the "Oat Newsletter", an international publication that he has edited for 17 years.

**Prof. Robert B. Musgrave's** career at Cornell has led him to success in two areas. His first two decades here were spent developing better methods of crop production. More recently, Prof. Musgrave has turned to the study of photosynthesis and respiration in the corn plant.

**Prof. H. Brooks Naylor**, after 38 years of teaching food microbiology at Cornell, is now in Rio de Janeiro, Brazil, continuing his work in this area of study.

**Prof. Robert L. Patton**, a specialist in insect physiology, designed a number of devices and techniques for the physiological analysis of insects. He is author of approximately 75 articles on this topic.

A popular professor in the communication arts department, **Prof. Charles C. Russell**, has left Cornell to accept the deanship of the College of Liberal and Fine Arts at Arkansas Technical University in Russellville, Arkansas.

**Prof. E. Stanley Shepardson**, '36, M.S. '47, is noted as a pioneer in the innovation of mechanical methods of harvesting grapes, cabbage and lettuce.

He has also done extensive research with methods of harvesting apples mechanically and mechanical milking.

**Prof. Robert W. Spalding's** major work and research has been with dairy cattle reproduction, breeding problems and artificial insemination. He has also served as chairman of Cornell's division of United Way and acted as leader of agricultural manpower programs.

Former president of the Ithaca school board, **Prof. Frederick H. Stutz**, '35, Ph.D. '45, is considered a leading authority on educational changes in New York State. At Cornell, Prof. Stutz specialized in teaching comparative education, the history of education and issues in educational policy.

**Prof. Lemuel D. Wright** has been nationally recognized for his research on the biology of living cells. A professor of biochemistry and nutrition, Prof. Wright received the Borden Award in Nutrition for his discovery of mevalonic acid, a key chemical in the biosynthesis of cholesterol.

**Babcock Professor Named**

Internationally recognized economist Erik Thorbecke has been appointed the new H.E. Babcock Professor of Economics and Food Economics at Cornell.

Prof. Thorbecke has been Chairman of the Department of Economics at Cornell since 1975. He has a distinguished background in international economic and agricultural development and planning, as well as world food problems.

As Babcock Professor, Thorbecke will be a part of the Division of Nutritional Sciences at Cornell, while retaining a joint appointment with the Department of Economics.

Broadening his career as an economist in many respects, Thorbecke has taught in a number of universities, served as development specialist and consultant for foreign governments, and worked as economic adviser to the governments of Peru, Brazil, the Philippines, Kenya, Spain and Greece.
Many of the conventional answers to problems of local government and community leadership "ain't necessarily so," to borrow from George Gershwin's popular song of decades ago. The most misleading "shibboleth" -- conventional wisdom that is not necessarily true -- is that citizens of a community have no real control over the quality of their lives.

There have been programs aimed at dispelling just these shibboleths, however. Cooperative Extension of the New York State College of Agriculture and Life Sciences is one of the sponsors of Cornell's local government program, a research and extension education effort aimed at improving the quality and effectiveness of local governments across New York state.

In the past, the program has produced home-study courses, reference materials, instructors' manuals, and guides in pursuit of this aim.

One small-group discussion series, "Shibboleths -- True or False?", was designed to help local leaders explore fundamental questions about local government, such as "Is bigger better?" and "What is growth and can it be managed?".

While the five pamphlets were developed primarily for local officials, the Director of the program, Duane Wilcox, believes they are also useful for other citizens. Wilcox believes the summaries of research in the materials will be particularly useful to educators, especially those teachers concerned with community development and government.

More and more people are realizing the limitations of state and federal bureaucracies. The Shibboleths information can "challenge people to think and act in new ways," said Wilcox.

And with the growing popular disillusion with government, such materials can be very important in rebuilding confidence in the performance and integrity of the public business.
ABOUT THE COVER
Join us in celebrating another holiday season at Cornell. With reindeer, Christmas balls, and mistletoe we can feel the spirit of Christmas descending upon us. The photograph on the cover depicts such a feeling.

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A SEMESTER IN ALBANY

by Judith David '79 and Evelyn Wilkens '80

The italicized quotes in this article are from Judith David '79, who participated in the New York State Assembly Intern Program during the spring 1978 semester.

Do the words “first-hand practical experience” mean anything to you? If they do, you are like thousands of other students who are looking for something relevant to add to their education in a particular field. Tired of “booking it” throughout their entire college career, students seek internships which will fulfill the need to apply the knowledge they are receiving in the classroom.

“The program we participated in was the New York State Assembly Legislative Internship Program, housed in a fifth-floor office in the State Capitol Building in Albany’s South Mall. The five of us were part of a group of over twenty Cornell students and approximately 170 other college and university students from across New York State, who worked for legislators and committees in the Assembly and Senate. In spite of the problems we encountered, the five of us who returned to Cornell after being in Albany have many positive feelings about going away and coming back, and spending time in a very different environment.”

Supervised by the staff of the legislator, an intern has an opportunity to perform a wide variety of duties. The important task is to gather information and pay attention to the details of state government in keeping with relating previous educational background to current experience. Interns are responsible to the legislator in all the work they do and are entrusted to do assignments with thoroughness.

“By being in Albany, we had the chance to see for ourselves how the legislative process worked and how it differed from what textbooks told us. We were able to work with authorities on research projects and learn first hand from them.”

During the first week, the interns are introduced to a college faculty member who deals with the academic component of the program. The Faculty Fellow conducts seminars during the semester, gives background information on the legislative process and most importantly, is in charge of seeing that the students have made the proper credit assignments.

The over-riding reason that motivates most students to undertake a field experience is to do something different. “I wanted to participate in a practical working experience,” said Bill Karol '79, an agricultural economics major who was assigned to the Committee on Environmental Conservation. “I had gone to my professors looking for some kind of business internship in the area, and one of them suggested I apply to the Albany program.”

“The most difficult problem we faced was arranging for sufficient credit for the work we were to be doing. We were told we would receive six credits from Cornell which we would have to arrange ourselves, and then find any additional coursework on our own or through local colleges in Albany.”

Interns do everything from routine office work, to sitting in on sessions. They even draft pieces of legislation. The type of job depends mostly upon the nature of the office - those in offices with small staffs step right into positions of great responsibility. Debra Indovino '79 is still in Albany, on a leave of absence from Cornell, working for a federally funded project which she learned of through her office.

“Accessibility to future jobs and establishing contacts were but two of the pluses connected with the experience. One of the most enjoyable was dealing with lobbyists and politicians both professionally and socially on a daily basis. In fact, the parties thrown by lobbyists became one of the more popular topics of conversation among the interns, and we all tried to attend as many as we could!”

“Throughout our semester, we had a few people to gripe to, seek advice from and use as mouthpieces into the Cornell administration. One such person was Steve Johnson, public policy specialist for Cooperative Extension, who took our ideas and suggestions to the administration and came out with changes.”

Several Cornell faculty members support the internship and encourage the interns by being interested and responsive to their needs when structuring academic programs. Such professors include Jennifer Germer of consumer economics, David Allee of agricultural economics, and James Preston of the rural sociology department. According to Preston, “A field experience is valuable because it lets the student be a part of the actual system of the work he’s doing without being fully committed and responsible. It gives the students a chance to learn without being penalized. I also think it puts background education in perspective and relates the value of the work experience to the courses studied in school.”

Assembly interns often attend committee meetings.
Charlie's Back in Russellville

by Rob Bernstein '79

A strange silence exists these days in the communication arts office in Roberts Hall. Last year, singing, humming, joking and an occasional "Get off your gazoo," filled the air. This semester, however, the office is a bit calmer as Professor Charles Russell, teacher, advisor and friend has returned to his native Russellville, Arkansas, to Arkansas Tech University.

It is hard to predict the number of Cornellians Charlie Russell befriended in his 20 years in Ithaca. The blue-eyed, balding yet curly haired man with the southern drawl never shut his door to anyone. It is for this he is probably best remembered.

"Look at yourself on television." says Prof. Russell to daughter, Patti, and wife, Mary, in a 1958 Cooperative Extension Program.

Russell first came on the Cornell scene in 1956 when he taught one year for Prof. William B. Ward, then department chairman, who was on special assignment in the Philippines. The following two years, he headed the journalism department at the University of Arkansas in Fayetteville before being granted a permanent position on the Cornell staff in 1959.

During World War II, Chas, as some of his close friends call him, worked in the U.S. Navy's Intelligence Section of the radio fleet. After that, he earned his Bachelors and Masters degrees from the University of Texas. Then in 1968, he completed his formal education with a Ph.D. in journalism from the University of Missouri.

When asking questions about Russell, one usually gets a similar response from any of his numerous acquaintances: first a moment of thought, then a broad smile, and finally a chuckle or laugh. That's what Charlie Russell was all about; he was fun to be around.

One of his greatest assets was his ability to make friends. With a big "hlooo" and a warm hand shake, Chas made a stranger feel like an old buddy. "He had more friends and was more outgoing than anyone I know," said colleague and long-time friend Russ Martin.

Russell's willingness to help also made him very popular. "He should have been a minister," said ex-administrative assistant Genie Mitchell. "People would come to him for help and he would drop everything."

Carolyn Killigrew, his secretary for 11 years, concurred. "He wouldn't send students somewhere else, he'd take them to the right place himself."

The biggest benefactors of Professor Russell's generosity with his time were his student advisees. "He would always encourage me and tell me not to worry," said Shari Watchman '79. "And I was surprised at his genuine interest in setting me up with a career. It was very reassuring."
However, this intensive involvement with other people sometimes led to problems, especially when he took over as head of the communication arts department in 1972, “Charlie was very sensitive about people,” said Professor Ward, “and he would become so immersed in their problems, he would get sick himself.” In 1974, Russell decided it would be best for his own health to resign his chairmanship.

The people who worked with Chas day to day found him to be quite amazing. “He was always jovial, it was his nature,” said Killigrew. “And you knew when he was in the building because you could hear him singing.” Russell would often bring peanuts for his secretaries “Miss Pam” and “Miss Becky” as he called them with his southern charm.

Of course, Charlie had his serious moods too. “If it was something he strongly believed in, he would be quite forceful and firm,” said Ward. And when he got mad at someone, he would exclaim with rage, “You ought be whipped with a wet goose!”

As a professor, Russell taught courses in mass media and advertising. He was one of the first instructors to use the tele-lecture technique, in which a remote interview was held on the telephone and broadcast in class. It was conducted live so that students could interact with the guest. This system is being used more widely today.

Students also found his lectures enjoyable. “He was fun and interesting to listen to,” said David Halberstader ’79. “Every day he would come up with a new phrase to make the material less boring.”

From the other side of the desk, Charlie’s colleagues got to know yet another side of him. “He was constantly running around to a million different places,” said Prof. Chet Freeman. “Everything was a crisis, but I don’t think he’d be happier any other way.”

One of Charlie’s funnier crises was when he flew out to Missouri for the oral part of his doctoral dissertation. Somehow, his luggage ended up in Columbia, South Carolina instead of Columbia, Missouri. Always known for his bright pastel suits, he quickly went to a cleaners and borrowed the best suit available. Unfortunately, the pants were about six inches too short and he had to walk around trying to hide them. Needless to say, he came through the orals with flying colors.

Away from Cornell, Russell spent much of his time buying and finishing old furniture. Antiques were some of his greatest treasures. Charlie also took great pride in a beautiful doll house that he built for his wife, Mary. He spent countless hours constructing it and often came into work with brown-stained fingers.

The theater also provided Charlie with much enjoyment. He was a member of the local performing group, the Savage Club. One time he came into the office flaunting a red wig he had worn in a production of *Mame*. He also worked behind the scenes during a performance of *Hello Dolly*, in which his daughter Kim was starring.

And like a true southerner, Russell loved football. Arkansas football to be exact. This author remembers just going to say hello to Professor Russell and ending up talking about the Razorbacks’ chances for a national championship for almost an hour. Earlier this year when *Sports Illustrated* picked Arkansas to be the best team in the country, Charlie frantically called Chet Freeman to send down more copies of the magazine because it had been sold out in Russellville.

But there is little doubt that the extra-curricular activity Russell devoted the most time to was guest speaking. He was constantly being called to talk to groups varying from the Association of Official Seed Certifying Agencies to the United Fund. Charlie’s quick wit and light touch took away the sameness of many speeches. And he would very rarely turn down anyone who called. “Sometimes he would run himself so ragged,” said Professor Ward, “that I’d have to say no for him.”

On July 24, this past summer, a farewell party was held in Russell’s honor at the Big Red Barn. His close friend and ex-Cornell professor, Elmer Phillips, presented a speech highlighting Chas’ tenure in Ithaca. Over 150 people attended to say good-bye to a friend and colleague. “Charlie wasn’t cracking jokes as he always does,” said Ward. “You knew he was going to miss Cornell.” Cornellians would agree; the feeling is mutual.

An invitation to Charlie’s farewell party, held in the Big Red Barn.

**CHARLIE RUSSELL’S on the move (again)**

HELP SEND HIM OFF IN STYLE... TIME: MONDAY, JULY 24 -- 3:00-5:00 PM
PLACE: BIG RED BARN
DONATION: $2 EACH -- REFRESHMENTS AND GIFT (SPOUSES INVITED)
RSVP: CHET FREEMAN, 307 ROBERTS HALL 250-2111 (BY JULY 14)
Though usually dormant in the summer months, last June 9th Bailey Hall came alive. The hall hummed with anticipation as alumni and their families, faculty, students and townspeople settled into their seats. They were all waiting for the start of the annual Savage Club show. The show is a traditional event during Reunion Week at Cornell. The club, a collection of mostly non-professional entertainers, exists because of two unfortunate incidents that occurred in London.

First, in 1857, Henry Savage a "penny-a-liner" or entertainer was found dead from starvation in the Covent Garden Market. That an entertainer had died from starvation when so many others around him lived so well fired his peers into action. They formed a Savage Club to "immortalize this terrible incident of London life."

The first members of the London club were men who had a gift for entertaining. The club met in a basement room near the Covent Garden Market, where the members dined and entertained themselves.

But how did the only American branch of the Savage Club end up in Ithaca? It was due to another unfortunate incident that occurred 38 years after Henry Savage's death.

In 1895, members of the Cornell Glee Club and other musical organizations accompanied the Cornell crew on an invasion of England. The crew competed at the Henley Regatta, while the Glee Club members planned to present a series of concerts arranged by the British Lyceum. However, following the first concert the London Times and other papers severely criticized the Americans' show. It seems that American college humor did not find a home in England. The Cornellians' booking agent promptly canceled the rest of the planned shows.

With few funds and little popular support the Glee Club members were delighted when the Savage Club of London invited them to appear at their club to dine in exchange for entertainment. The Savages thought the Cornellians' show was great.

When the Glee Club members finally returned to Ithaca, they sent a letter back to London asking if they could form their own Savage Club at Cornell. The request was granted, and in the fall of 1895 the first meeting of the American Savage Club took place. Louis Agassiz Fuertes, a Glee Club member in 1895 who later became a famous artist, is credited with establishing the club.

Membership in the club was and still is open to anybody who can entertain the group when called upon by the president. Musicians, magicians, artists and story tellers all perform before the group, then the group decides whether they should be admitted. The Savage Club has always been a "town and gown" affair. Though many of its members are associated

Club members pose for an informal picture, again in the old Green Street quarters.
Savages Take the Stage

...and no one knows why they spell it backwards

with Cornell, that is not a requirement to join. Unlike the parent club in London, the Ithaca Savage Club will accept students from Cornell and Ithaca College into the club.

Past Cornell members who later became famous include author Kenneth Roberts '08 and Willard Straight '01. At present the club members represent a cross section of the Ithaca community. The head of the U.S. Olympic Committee, Bob Kane performs alongside world famous professors, businessmen and other local talents.

The Ithaca branch of the club has had several homes. At first the club was located in the basement of the Cayuga Press building on East Green Street. When that building was torn down the club moved to the Toboggan Lodge behind Martha Van Rensselaer Hall on Beebe Lake. Finally the club moved to the Rathskeellar, on the Village Green in Ithaca.

The club meets the third Sunday of each month. Meetings start around 8:30 and last for three or four hours. Nobody knows in advance who will show up, and usually about 25 members of the club appear. Some members come from as far away as Watkins Glen. And usually most of the members arrive with some idea how they will entertain the group when called upon by the president, but there are no formal rehearsals. President Al Cook '37 calls the meeting to order, an opening song is sung and then the president calls on individuals to perform.

In some fraternal organizations drinking is a major club activity, however this is not the case at the Savage Club. The members are there to perform and enjoy each others’ company in an informal atmosphere.

The London club never performs in public, but the Ithaca club does put on one gala performance during Reunion Week at Cornell. The program is run professionally, but informally. According to president Al Cook one of the biggest problems with the show is just getting all the Savages to wear the old style black tuxedos.

The club begins planning the show in March. Sometimes the show has a definite theme, but not always. During meetings the members decide on the opening and closing numbers for the halves of the show. These are usually chorus numbers or selections by the club’s band. The individual acts are rehearsed to some extent, but not extensively. However the between-act timing must be rehearsed so the show will run smoothly.

The Savage Club members are a group of very talented individuals, most of whom pursue non-musical careers. But they meet once a month for fun, to perform and to applaud. If you happen to be in Ithaca during this year’s reunion festivities, you’ll be able to see the Savages in their only performance for the year. Don’t miss it.

Tim Butts, Scott Edwards, Dave Perlman and Allan Treman perform at the old club quarters on Green Street.

A present day meeting of the Savage Club at the Village Green in Ithaca.
Admitted to the New York Bar that same year, Bugliari began his professional career as an associate with the New York City firm of Dwight, Royall, Koegel and Caskey. That relationship was short-lived, however; the “Big Apple” and Joseph Bugliari weren’t suited to each other. “I didn’t like the life style,” he told me.

And so, in 1961, he was back in Ithaca, teaching Legal Research and Writing at Cornell Law School, and serving as a confidential legal assistant to an associate justice of the Appellate Division of the New York State Supreme Court, a relationship which spanned the next seventeen years. Simultaneously, he was a part-time lecturer at Cornell’s Graduate School of Business and Public Administration until 1967, when he became an associate professor in both the ag college and the business school. A full professor since 1973, he teaches two courses in business law and one in the legal aspects of hospital administration.

The original University Judicial Administrator from 1969 to 1971, Bugliari is now Cornell’s Director of Legal Services, and serves on a staggering number of university committees. He is the chairman of the business school’s Academic Standards Committee, the ag college’s Academic Integrity Review Board, the Department of Public Safety Advisory Committee. . . .the list seems endless.

As I sit in his office, he contentedly puffs on his pipe, although he nervously taps his feet, as though ready to bolt out the door to a meeting or a class. Thankfully, he doesn’t . . . at least not until “my” hour is over.

“The American legal system is the best one you can devise,” he tells me. But Professor Bugliari is concerned about our “litigious society.” Many of the cases before our courts now, he notes, would have been “immediately thrown out a few years ago.” He cites what seems the perfect example of this absurdity: Two people were in a state park when they were hit by lightning. “Now they’re suing because they claim they weren’t told how to avoid lightning.” Bugliari shakes his head at this extreme example. “But we can’t let an injured party bear all the injuries . . . someone must pay.”

Bugliari is concerned with how the law will adjust to the continuing flood of lawsuits. He feels there will be a “movement towards Blue Cross-Blue Shield-type services for lawyers.” He does not believe, however, that the recent Supreme Court decision allowing attorneys to advertise will significantly affect the practice of law. Bugliari points out the financial difficulty in running a “cut-rate” legal clinic—high overhead and the amount of time spent on each legal problem.

“It has to be run like an assembly line. . . . you have to run a MacDonald’s.”

Is there anything he would like to change? “A little more time to play golf,” he admits. And he enjoys Cornell football and hockey. He fondly mentions last year’s Cornell Concert Series with Isaac Stern and Beverly Sills. Joseph Bugliari certainly doesn’t regret having left New York City.

I would like to have a lazy last semester at Cornell, but no matter what time Bugliari’s hospital law class is scheduled, I’ll be there.
by Byron Widger '79

CORNELL LETS OFF

Quickly, off the top of your head, what would you do with 40,000 tons of coal, 4.5 million gallons of fuel oil, 4.8 million therms of natural gas, and approximately 25 miles of steam pipe? In Ithaca, this mammoth supply of resources is combined at Cornell's Central Heating Plant and used to heat Cornell University for a year.

Keeping more than 20,000 students and employees warm on the Cornell campus is a complex task. The job begins in the big brick building nestled between two towering smokestacks on the south side of Cascadilla Creek. Constructed in 1922, the plant is presently undergoing a six million dollar renovation, including the construction of a coal storage area and updating pollution controls. The plant remains responsible for converting the cold minerals of coal and petroleum into the heat that keeps Cornell comfortable in the winter.

"The heating plant is operated by three different kinds of fuel: coal, oil and natural gas," explains Karl Garlock, manager of the Central Heating Plant. Using three coal boilers and three petroleum boilers, nearly all of Cornell's heat is derived from steam. The largest boiler, four-story-high #8, is fueled by coal delivered from a storage bin in the top of the plant. The coal slowly moves through the boiler on a grate, which in the case of #8 is the largest chain grate in the world, measuring 27 feet by 25 feet. Specially softened water from Fall Creek revolves through a series of pipes in the boiler and is turned to steam to be piped around campus. The cinders from the coal are stored in a silo and sold to local townships for winter ice control.

With three sources of fuel and ample storage area available, the plant has the ability to plan around fuel shortages and price fluctuations. In the fall of 1977, students in the Senior Practicum of the Department of Natural Resources investigated the feasibility of using wood as an additional fuel to heat Cornell. They concluded that due to the renewability of the fuel and the low levels of sulfur and nitrogen oxides emitted during its combustion, that wood could be a practical fuel for the university. Professor Ray Oglesby, one of the advisors of the study, stated that the research, "Got rid of some of the myths. It defined the possibility of using wood fuel obtained from local sources to the point where it looked interesting and economic." Garlock, after experimenting with wood chips at the plant in the winter of 1978, was able to create a mixture of coal with 30 percent wood chips that produced a reasonable burn in the boilers. Limited supplies of wood chips and the additional managerial difficulties of harvesting wood locally are the present drawbacks of wood as a fuel.

From the plant, the steam moves through a system of underground pipes, entering the campus under Alumni Fields. The location of the underground pipes is easy to identify in the winter, because the snow-free sod above the warm steam pipes supports green grass throughout the cold season. Branching off from the main lines, the steam enters directly into each building and encounters a reducing valve which lowers the pressure and makes the steam usable.

All of the buildings tend to differ in the way they are heated. Old buildings, such as Roberts Hall, have only a valve in the basement that controls the amount of steam that is shot directly up to cast iron radiators in the building. Newer buildings convert steam to hot water, creating either hot air or water to heat the structure. Much of the condensate, or water created by the cooling steam, is pumped back to the plant through another system of pipes to be remade into steam. A System Seven IBM computer, located at the Chilled Water Plant, helps to conserve energy by automatically cycling heat on and off every hour in 43 of the major buildings on campus.

Although heating Cornell is not an easy or glorious task, the efforts of the Central Heating Plant are warmly appreciated by all. Whether you are rushing from one warm building to another in the dead of winter, listening to the radiators hiss and spit in Rockefeller, or just trying to warm up in the escaping steam from an underground steam leak, it is easy to realize that the plant has a job to do, and it does it well for all of us.
The holiday season is a popular time for family and friends to reunite and share love and gifts. Many individuals, young and old, are not fortunate enough to have a family to share this happy time with. However, these people do not have to be alone during this time of joy. A unique organization known as the Salvation Army provides not only friends, but love to more than two million needy people throughout the world.

The Salvation Army was formed in London, England in 1865 by William Booth, a Methodist minister who saw a necessity for help in the slums of London. After struggling throughout the years to gain recognition and funds, the Salvation Army now exists in 86 countries and has rapidly expanded its activities.

In essence, the Salvation Army is of the Protestant faith. Therefore, the most important activities within the organization are the church services held mornings and evenings. Captain Kellus Vanover, the leader and pastor of our local Salvation Army, is behind all activities carried on for the corps. Accompanying the church services are Sunday school, a choir, referred as "Songsters" along with a Brass Band, and several religious programs for the youth of the community. Among the youth programs is a children's group that is comparable to the Girl Scout and Brownie programs. It functions much like that of the Scouts but requires no initial fee. Donations are accepted to use towards sending the children to camp. The children also sell cookies and candy to raise the additional funds. "The people we reach are generally low income--because they might not be able to afford things," Captain Vanover states. He adds, "Many are on welfare or from broken homes." At present there is no Boy Scout group but they are working for it.

For women in the community, a club has been formed called Home League. This group is primarily concerned with community services. According to Captain Vanover the women in the group are involved with quite a variety of activities, both educational and recreational. The Captain points out, "The corps community center is mostly housing for religious and community activities. If a non-profit organization needs a place to meet they can use this building. Donations are accepted but not mandatory."

The Senior Nutrition Program provides meals for many of the older people in the community. The Salvation Army prepares over 100 meals a day free of charge. "People who come to the center get not only meals, but fellowship and socialization, although we do supply home meals if it's not possible for a person to make it to the center," says Captain Vanover. He points out there is a suggested donation of $1.00, but no one checks for the money.

Another activity focused towards the older people of the community is the Golden Age Club. Functions of the club include trips and gatherings for music twice a week. Once again, the goal is for the members to develop a sense of belonging.

Captain Vanover discusses a very important aspect of the Salvation Army. "What we try to do is fill the gap between existing facilities." The corps provides food baskets, limited emergency housing and meals. The people in need of housing are referred to motels or the Tompkins County Farm. "This is a farm run by the county through the welfare department," explains Vanover. The objective is to
by Katherine Kalaf ’79

work on the farm for housing and meals. Vanover adds, “Most people working on the farm are without families. It’s a short term immediate-aid type of service.”

Another important function of the Salvation Army is acting as the focal point for the Kitchen Cupboard, a church-sponsored charitable organization that gives food to the needy. The Salvation Army doesn’t actually run this program but is a source of clients for it.

Currently, the Salvation Army is also working on plans to provide emergency housing and a “sobering-up station” where intoxicated citizens can rest and get safe medical supervision. With funding from the state through the Mental Health Board, the Salvation Army will build a building adjacent to the Salvation Army building. One floor will be used as a sobering up station, the other floor will be used for emergency housing. Captain Vanover points out the problem of lack of funds. “It’s funny; you have the money to build the building, but not to run the project.” This lack of funds seems to be a never-ending battle. Captain Vanover explains, “We are running into a financial deficit now.” The Salvation Army relies on the general public and the United Way for funding. Vanover points out that the United Way gives a constant donation, but this money does not go as far due to inflation. The only income is coming from the general public. “People in the community realize a need for the Salvation Army,” Vanover comments. He adds, “In defense of the United Way, they’ve been having difficulty raising their own money to reach their goals. So in the long run it comes back to public donations.” The United Way supports 18 agencies, among them the YMCA and the Red Cross. All 18 agencies suffer the common problem of lack of funds. Vanover points out that if the government came in and did the work for these private agencies it would cost five times as much as it does now. He also feels that because the organization is run by volunteers the commitment and dedication is more intense.

One of the largest means of funding comes once a year from the Christmas kettle the Salvation Army sets up on the streets. In 1977, the goal was $9000 for the kettles. They raised $9697.81, an 18 percent increase over the previous year. Any funds above the goal are used through the year. The goal this year should be close to $10,000. A board of business people from the community sets the fund raising goal and advises the corps on programs during the holiday season. In addition to the kettle donations, the Salvation Army organizes a food drive in which the elementary schools and the junior high schools play a major part. This is primarily canned goods donations which are used to make up the holiday food baskets for families in need. After the food baskets have been completed, the remaining canned goods are donated to the Kitchen Cupboard. To make up these holiday meals, Captain Vanover and his wife work as a team to put together a well balanced menu for each family receiving a basket. If there’s an abundance of one food the captain and his wife supplement by buying what they need to complete the menu.

“Depending on where you are, the Salvation Army has a wide range of programs. But it all comes back to the commitment to God,” Captain Vanover comments. He adds, “But how do you talk to someone about God if they’re cold and hungry?” With volunteers and donations, the Salvation Army continues to aid people in need. The Army feels telling someone you love them is one thing, but it is another thing to show it.
Night with its darkness, solitude with its peace, snow with its brilliance—the moods of winter are here again. Most people can enjoy the many moods of winter, but few can capture its essence on film.

Russell Hamilton comes close. Photo editor for Cornell’s Visual Services, Hamilton believes a good mood picture is more than the “gymnastics of picking the right exposure.” Mood pictures “must provoke some human emotion, whether it be humor or pathos,” he explained.

Hamilton has been taking pictures for almost 35 years and thinks “you shouldn’t call yourself an artist unless you’re familiar with paints and brushes, and you shouldn’t call yourself a photographer just because you own a camera.” According to Hamilton, the real difference between the successful photographer and the beginning amateur is the former’s ability to relate his work to other people. “You’re really good at it if other people who see your photo can put themselves into it,” he said.

In general, mood pictures are a challenge because they demand more
Creativity and imagination. "But," he said, "they give a competent photographer a chance to show what he can do."

And winter in Ithaca is an excellent time to do so. About to weather his third Ithaca winter, Hamilton still finds now "magnificently beautiful in brilliant sunlight or the depth of night." But while Ithaca may receive plenty of snow, "you don't often see sunlight for months after big snowfalls," he complained. Which is one reason Hamilton likes to shoot at night.

Hamilton has taken countless Cornell winter scenes, but he has yet to take one of a starry winter night. "You can't do it normally because the campus lights are too bright," he explained. "But if you go during the Christmas break when the campus is totally dark, aim due north and take a long exposure, you could get the stars whirling through the sky."

Hamilton's favorite mood pictures do not show any people. The reason is simple. "There is something naturally beautiful in the scene itself -- the loneliness of it is part of the fascination." As one looks at some of his pictures, one can only agree.
Pinch Hitting Professor

by Mark Smith '79

Cannonballs whistling overhead... the acrid smell of gunpowder in the air... hoarse cries... sails snapping in the wind... (What? Wrong John Paul Jones?)

Cornell has a new professor, Dean John Paul Jones. After teaching for a year at the University of Wisconsin, ten years at the University of Illinois and 30 years at the University of Florida, Jones was ready to retire. But his retirement was short-lived. "I retired from the University of Florida on June first," he said, "and accepted a position at Cornell in July." He accepted a teaching position in the Department of Communication Arts to fill the vacancy left by Prof. Charles Russell.

You may be wondering why Jones would trade retirement in Florida for a year of teaching in Ithaca. "I figured it would be a challenge," he said. Although he had taught advertising and mass media courses before, many years of journalism courses followed. "I thought these courses would be an interesting change from journalism-type courses," Jones remarked. "I figured they would give me a chance to dig back into those fields and see what's been happening. Also, my wife thought it would be fun to go up north."

Professor Jones became Dean of the University of Florida's College of Journalism and Communications in 1968 and held that post until 1976. Prior to that time he was a teacher and freelance writer. Much of his freelance work reflected his love of the outdoors because most of his writing was for outdoor magazines, although he has written for such publications as the New York Times, the Chicago Daily News, and the Christian Science Monitor. In addition to this, he is the author of five books on journalism.

When all of that wasn't keeping him busy, he was teaching, mostly at the universities of Illinois and Florida. Jones has observed some changes in the latter's journalism school. "When I went to Florida in 1948, there were three communications professors," he said, "and I was one of them. Now there are about fifty." Although the first example is rather extreme, Jones does prefer a smaller department. "I think I enjoyed it more when it was a school, before it became a college. You got to know all of the students. It was more like a family."

When Jones became the Dean in 1968, his college badly needed some new facilities. "We needed a communications building and couldn't get the money for it," Dean Jones recalled, "so we went to the media." The Gannett chain donated one million dollars, and they managed to raise another million from other sources, but this was still short of the estimated eight million dollar goal. The plans were sent back to the architects for another estimate. The price came down to six million, but that was still too high. "Finally, the university gave us the six million dollars," said the Dean, "and let us keep the two million as an endowment fund." The Communications Center should be completed by the second quarter of 1980.

Despite his strong ties with the University of Florida, the Dean seems fond of Cornell as well. "I think Cornell has one of the most beautiful campuses I've ever seen," said Jones. "I love the old buildings and the feeling of tradition and history."

In case you've been wondering, Dean Jones doesn't mind Ithaca's climate. He plans to take advantage of it.

"The climate's fine," he commented. "I'd like to give ice-skating a try. I haven't done it in a while."

Since he has been in New York he has already taken advantage of some of New York's camping and fishing spots. "My wife and I have a camper," said the Dean, "and we've been to Pulaski a couple of times for the salmon. Our group caught twenty the last time we went."

When he is able to resume his retirement, Dean Jones will probably have enough to keep him busy. His garage (in Florida) houses a small printshop, where he and his eight grandchildren have a lot of fun. There he plans to print and publish several books on a small scale, setting all the type by hand. Saint Augustine and Other Poetry, his first effort, is already available in some Florida bookstores. He also plans to spend some time with his other interest, photography.

In the meantime, while Cornell searches for a permanent replacement for Charlie Russell, Dean John Paul Jones is at the bat, with no strikes.
Of Zinck’s and Drinks
by Patti Moy ’79

Give my regards to Davy,
Remember me to Tee Fee Crane;
Tell all the pikers on the hill
That I’ll be back again.

Try to imagine Cornell with no
dormitories except Cascadilla, and
almost no residences or roaming
houses east of Eddy Street. Try to
imagine the campus with no Willard
Straight Hall, no Noyes Center, and
no North Campus Union.

Back in the 1880’s, Cornellians
had none of these buildings, but they
did have Zinck’s as a gathering place.

Theodore Zinck, a good-natured,
quaint German, was blessed with
good business instincts. He opened
his beer saloon-restaurant at 108-110
North Aurora Street in 1884, and
catered almost exclusively to students.

His German and Bock beer were al-
tways tapped from their wooden kegs
at the optimal temperature. These two
types of beer were his principal staples,
and for five cents a beer, it was vir-
tually the only beverage served.

Zinck was respectable and industri-
ous, with an amusing personality. He
was a friendly person, proud of his
recently acquired American citizenship.

Theodore Zinck, the famed German-
born Ithacan whose establishment be-
came a local tradition.

Zinck’s — also known as Theodore’s
Place — was usually crowded on any
evening in the week, and frequently
only those who arrived early were
fortunate enough to get a table.

In addition to the beer, Zinck’s was
known for Cornell’s social clubs’
monthly banquets, which were held in
the private dining rooms on the second
floor above the restaurant. These ban-
quets often featured roasted pigs.

Zinck was scrupulous about the
reputation of his enterprise. If at any
time there was singing he did not like,
especially of those songs which
made derogatory references to the
German Kaiser, it was promptly
stopped. And since Zinck did not allow
drunkenness, his saloon was consid-
ered the most well-conducted drinking es-
tablishment of its day.

Theodore’s place demonstrated the
Cornellians’ desire for a community
spirit — what Willard Straight expressed
in his wish to make Cornell “more
human.”

Zinck died in 1902, and his saloon
was closed until 1935 when Aaron
Wells became the president of Zinck’s
Incorporated. Wells was also the presi-
dent of Wells Brothers Co., Inc., a
prosperous clothing retailer, which was
located at 142 East State Street.

Anthony G. Macera joined Wells as
a partner in 1947, and the two be-
came joint proprietors of Zinck’s Inc.,
which was moved to 109 S. Aurora St.

Zinck’s changed hands again in
1952, when John W. Bohrman Jr.
bought the property and the business,
and again in 1953 when Richard L.
Hagy gained control of the corporation.

The last owners of Zinck’s Inc. were
Peter and Margaret Hadzicki, who
bought it in 1957. Zinck’s relocated
to 120 South Aurora Street in 1962,
and the Kent Steak House filled the
void at 109 South Aurora Street. The
last year that Zinck’s was still in busi-
ness was in 1967, when the building
at 120 South Aurora Street was torn
down to make way for the eventual
construction of the Ithaca Commons.

To some alumni, Zinck’s is unques-
tionably a symbol of the old days
when a student knew almost all of his
classmates and the community spirit
which is often seen in the smaller
colleges was a distinct characteristic
of the entire University. Perhaps this
community spirit still exists; the senior
class drinking society has been named
“Zinck’s Club”, in honor of Theodore
Zinck. Hopefully the words “We’ll all
have drinks at Theodore Zinck’s when
I get back next fall,” will now take
on more meaning to members of the
senior class, for in spite of the fact
that Theodore Zinck is no longer
with us, the “Spirit of Zinck’s” lives.
4-H’s goal is to help youth become self-directing, productive and contributing members of society. 4-H Clubs and activities offer opportunities to “learn by doing.”

You are probably most aware of 4-H work in families, communities and county 4-H offices. However, the goals can't be reached or programs offered without state and national support. Cooperative Extension and its 4-H component receive funding, abundant resources and organizational assistance from the state and the United States Department of Agriculture. State support is through the land-grant college system which includes Cooperative Extension.

New York State Cooperative Extension administration and specialists in academic departments operate through the Colleges of Agriculture and Life Sciences and Human Ecology at Cornell University, the state’s land-grant college. Specifically, 4-H is directed by the State 4-H Program Unit in East Roberts Hall on campus.

According to George Broadwell, '53, PhD. '69, assistant director of Cooperative Extension and leader of the state 4-H office, “every activity of the state staff is done in support of county programs.” He describes the office’s function as “program leadership,” not administration.

The paper shuffling image of administration certainly isn’t appropriate. Developing and managing programs, choosing and training staff, coordinating state-wide activities and forming future goals keep the staff busy. Four program coordinators and a program specialist work with Assistant Director Broadwell.

Broadwell cites program management as a major focus. “4-H agents have two roles—educator and educational manager,” he said. The state staff counsels agents on their dual role. As educators, it is important to understand the education process and have a knowledge of subject-matter content. As managers, agents must plan, organize, staff, direct, coordinate, evaluate and report. In addition, needs assessment and resource development are necessary for educational programs.

Other state activities also assist the county 4-H efforts. For example, a file of resources at the colleges and programming ideas from counties is kept up-to-date. Some materials and supplies for use in individual 4-H club work and county activities can be ordered through the office. The Consumer News Service which sends newspaper and radio releases on 4-H and home economics topics is advised by the 4-H staff. It is important that the News Service “articulate the purpose of 4-H to citizens since 4-H is a tax-supported, public education agency,” said Broadwell.

Activities are planned each year to bring 4-Hers from around the state together to learn about a subject and about each other. Broadwell said, “These activities increase their awareness that 4-H is part of a larger system...it’s an off-campus arm of Cornell University.” For example, youth participate in the State 4-H Congress, Leadership Laboratory and the New York State Fair. Volunteer Leader Forums are also organized with a similar purpose on multi-county, state, regional and national levels.
4-Hers gather at Cornell for the annual state 4-H Congress. These youth attended a workshop at the Herbert F. Johnson Museum of Art.

"Crystal ball gazing" is part of the state 4-H office's business, according to Broadwell. They identify social and economic trends like the need for programs for urban youth and for understanding the changing sex stereotypes. Then they predict their impact and encourage appropriate research and programs. Essential to this forecasting is the state staff's linkage with administration and departmental staff in both colleges and with people in all counties.

Program Coordinators, John Sterling, '59, Phyllis Stout, '44, Jean Szabadi and Bill Umscheid, have three main functions. Each acts as liaison with counties, liaison with academic departments, and coordinator of several committees or activities.

Umscheid explains that program coordinators "help in any way needed at the county level, usually with 4-H agents or advisory committees." For example, he might help organize district leaders or area representatives who volunteer to initiate new clubs within a county. Or a program coordinator may be called upon to identify a resource person at Cornell to develop a program desired by local 4-H participants. Umscheid and the other coordinators plan training programs to teach staff about working with committees and volunteers, and about refining programs.

Program coordinators also work with departmental specialists on 4-H project design. Faculty of the two colleges are knowledgeable in their fields, and state 4-H staff understand the needs and interests of youth and volunteer leaders. Together they develop appropriate projects and activities. To implement the programs, resources in the colleges are tapped and leaders receive instruction.

A prime example is the present work of Stout and Prof. Charlotte Ferris, Department of Community Service Education, on changing sex roles in the family and work worlds. After surveying youth and drawing conclusions about their understanding of "sex equity," materials and activities have been created for 4-H and other youth to use in group meetings or discussions. Professor Ferris says, "The purpose is to help youngsters overcome sex stereotype casting of the past and to develop leadership skills in group relationships." She said Stout actively coordinated 4-H's role in the survey, interpretation of results and involvement in the pilot program.

Each program coordinator has additional responsibilities. For example, Sterling works with the Media Services Public Relations and Advisory Committee, urban programs and the National 4-H News publication.

Overall New York State Fair coordination is part of Umscheid's plan of work. Throughout the year, the State Fair 4-H Advisory Committee of agents and faculty, and a separate committee of agents for each event (bicycling, clothing and livestock among others) plan the Fair. Umscheid said, "Their role extends past the planning stage, since all aspects of the youth program from recruiting judges to arranging for dormitory chaperones must be done." Umscheid also works with the State Fair administration.

George Preston, '74, is 4-H program specialist. He organizes the State 4-H Congress each June when 4-Hers come to Cornell for workshops and activities. Preston also works on national awards and recognition, Leader Forums and use of instructional television. Preston advises the Collegiate 4-H Club of Cornell undergraduates.

With the support and efforts of the state 4-H staff, 4-H continues to successfully serve the people of New York State.

The youth program at the New York State Fair is a showcase for many youngsters' skills.
From MUMPS to PLATO
by Mary McDonald '79

Computers have long been known as time-saving devices, and their various possible uses are constantly being explored and enlarged upon. At Cornell University, computers are used by teachers and students, administrators and secretaries, research and laboratory technicians, doctors... in fact, by anyone with a need to collect or record information.

The main computer at Cornell is an IBM 370 model 168 located off-campus at the Langmuir Laboratory. There are six high-speed terminals on campus in addition to several interactive terminals. These systems can be used by virtually anyone on the campus, because they are programmed in such a way as to simulate a simple operating system for each user.

The three major computer centers on campus are located in Baker, Uris and Upson Halls, and are run by the Cornell Computer Services Department. Each of these terminals is equipped with work rooms, key punch rooms and operators/consultants to answer questions.

Among the many terminals in Uris G-26, there is one called PLATO which was designed and built by Andrew Greenberg '79 and Steven Hirschman '78. PLATO helps the students in a course entitled Rudiments of Music Theory (Music 141, for non-majors) to understand the correlations among pitches which they hear through headphones, keyboard notes which they press on a simulated piano keyboard attached to the computer and the visual appearance of the notes on a staff on the computer screen.

According to Greenberg, the course is too large for each student to obtain individual help from their teaching assistants in the techniques of ear-training. The PLATO terminal takes over these duties. The students utilize their senses of seeing, hearing, and touching in their interaction with the computer, and thus learn the material quite thoroughly. PLATO indicates when a note played on the keyboard is too high or too low, for example, and prints a smile when the pitch is correct. Says Greenberg, "Students are learning... The computer is definitely a help in the course."

Incidentally, Greenberg built a computer for his own room in Risley. It is hooked up to a regular color television set in the room, and can be instructed to play games with the operator, solve problems, draw pretty pictures and sing songs. Greenberg's "toy" has been a musical genius, sings and plays for a student enrolled in Rudiments of Music Theory, (music theory for non-majors).

provided many hours of enjoyment for Risleyites as well as aiding in various musical endeavors.

Aside from the student uses of the Cornell computer system, there are innumerable other uses. The main computer has hook-ups throughout campus for use in administrative duties, admissions, billings, payroll, research and gaming simulations to name a few. It is very important that the main computer be kept operating at all times in order to handle the vast quantity of information processed daily.

Marianne Carpenter, User Support Specialist of the User Services Division of Cornell Computer Services, remembers two instances when the main computer facility was shut down. On October 10, 1977, the water-cooled main computer "sprung a leak." Water seeped into many of the components of the computer, which caused a shutdown of 98 hours. Recalls Carpenter, "It was scary. Huge pieces of machinery had to be taken apart and moved... and they had to completely rewire about 1500 circuits." Says Carpenter, "There were complaints coming in to my office every couple of minutes, but once the computer was again in operation, the complaints stopped. As long as people can get their work done, they don't bark!"

Another instance when the main computer was out of commission was the result of a programming prank perpetrated by a graduate student. Although Carpenter doesn't remember the details, rumor has it that one day the computer got hungry and printed...
out, "I WANT A COOKIE." All operations stopped. The engineers were baffled. Finally, one enterprising operator acted on a whim and typed in "COOKIE" to the computer, and LOI operations started again. The program, incidentally, was never seen or heard from again.

There are other computer systems at Cornell which are not connected with the main computer facility at Langmuir. One of these is located in the Computer Graphics Laboratory in Rand Hall. The center is interdisciplinary, and was established in 1974 through a three

of Architecture, Art and Planning.

The present focus of research in the Graphics Laboratory includes medicine, structural engineering, architecture, environmental engineering and even cartoon animation. Computer graphics is the most visually exciting of the various uses of computers. The screen lights up with animated cartoons or drawings in full color, and the spectacle is breathtaking. Greenberg and his associates have devised methods whereby they can project three-dimensional images on the two-dimensional screen, showing contours, densities, and one-half year grant from the National Science Foundation. According to Professor Donald P. Greenberg, Ph.D. '68, the purpose of the lab is three-fold; first, for the development of computer graphics techniques, second, in the utilization of these techniques to help solve various research problems and third, to improve interactive design methodology. Greenberg is the current director of the Program of Computer Graphics at Cornell as well as a professor in the College

and results to pathology reports for prescribed drugs to billing and discharge.

MUMPS currently stores patient data from the past three years of work done in the hospital, according to Dr. Fred Hiltz, Ph.D. ’67, Applications Analyst at the College. These records are open to use by students and provide an accurate case study of many of the diseases which are of interest to them.

“The students used to have to search the records room for DAYS, and would still come up with only a few cases. Now, however, they can send the computer on a search of the files and obtain the required information within seconds,” said Hiltz.

A second use of the veterinary college's computer system is in the Diagnostic Laboratory. New York State supports this laboratory to run tests on blood samples in a check for possible diseases. There are well over 2,000,000 tests of this kind done per year, according to Hiltz. Cornell is the only veterinary college in the world with such an extensive computer facility. “In fact,” boasts Hiltz, “there are only 80 ‘people hospitals’ in the country with comparable systems.”

Hiltz hopes that there will eventually be a reference service set up at the College to aid veterinarians the world over in determining the worth of new drugs and techniques on the market. This would enable the doctors to test the validity of new innovations without taking them from their patients or other research.

Computers are playing an increasingly important role at Cornell University as well as in the rest of our society, making our life on earth just a little simpler.
Senior Class Organization? "I never heard of it," comments a member of the senior class at Cornell. This student's reaction is similar to that of many seniors who are planning to graduate in the spring of '79. If a student happens to be aware of the organization's existence, a remark like this one usually follows: "Oh yeah, isn't the Senior Class Organization the group that collects money for our class gift?"

The Senior Class Organization does have the responsibility for collecting money, but it functions in numerous other ways as well. Until this year the members of the organization have adhered to tradition. They have been in charge of selling class T-shirts, overseeing Zinck's (the Senior Class Drinking Society), and collecting monetary funds for the class gift. But according to Rick Hadala '79, the new president of the organization, "This year's Senior Class Organization won't stick to just the old traditions."

Hadala, a graduating senior, plans to make changes in the organization this year. In the past, the Senior Class Organization has never bothered to generate senior spirit before the middle of the spring semester. But this old approach is going to change. One of Rick's overriding goals is to conduct activities which will involve and inform seniors about Senior Class '79 prior to Senior Week. Some of these activities have already taken place and others are planned for the near future.

The organization itself is controlled by an executive committee. This committee consists of the president and five subcommittees including the Publicity Committee, Commencement Committee, Finance Committee, Activities Committee, and the Class Gift Committee. Each subcommittee is headed by two executive committee members. These subcommittee members hold meetings of their own in order to recruit seniors of the student body to aid in the planning of senior class events.

Probably the most interesting subcommittee is the Activities Committee. The leaders of this subcommittee are responsible for organizing the Zinck's Club. One leader in particular, Joan Bozek '79, has the job of selecting the bar at which the Zinck's Club meets every Thursday night. It seems that Joan has some new plans for the Zinck's Club. According to Joan, "Zinck's has always been held at bars like The Haunt and The Chapter House. This year I want to have the Club meet at a different place like the North Forty where people can dance as well as drink. I'm also trying to organize some type of talent show so there can be entertainment for the senior Zinck's members right in the bars where they are drinking."

Thus far, the turnout for Zinck's has been good. Approximately 250 Zinck's cards have been sold. In order to sell more tickets, the committee leaders are planning to place an article in the Cornell Daily Sun to give the Club publicity and to answer a lot of questions students ask about Zinck's in general.

Greg Gorka '79, the other leader of the Activities Committee, has charge of the drinking bashes before the
by Shari Watchman '79

football and lacrosse games. Although these bashes have been held in the past, Gorka has some new ways of organizing these events for the future games. Gorka remarks, "I'd like to get block seating for the seniors at all of the games so some feeling of unity can be generated." One other wild idea proposed by Gorka is the setting up of a cocktail bar outside the stadium. "This bar could serve seniors drinks during half-time," says Gorka. Can such an event be organized? Gorka thinks it can. He is already making inquiries about the possibility of holding a half-time Happy Hour, as he described it.

Cindy Safier assesses the winning logo and slogan for the class of '79.

Leaders of the Commencement Committee, David Stocker '79 and Steven Green '79, have some changes to make also. In keeping with tradition, a member from within the Cornell community is delegated to speak at the graduation ceremony every year. Stocker and Green, though, hope to break tradition. They are now working with the Faculty Committee in hopes of acquiring a speaker from outside Cornell. Which noted individual they have set their hopes on recruiting has not yet been revealed. Whether they can execute these plans depends upon whether the committee gets approval from the administration to make changes in the graduation ceremony.

The Class Gift Committee has organized a fall phonathon to collect funds for the Senior Class Gift. This three-day event is going to take place on the evenings of October 31st, November 1st and 2nd. Another phonathon is planned for the spring as well. Linda Rust '79 and Kathleen Best '79, leaders of the committee, are in the midst of recruiting phoners, whom they desperately need to call for donations. Although phonathons have been conducted in previous years, these girls are convinced that their phonathons will be better. According to Best, "We have a follow-up plan on pledges. We're going to send letters and make phone calls to those who pledged money to remind them of the amount they pledged." The girls agree that they need to make at least $5,000 to pay for the gift they have in mind. Their suggestions for class gifts are: a lecture series, a scholarship fund, and a campus beautification project. The gift they select will depend greatly upon the results of the fall and spring phonathons.

With all the new events planned, the Publicity Committee will be kept extremely busy. Mary Maxon '79, one of the leaders of this committee, recently took charge of a logo and slogan contest. This contest was held to get a logo and slogan for the Class of '79 T-shirts, which will go on sale sometime in November. The slogan, which has been selected for the senior class is "Feelin' Fine in '79." The logo accompanying the slogan is a picture of a stout '79 with the word Cornell resting on top of the number. Maxon has also been busy painting banners and drawing up posters to publicize the Zinck's Club and pre-game football and lacrosse bashes.

All of these planned activities are sure to keep the Finance Committee inundated with work. Keeping the financial books in order for all these events will not be an easy task for Neil Exter '79 and Michael Rabin '79, the heads of the Finance Committee. But the Executive Committee appears to be both confident and competent. All the committee leaders are enthusiastic and they seem to have very ambitious goals. If the members of this organization follow through with their newly proposed plans, the Senior Class Organization may gain the recognition it deserves and a name which Cornell seniors will remember.
Recent laws in all states require the formal reporting of incidents of child abuse and neglect. These laws have revealed a hidden plague of mistreatment of children by their families.

According to the annual report of the New York State Department of Social Services, last year, nearly 60,000 children were reported as victims of some forms of alleged abuse and neglect. Nationwide, there are over a quarter million reports a year and more than 2,000 deaths.

Housed in the Department of Human Development and Family Studies at the College of Human Ecology is the Family and Life Development Center. Its eight-member staff includes six professionals and two secretaries. John Doris is the director of the Center and a professor in the Department of Human Development and Family Studies.

"The Center was established in 1974 by the New York State Legislature and in 1975 received a federal grant to become the New York State Resource Center on Child Abuse and Neglect," explained Michael Nunno, Extension Associate, Department of Human Development and Family Studies.

The Center does not provide direct services to families. Instead, it works from the local to the state and national levels to help communities develop and strengthen their own programs of education, community development and public services.

"The Center serves as a resource to communities and agencies. By combining research, teaching and extension faculty with the Cooperative Extension network in 56 counties and the five boroughs of New York City, the Center is able to conduct supportive programs in these areas," said Nunno.

Abuse and neglect are clearly defined by the law. In New York, serious physical injury, or great risk of such injury, is considered abuse. Sexual abuse at the hands of the parent, or someone acting in the parent's role, is also abuse. Neglect refers to the holding-back of necessary food, clothing, shelter, educational opportunities or other forms of scanty care and supervision that could jeopardize the well being of the child.

"Under the law, the burden falls on the parents and on the welfare system to solve the problem," explained Nunno. "But, often neither the parents nor the system have the resources needed to promote the protection of the child."

In one of the community handbooks put out by the Center, Frank Barry, Extension Associate, Department of Human Development and Family Studies, called for more community involvement. "What is needed is a response at the community level: a degree of caring we have failed to sustain in our society. Too often the public response to a serious social problem is to demand legislation, place responsibility for the solution in a public agency and then drop back into complacency, content that the problem has been solved. Such a response to child abuse and neglect is simplistic, naive and inadequate."

"In 1975, there were eight community Task Forces existing in New York State. These task forces consisted of community members--usually physicians, educators, social workers and other professionals, as well as private citizens. Frank Barry saw the potential of involving these multi-disciplinary groups in the community. Now there are 42 task forces throughout the state's 57 counties," said Nunno.

These task forces consider themselves action groups. They consist of people representing local agencies and organizations concerned about children.

"One of their goals is to initiate change in their communities. Usually they do this by organizing existing groups or agencies to work with each other. The task forces may also develop new services if there is a need," said Nunno.

Since the Center's staff has watched the number of task forces grow over the past three years, they are familiar with some of the organizational problems that may weaken a group's ability to take any action at all. Thus, the Center meets with the groups and offers them guidelines on how to get members of the community involved, how to run their meetings effectively, how to set goals based on their community's needs and how to establish their legitimacy in the community.

Once a task force has organized its resources effectively, it is ready to improve the community's response to child abuse and neglect. Task forces throughout the state have developed such programs as Parents Anonymous chapters, speakers bureaus, visiting friends programs, training programs for Child Protective Service workers and public awareness conferences.

Task forces, according to Barry, "generate a community-wide response to a social problem. The task forces operating today may dissolve after they have reached their goals. On the other hand, the may set new goals or they may move into entirely new areas. In any case, they will serve as a precedent for solving other complex social problems in every community where they have been effective in reducing child abuse and neglect."
Anson Rowe Awards
Presented

The Department of Communication Arts has honored three of its own. The 1978 Anson Rowe Award has been presented to Joseph Lubeck '78, Lori Bernstein '79 and Renni Altman '79.

The Anson Rowe Award, which includes a cash prize, is given annually to a junior and a senior in the department who have demonstrated outstanding ability and achievement in public communication, and who plan to go on to work in the field. This year, however, it was decided that Bernstein and Altman were so close in qualifications that the junior award was split between them, along with $875 each in prize money.

Lubeck will be using his $1750, the senior prize, towards graduate study and a Master of Communication degree at the University of Delaware.

Babcock Professor Appointed

Prof. Erik Thorbecke, Department of Economics chairman and renowned international economist, has been named the new H.E. Babcock Professor of Economics and Food Economics.

Dr. Thorbecke brings a distinguished background in international economic and agricultural development and planning and on world food problems to his new chair in the Division of Nutritional Sciences.

Prof. Thorbecke will retain a joint post in the Department of Economics.

Outstanding Work Rewarded

Prof. Randolph Barker '53, agricultural economist and researcher, has been appointed a full Professor of Agricultural Economics with tenure.

Dr. Barker was an associate professor in the College of Agriculture in the mid-sixties, and taught at the graduate school in 1973-74. His most recent work includes research with the famous International Rice Research Institute in the Philippines, and teaching at the Los Banos and Diliman campuses of the University of the Philippines.

Dennis Kelly '77 has been named general field representative for agrochemical giant CIBA-GEIGY Corporation in Mississippi. After graduating, Kelly joined CIBA-GEIGY, first as a part-time and later full-time research technician.

Prof. Daniel Sisler has received the Distinguished Undergraduate Teaching Award of the American Association of Agricultural Economics for 1978.

Since Sisler joined the faculty in 1961 he has been lauded for his outstanding teaching in the College, including being voted outstanding teacher in 1964 after just three years of teaching.

Prof. William F. Mai has received the Award of Merit, Northeastern Division, American Phytopathological Society, for his contributions to plant pathology. Mai is a leading authority on nematodes, and his research has led to significant improvements in the methods used to control the parasites in fruit trees and vegetable crops.

Prof. George L. Good has received the New York State Nurserymen’s Award and has been voted to that group’s Hall of Fame. Good was recognized for his conspicuous contributions and meritorious service to the nursery industry through his research, teaching and extension programs in nursery management, and landscape horticulture. This is the second time Good has been honored by this group; he received a special citation from the association last year.

Prof. Richard E. Austin has received the 1978 Poultry Science Award of the Poultry Science Association. The award carries with it a $500 cash prize, and was conferred on Austic for the outstanding research he has published in the journal, Poultry Science, during the past year. Austin’s field of study includes work on egg shell formation.

Steven C. Weist, grad, and his advisor, Prof. Peter L. Steponkus, have been given the Kenneth Post Award for their outstanding research in ornamental horticulture. Weist was singled out by the American Society for Horticultural Science for his research on the ways freezing injury affects the roots of container-grown plants, a problem that has far-reaching consequences for commercial nurseries.

Prof. H.B. Tukey, Jr., has been elected vice president (1978-82) and president (1982-86) of the International Society for Horticultural Science. Tukey, a native of Geneva, N.Y. and a faculty member of the Department of Floriculture and Ornamental Horticulture since 1959, will be the first Cornellian and only the second American to serve as the group’s president in its eighty-year history.

Tukey is an authority on the effects of rain and mist on plant growth and development. His current work centers on foliar nutrition as a means of achieving more efficient use of fertilizers. He and his students are also investigating botanical effects of acid rain.

Prof. Leroy L. Creasy has been elected vice president (1978-79) and president (1979-80) of the Phytochemical Society of North America. Creasy will be the first Cornell scientist to head this organization since its founding in 1961.

Creasy joined the Department of Pomology faculty in 1965, and has become well known for his research on effects of orchard management and environmental factors on the quality of apples. His studies have also included work on biochemical factors in apple color development and disease resistance in grapevines.
What do you do when a peregrine falcon drops in for lunch, adopts your office building as her cliff and spends hours flirting with her reflection in your windows?

Officials of the United States Fidelity and Guaranty Insurance Company (USF&G) in Baltimore recently encountered this question, and they have rolled out the welcome mat -- in the shape of specially designed nesting boxes -- to encourage the rare bird to stay.

The falcon, a female called Scarlet, was hatched in the falcon barns near the Cornell campus. She was released on an island in Chesapeake Bay in the spring of 1977 as part of a program to reintroduce peregrine falcons to their natural habitat. In January of last year Scarlet appeared in downtown Baltimore, where she staked out her territory on the city's tallest building -- the 35-story USF&G office complex.

According to Dr. Tom J. Cade, professor of ornithology and director of the peregrine program at Cornell, the skyscraper is actually an ideal home for Scarlet. Peregrines usually nest on ledges and crevices of steep cliff faces. "The USF&G building is made almost entirely of glass," Cade explained, "but each floor is encircled by a ledge of naturally quarried pink granite, so it looks like a cliff to Scarlet."

Furthermore, Cade added, the building's glass walls are tinted so that, while the falcon can not see in or be disturbed by movement inside the offices, observers can look out and watch the beautiful bird from only a few feet away.

Like most cities, Baltimore has a substantial population of pigeons and starlings, which is a definite attraction for Scarlet. Unfortunately, Cade explained, Scarlet has dropped the remains of several "lunches" onto the street below her adopted cliff, to the dismay of the more squeamish pedestrians.

But aside from having to duck falling pigeon wings, the people at USF&G are proud of their resident falcon. At the suggestion of Cornell ornithologists, they have installed two pink granite nesting boxes on a 32nd floor ledge to encourage Scarlet to stay. The boxes are filled with sand, since peregrines need a soft nesting surface so they can scrape out indentations to hold their eggs.

Scarlet has accepted her boxes and is exhibiting some nesting and courtship behavior, including scratching indentations in the sand in her boxes and staring at her reflection as if she thinks it is a male falcon. If Scarlet actually finds a mate and nests successfully, it will be a major victory for the peregrine reintroduction program, since today there are no wild breeding peregrines left in the eastern United States.

According to Cade, the chances that Scarlet will find a mate are fairly good, since nearly 20 other peregrines have been released from sites near Baltimore over the past few years. Cade also feels that Scarlet's behavior indicates that she has accepted the USF&G building as her permanent territory. "Unless something unforeseen happens to her," Cade said, "Scarlet will hang in there!"
OOPS! In our December 1978 article on Computers at Cornell we said that students had designed and built the terminal used with the PLATO system to teach a course in music theory. The computer-based education system known as PLATO is a registered trademark of Control Data Corporation, and Andrew Greenberg and Steven Hirschman built only the piano-like keyboard that interfaces with the terminal. We’re sorry for the error.

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Aloha BIG RED Baseball!
by Priscilla L. Nissi '79

Ten years ago, athletic budgets, along with many other department budgets, were cut. For Cornell’s Varsity Baseball team, the cut meant no more road trips during the spring break. So, ten years ago, Coach Ted Thoren started the Cornell Baseball Boosters Club as an additional source of support for the team.

“The members of the club are former Cornell baseball players, managers, alumni and friends,” said Thoren. “In ten years, the club has grown to a membership of 700 individuals, 250 of whom are active.”

Through the support of these alumni, the team has been able to take some glamorous spring trips by plane to Florida, Texas and California. This year the team is headed for Hawaii!


Super Booster John Anderluh has been involved in the Boosters Club “ever since the program was instituted. I played baseball when I was at Cornell some years ago. I’ve known Ted for a great many years, starting with when he was a football coach and I think he’s done an outstanding job,” said Anderluh. “I think the trips are great and I think they’re necessary for an athletic program like Cornell’s, especially considering Cornell’s geographic location. The playing season is short. I’m very pleased with the team’s progress. I think they’ve come a long way.”

When Lewis Durland, ’30, was a manager for the baseball team, they “went on a bus trip down south and played teams like Duke and the University of North Carolina. Now the teams travel much greater distances for the trips, the Cornell alumni in the area come out and greet them and they have a great time,” said Durland. “I think this trip to Hawaii is simply going to be a wonderful experience for the team.”

“It’s important that this is common knowledge: the University does not fund the trips in any way,” said Thoren. “The alumni in the Boosters Club totally finance the trip.”

The Big Red Nines began meeting some of the nation’s best when Thoren started pushing Cornell baseball to more demanding heights with the birth of the Boosters Club ten years ago. As a result of the far-reaching spring trips financed by the club, Thoren’s teams have met the top schools in the south, southwest and west coast. The big moments have come in 1972 when Cornell knocked off top-ranked Arizona State at the Riverside, California Tournament; in 1973 when the Big Red shocked third-ranked Miami with two defeats in one day; and in 1974 when they upset Texas A&M, the nationally ranked leader of the Southwest Conference. Since reshaping the program in 1967, Thoren’s regular season record is 167-93-2; including spring trips, 212-166-9. This is Thoren’s 28th year as a coach at Cornell and 18th year as baseball coach.

According to player John Nurthen, ’79, “The teams we play on our trips are tougher because they’ve already played half their season, whereas we’re only starting ours. Of course, it’s a feather in our hat if we do beat the teams.”

This year, 21-23 players, two managers and three coaches will be going to Hawaii. “The team looks forward to the trips very much, believe me,” said Nurthen. “Freshmen are looking forward very much to making the grade to travel with the team.”

This is Nurthen’s third trip with the team. In his sophomore year the team went to Texas, followed by California in his junior year. When asked if the players get a chance to sightsee at all, he replied, “We’re usually given a free night out on the town towards the end of the trip. And just traveling from the hotel to games you see the area. Also, if it rains, we have more time.”

The alumni of the area are interested in the team and sponsor dinners for them. “They also come to the games and cheer us on— that’s how we know they’re there. They were even there if we lost,” said Nurthen.

“Letting the alumni see the team in their own area is a good way to keep in contact. The team is representing Cornell and the alumni enjoy speaking to them,” explained Thoren.

However, it isn’t just the alumni who enjoy the experience. “I think it’s a heck of an opportunity,” said Nurthen. “I think I can speak for the rest of the team in saying that it’s not often that teams have the privilege of being supported by such outstanding alumni or of going on such excellent trips. There’s no other team in the country, that I know of, that can say they travel as much as we do.”

Last year the team went to California; this year the players will be eating pineapple and learning the ‘hula’ in Hawaii.

shocked third-ranked Miami with two defeats in one day; and in 1974 when they upset Texas A&M, the nationally ranked leader of the Southwest Conference. Since reshaping the program in 1967, Thoren’s regular season record is 167-93-2; including spring trips, 212-166-9. This is Thoren’s 28th year as a coach at Cornell and 18th year as baseball coach.
JOE KING . . .

He Can’t Get Away

by Mary A. Maxon ’79

Joseph P. King, ’36, is a College of Agriculture and Life Sciences alumnus who can’t get away from Cornell. He is actively involved in alumni fundraising and student recruitment programs, and in policy-making and advisory groups of the College and the University.

"Joe has certainly devoted more time to the College and the University than any other alumnus of the College," said Cornell Provost W. Keith Kennedy, PhD. ’47, former dean of the College.

When someone asked his wife, Ethel King, how much time he spends at Cornell, she answered, "If Joe spent three more days a year on campus, he’d be eligible to vote in Tompkins County!" She estimates he comes down from their home in Rochester 20 or 25 times each year.

Because his wife is so patient with his involvements and time commitments— for Cornell and for his job as administrator of the Genesee Valley Regional Market Authority, King purchased one of the new red maple trees on the ag quad in her honor.

What could keep an alumnus that busy at Cornell? King’s motivation has led him into many roles: "My stimulus to be involved has been the opportunity to see the product, to be in touch with the undergraduates." He feels that this helps him function better as an active alumnus.

"I’m optimistic for the fitness of Cornell as it faces today’s challenges to higher education," said King, "because besides fine facilities and staff, we have the strong support of alumni.” He stressed that people are what’s needed to make the Cornell experience great.

King praises the large number of active alumni “who give of their time although they have responsibilities to jobs and families.” A very modest man, he thanks those alumni because he can see their effect on all aspects of Cornell.

King has served on the Cornell Board of Trustees for the past nine years. Besides working on the Executive Committee and as chairman of the Committee on State Relationships and the Liaison Committee on Cornell-SUNY Matters, he has been traveling to Ithaca weekly this year for meetings of the Trustees’ Ad Hoc Committee on Investments in Companies operating in South Africa. Discussions are complex because the issue of South African investments involves “a moral issue and the fiduciary responsibility of the Trustees.” When he was a student, issues on campus were not as explosive. King remembers that the struggle for individual survival was the most important concern of students during the depression years at Cornell.

He is a member and past chairman of the Council for the New York State College of Agriculture and Life Sciences and the Agricultural Experiment Stations. Recently King was appointed to the College of Veterinary Medicine Advisory Council.

As the first chairman of the College Fund Advisory Committee in 1968, and as an active member throughout its first decade, “his enthusiasm and knowledge of Cornell alumni helped put together a strong organization to raise funds for the College,” explained Richard A. Church, ’64, College admissions officer and former Fund coordinator.

Church describes King as “a continual Cornell enthusiast.” To help students make contacts with Cornell,

Alumnus King and Cornell Provost Kennedy confer during one of King’s many visits to the Cornell campus.
he feels free to call and make appoint-
ments, he said. As a member of the
Secondary Schools Committee in his
area and as a deeply concerned person,
he works hard to attract good students
to Cornell.

King firmly believes "there's a place
in every boy's and girl's life for a sin-
cere interested person besides parents
and officials." Recruiting students is
an important activity because young
people "have to make judgements,
with limited personal experience, that
will affect their futures."

After attending the University of
Nebraska for two years, he worked on
the Osborndale farm in Connecticut
during the depression and drought out
west. King remembers that his em-
ployer, Mrs. W.S. Kellogg, challenged
him to come to Cornell. He accepted
the challenge and applied for admission
as a transfer student.

Besides encouraging students to
consider Cornell, King takes a personal
interest in their decision to attend,
their progress while in school and their
future. Students' respect and
gratitude is obvious when you fre-
quently hear them call him "Uncle
Joe."

Tracy Pajeski, '79, met King through
her parents and the Rochester Cornell
Club activities. He interviewed her for
Cornell and answered many of her
questions. "He keeps track of how I'm
doing when I see him on campus or at
home," she said. "We share an interest
in horses, too, so he often tells me
about his experiences."

John Walsh, '81, remembers "he
made sure I spoke with professors in
my major and the athletic coaches
when I came for my interview." Now
Walsh sees him at the varsity and light-
weight football games. He says, "Joe
King is a really nice guy."

King makes a special effort to en-
courage athletes to apply to Cornell.
A former high school football player
whose college participation was cut
short by a dislocated shoulder, he
points out to prospective students not
only what Cornell can do for them, but
what they can do for Cornell. King
served on the Advisory Committee on
Physical Education and Athletics in
the past, and remains active.

Two of his most meaningful friend-
ships when he was a student were with
Nathaniel "Tully" Cossack, '35, who
was first to greet him when he went
on the Cornell football practice field,
and Jerome "Brud" Holland, '39. King
cheered them on while they achieved
All American recognition.

His cheers are still heard for present
football players, among others Joe
Holland, '78. Holland, Brud's son, re-
calls King's encouraging words, es-
specially during Cornell football's "leaner
years."

Last spring the Rochester Cornell
Club held a testimonial dinner for King.
Over 360 persons from the area and
the campus attended the affair held at
the Oak Hill Country Club, according
to Bradley G. Corbitt, '58, director of
Cornell's Upstate Regional Office.
Cornell President Frank H.T. Rhodes
spoke highly of King's contributions
to Cornell. Other speakers included
Cornellians from five decades who
told anecdotes of how he had helped.

According to Corbitt, the dinner is
just one indication of how much Ro-
chester alumni respect King. "When
an alumni group in the area makes a
major decision, they often get Joe's
opinion first," he said. Aside from his
local recruiting and organizing efforts
in the Secondary Schools program and
the Cornell Club, King has worked for
the Cornell Fund for over 20 years.

King is the first recipient of the Out-
standing Alumni Award presented by
the College Alumni Association. Phillip
A. Green, '64, Alumni Association
president at that time, made the pre-
sentation at an alumni reception during
Homecoming Weekend '77. The
Alumni Association Board of
Directors, of which King was once
president, established this award to
recognize outstanding graduates for
their service to the College or individual
achievements in their field. A plaque
honoring the Outstanding Alumni
Award recipients hangs in the lobby of
Roberts Hall. It was handcrafted of
Vermont cherry wood by Julian M.
Carter, '37, another active alumnus
and close friend of King.

Cornell and the College are very
important in the life of Joe King. His
dedication and involvement have made
him at least equally important to Cor-
nell and the College. Thank you,
"Uncle Joe."
Where can Cornellians go to meet with student groups from other schools to discuss the common problems of college life? Jeffrey Schwartz '80, an enthusiastic Cornell student, responds without hesitation: "The Ivy League Plus Three conference, better known as the Little Eleven conference." Schwartz has reason to respond with such confidence for he has recently been named co-chairman of the overall conference.

Gary Guzy '80, a Cornell student trustee, is working with Schwartz to organize the Cornell group in preparation for the Little Eleven conference at the University of Pennsylvania in February 1979. Here, a number of delegates will be present from each of the Ivy League colleges as well as from MIT, Stanford, and the University of Chicago. These students will converse with one another on the subjects of academics and the role of the university in social, political, minority, women, student life, tuition and financial aid, student government, and intercollegiate athletics affairs.

One Cornell delegate, Bruce Katz '80, hopes to generate ideas about how to deal with campus related problems so he may effect changes at Cornell. A problem that he seems particularly concerned about is the judicial system on campus. According to Katz, "Students don't know who to turn to when they are in trouble. For example, when a student is caught cheating and is brought before the Academic Board of Integrity he has no one to advise him on his rights or prepare him for this ordeal. The student senate, dismantled approximately two years ago, lent students an ear and gave them advice when a situation of this kind arose. Right now there is no student-run organization like this to meet the students' needs." Katz, leader of the student government committee for the Little Eleven meeting is working with his group to design a new judicial system for the student body at Cornell. Part of his plan involves the instituting of a court system where government students act as lawyers and represent Cornellians in trouble, like those brought before the Academic Board of Integrity. "In this way, everyone can get a fair shake as well as a shoulder to lean on," remarks Katz.

Organizers Schwartz and Guzy have coordinated seven committees to begin research on major issues for discussion at the conference. This research, allocated to the various committee members of the seven major areas under investigation, will prepare members for the actual conference and help them select representatives from each of their committees for the conference. Only two delegates from every committee will be chosen to attend the conference in Philadelphia. In total, twenty-two students will be picked to sit in on the conference, including Jeff Schwartz and Gary Guzy. The end of November has been set as the deadline for the choosing of these delegates. Selection will probably depend upon attendance record and the amount of research a member does in relation to the committee's particular issues. Guzy is having a difficult time deciding upon the criteria to use for the delegate selection process. According to Guzy, "It is hard to base selection on attendance records because some people will simply go all out and get involved for a few weeks so that they can become delegates. After that, we won't see them again."

The conference members selected will either charter a bus or drive in cars to Philadelphia on a Friday in February of 1979 and the conference will last three days. Schwartz, in charge of travel arrangements, has secured rooms at the Holiday Inn in Philadelphia for Cornell delegates. When I asked Schwartz how he planned to obtain money for this venture, he replied, "Well, we now have $535. We need approximately $1,500 for the conference and I'm not sure yet where the rest will come from." A contingency fund from the Division of Campus Life has already provided them $225. Another $225 came from the campus council. Council chairman Robert McGinnis, stated that "The council's support of the conference with a $225 endorsement was generous, considering the severe financial limitations of funds."

Schwartz recently appealed to the Student Finance Commission for some sort of funding but no decision has been handed down yet. Schwartz is keeping his fingers crossed. "If we can't raise enough money for the conference, delegates will be forced to contribute some of their own money for lodging and transportation costs. I certainly would not be in favor of delegates paying their own way because then only those who could afford to lay out the cash would attend the conference," he asserted.

Co-chairmen Gary Guzy and Jeff Schwartz gather essential information.
for "Little Eleven"

by Shari Watchman '79

Although the conference is still some months away goals have already been set. At a meeting held on November 6, 1978 some of these goals were discussed. A female committee member from the athletics group hopes to organize intercollegiate sports tournaments for women who are members of Cornell sports clubs. Right now, only teams have the privilege of engaging in these tournaments. Therefore, this group is hoping to work out an arrangement where food, transportation and lodging can be provided for all college clubs that would like to participate in tournaments like these. Possibly, these arrangements could be made with representatives from the different colleges at the conference.

When asked what he hopes to accomplish at the conference, Schwartz responds, "First I would like to make positive ties with other colleges based on something other than competition. From there a sharing of ideas among intelligent students from different schools is hoped for, so common problems and major issues can be examined and discussed; leading to possible solutions that we have not been able to come up with on our own."

What issues is he talking about? Divestment is one issue on most of the students' minds at Cornell. A vocal member from the minority affairs group is looking to gain support for divestment at the conference. This committee member hopes that an intercollegiate student alliance on the issue of divestment will help to speed up action taken by the Cornell administration to divest itself of stock in companies that do business in South Africa.

On the subject of student life, committee members are focusing their attention on the housing problem. At the Little Eleven conference delegates would like to come away with new ideas on how to supply adequate housing for Cornell students who wish to remain on campus. Is the building of another dorm feasible? What about bunkbeds in all the rooms to sleep more students? In discussing possibilities like these with students from other colleges maybe Cornellians can come up with some new ideas on how to solve Cornell's growing problem of housing.

With high hopes and outlined goals for a new judicial system, better housing, stronger ties with other colleges and thought-provoking discussions of major problems and issues like divestment, Cornellians eagerly prepare for their first intercollegiate conference. They are doing their homework, for research is now being carried out and organized efforts are being made to affect these issues that will be discussed.

Though the conference is named "Little" Eleven all attending hope that it will be a big success. According to Guzy, "We've all put out for this conference. ... in effort and time. I only hope it shows at the conference and after we return to Cornell." No one knows how effective these big plans will be for the Little Eleven conference until the actual weekend that the meeting will be held. However, we can be sure of one thing, that Cornellians will be going to Philadelphia prepared.
Some students ski during their winter vacations. Some sojourn in sunny climes. And some feed rabbits, guinea pigs, turkeys, cows and chickens. I will be one of the few engaged in the latter activity because I live and work at the "Turkey Palace."

The Palace is owned by Cornell’s poultry science department. Students who live in this apartment help pay the rent with their labor. They take care of the varmints on weekends and holidays, when the full-time employees are not working.

If someone had told me, "You’re going to live on a turkey farm during your senior year," I would have recommended that they move to a rubber room. I’m not crazy about turkey dinners, much less about running a catering service for the beasties. I came to Cornell as a biology major— as many people do—and decided after conducting a particularly disgusting experiment involving lizards to change to something less gastronomically disquieting. As it turned out, I ended up majoring in communication arts, which explains why I’m writing this article. But that’s another story.

Getting back to this story, you may be wondering why an avid animal lover like myself moved in to the Palace.

While it is an opportunity to save some money on housing, that consideration alone could not have induced me to brave the rigors of turkey duty. The reason I moved there is that I wanted to live with four guys from my church, and since they were already living at the Palace, it seemed easier for me to move out there than to move them a flat of eggs because everybody in the pen just decided to fly really can happen here.

One thing which contributes to the variety of turkey duty is the birds themselves. Different types of birds display different personalities. Turkeys are mellow and laid-back for the most part, while most chickens are fractic. Toms (male turkeys) have a very dignified senatorial manner; leghorn roosters have a lot in common with the 1968 Chicago police during student protests; jungle fowl (a breed of chicken) are small and more ornery than all the other types combined. Jungle fowl must be very insecure because they are constantly fighting over the pecking order (or some other matter which escapes me.) These vicious "land piranha" also have the most piercing screams of any of the birds. They probably took screaming lessons from Tarzan. These are just a few of the characters I will be sharing my vacation with.

What's the point of all of this? Simply this: while some students are enjoying a winter wonderland, and others are escaping it, my roommates and I will be experiencing a "Close Encounter of the Bird Kind."

Life At The Turkey Palace
by Mark Smith '79

Some birds are bred to be meaty.

Dinner is served sir
From Hamburgers . . .

To Haute Cuisine by Karen Green Thau '79

During my freshman and sophomore years, long lines of people signified one of two things -- an upcoming rock concert or a hockey game. For the past three semesters, however, Cornell students and faculty have been queuing up for the chance to taste the specialties of some of America's best restaurants at Cross Country Gourmet dinners.

To some people, the "Cross Country Gourmet" may conjure up visions of a jogging Julia Child. In reality, however, it is a series of dinners that brings some of the nation's top chefs to Ithaca to prepare entries from their dinner menus for the Cornell community.

Cornell's contract dining plan promises its student members a number of "special" meals throughout the academic year. In 1975-76 students were treated to the "Great American Dinner" series -- historically accurate meals as they would have been prepared in the homes of famous Americans. This was followed by "The Classics" series of 1976-77, which featured the cuisine of a different region of the world each month. Although it would appear difficult to top these successes, Arthur A. Jaeger, director of Cornell Dining, and Frederick Seavey, dining services manager and coordinator of the gourmet series, decided to bring some of America's finest restaurants to Cornell, and the Cross Country Gourmet was founded.

Six nationally-famous restaurants participated in the 1977-78 series. Several other restaurants were forced to decline because they could not spare a chef. Other invited restaurants, Seavey noted, declined because of the staggering amounts of food involved -- preparing 5000 Beef Wellingtons rather than 200 or 300. In addition, Seavey remarked, "the restauranteur must be a gambler," willing to entrust his restaurant's reputation to "relative strangers" -- the Cornell Dining staff.

One month before the meal is served at Cornell, four Cornell Dining representatives travel to the restaurant to sample the food, note the atmosphere and plan the menu. Many dishes cannot be recreated at Cornell due to differences in equipment or seasonal produce availability.

Food preparation documents are needed for each entree. In addition, the serving staff, which consists predominantly of student workers, is instructed on the preparation of flower arrangements and linens. They are also taught to serve the food. The restaurant's chef supervises the production of dinners, and works with Cornell professional chefs, David Clarke and Dick Grout.

The Cornell Dining staff does everything possible to recreate the ambiance of the visiting restaurant. For example, Anthony's Pier 4 provided the "seafaring objects" -- rafts, fish nets, statues of pirates and the like -- that normally grace their Boston restaurant. Uniforms are also often provided for the servers by the restaurant.

The dinners are served Monday through Friday at a different dining unit each day. Dining units are located in the North Campus Union, Noyes Student Center, Balch Hall, Willard Straight, and Sage Hall. Contract dining students may opt for cafeteria service, which is included in their contract, or table service, the more popular option, at a small fee. Although table service adds to the fine dining atmosphere, cafeteria style does allow the diner to take advantage of the "unlimited seconds" policy more discreetly. Members of the Cornell community not on the contract dining plan may purchase tickets for under ten dollars.

The restaurants that participated in the series last year provided a wide range of cuisines in addition to nationwide representation: The Bakery (Chicago -- Hungarian), Narsai's (Berkeley -- Lebanese), Commander's Place (New Orleans -- Southern Creole), Scandia (Beverly Hills -- Danish), Pierre's Quorum (Denver -- Continental) and Anthony's Pier (Boston -- New England seafood). A glance at the menus is certainly enough to send me scurrying off to my refrigerator: roast duckling with cherry glaze, brownie bottom bourbon pie, chocolate decadence with raspberry puree, oysters Bienville, veal Lafayette, salmon steak Norwegienne, Danish rum pudding, chicken Kiev, baked Alaska... the list seems mouth-wateringly endless.

This year's offerings to date are La Caille of Quail Run, Utah, which serves French country cuisine, and Camelot, a Continental restaurant in Bloomington, Minnesota.

The restaurants participating in the Gourmet series receive free publicity and exposure to thousands of prospective customers. At the same time, members of the Cornell community have the chance to partake of gourmet specialties of famous restaurants for a very nominal fee. And the typical "sold out" signs posted over Cross Country Gourmet advertisements must please Cornell Dining directors.

The Cross Country Gourmet series has obviously been a success from everyone's point of view -- chefs, students, and Cornell Dining staff members. With the two-year series drawing to a close, Cornell Dining is considering an "International Gourmet" series. I'm considering doing some graduate work...
"Squeeze a little more, try and keep that head down!" No -- it's not a bunch of zany college kids piling into a phone booth or a Volkswagen Bug -- it's Coach Rick Gilbert giving instructions to his divers at an afternoon workout. The Diving Team and Swimming Team make up Cornell's Men's Varsity Swimming Team.

At the end of the fall semester, most students leave Cornell to relax or travel; in essence, they can "get away from it all." But not the Men's Varsity Swimming Team, for their season is just beginning. They are given a Christmas vacation also, but are expected to train intensively during their vacation for the upcoming meets.

In fact, the 20 members of the swim team and their Coach Jim Perkins have an unwritten understanding that "the Christmas break is to be used for training." Gilbert sees the vacation as an opportunity for his divers to get into shape for "quality diving."

Gilbert was a member of the 1968 Olympic Diving Team, and came "straight from Mexico City" to join the Cornell staff in November of 1968. He had not quit diving until one month before that time because the Amateur Athletic Union ruling states that "a competitor may not maintain amateur status and coach for money at the same time."

Although the diving team consists of only two divers this year, Gilbert is confident that they will do well, since he has All-American Paul Steck, '79 and John Krakora, '81, under his tutelage. Steck is one of the co-captains of the team.

The divers practice between 45 and 50 dives twice a day at Teagle Hall, and the sessions are usually one hour long. Divers also do pre-season training on the trampoline. There are times when the workouts run one-and-one-half hours, but Gilbert prefers to limit them to one hour because "Diving is a sport based on skill, and when fatigue sets in, it becomes increasingly difficult to concentrate and dive well," says Gilbert.

Perkins, who coached at Auburn University for two years and West Point for one year, became a Cornell staff member in 1975. He conducts swim team practices weekday mornings and afternoons, and Saturdays. The afternoon workouts are approximately two hours in length, and vary daily, as Perkins alternates the emphasis between distance and sprinting. For the distance workouts, they swim 8,000 yards, and for the sprint workouts 6,500 yards. The swimmers also do "strength training" at the Universal gym in Teagle and on the Nautilus equipment in Schoellkopf Hall.

In order to maintain the keen competitive edge which is imperative to performing optimally in meets, the team has gone to Fort Lauderdale, Florida for their annual two-week-long intensive workouts. Some team members fly down, but most usually drive down together a day or two after Christmas. The trip takes approximately 26 hours, and training begins the morning after they arrive in Fort Lauderdale.

The team traditionally stays at the Cornell alumnus-owned Holiday Hotel, where they receive accommodations at a discount rate. The Holiday Hotel efficiency villas are equipped with cooking facilities so that team members can economize on food bills. "We eat what we can afford," says the other Co-captain John Skudin, '79.

Most team members have a good sense of what is nutritionally beneficial. "There has never been a situation serious enough to warrant a regimented protein diet," says freestylist Ed Tsuzuki, '79. However Gilbert says he will warn his divers to lose weight if they should gain during the season. Says Gilbert of his divers, "If you're heavy, you can't do anything."

In the past, the team used the pool facilities at the Swimming Hall of Fame in Fort Lauderdale. The swimmers and divers work out at separate times. The divers work out anywhere from three to four hours a day, depending upon the number of other divers using the facility. "We're expected to do about 100 dives at each workout," says Steck.

Swimmers pay a flat fee of $15 per person for pool rental time, which entitles them to access to swimming clinics and instructional films.

Perkins sets general yardage and
Fort Lauderdale

by Patti Moy '79

training goals for the trip, and aims to have his swimmers do as many yards as they can during the two weeks. Swimmers spend approximately four-and-one-half hours per day in the water, and estimate that "these double workouts average between 12- and 14,000 yards per day," according to Skudin. What do they do in their spare time? "Most of the time, they're tired enough so that they want to sleep," says Perkins. "We play beach football if we have the energy," says backstroker Alex Hodge, '80. Occasionally, they will go out to bars at night, but because they must get up to work out the next morning, this usually is not a good idea. "If they're going to drink, they have to control it," says Gilbert. The biggest "fun" event for the team while they are in Fort Lauderdale is the festivities on "the strip" which are part of the New Year's Eve celebration. Perkins explains that "Sometimes, with all the people milling about everywhere, you'll get a minor riot." "People just go crazy," adds Tsuzuki. "Anything that's not nailed down gets thrown into the water," he continues. For the benefit of all those involved, Perkins usually cancels the morning practice on New Year's Day.

Unfortunately, Cornell University does not subsidize this winter workout. The team members pay for most of the trip out of their own pockets, and raise funds by cleaning up Schoellkopf Stadium after a game (they are paid $300 for their efforts), and by hosting two Masters Swim Meets. The funds are divided into shares, and "theoretically, if a swimmer attends all three functions, he can make about $50," says Perkins. The cost of the trip ranges from $150 to $250, depending on other teams, they are not able to get in as many dives as they would like. It is for this reason that the two teams are taking separate trips this year. The swim team is returning to Fort Lauderdale, but the divers are going to give Montreal a try. They will be using the Olympic pool facilities, which are now open to the public. Gilbert reports that there is another pool nearby which is identical to the Olympic pool and will also be available for their use.

It seems that getting away from Cornell to train during the semester break has many overriding psychological and physical benefits despite the shortcomings. Team members feel that the difference between Ithaca and Fort Lauderdale provides a good change of pace, and that after returning to Ithaca, they have the confidence and conditioning behind them to sustain them during the meets. For example, Gilbert feels that "the momentum carries for a while," and that the divers' general overall attitude is better after returning. "When they have a fresh attitude, I can get some good dives out of them." "They look forward to competing rather than training. For the most part, the tougher part of the season is over, and the rest of the time is for competing," remarks Perkins. He also noted recently that his swimmers are more dedicated to swimming well, and are more enthusiastic about practicing.

The team had a 5-4 record last year. This renewed enthusiasm and dedication resulting from their "escape" from Cornell, when combined with the efforts and talents of each team member should result in a great season for the Men's Varsity Swimming Team.

Appearing to fly through the air, co-captain Paul Steck '79 shows his good form on a front layout dive.
"I'd rather be here than pulling sleds in Alaska!"

"Education is a bore..."

by Mary McDonald '79

The DOGS Of CORNELL

"Oh dahlings! JUST LOOK at this gorgeous fur I got from dear Herbert. It's divine, simply divine..."
Dogs, dogs, dogs. Dogs everywhere! They have become a hallmark of the Cornell campus: an integral part of what is known as the "Cornell experience." On any given day, the campus provides a playground for quite a motley assortment of our fine furry friends. From the long and sleek to the short and squat, dogs of every shape and size run and leap with glee between the statues of Ezra Cornell and Andrew Dickson White. Some play frisbee or ball with students, others make or break friendships among their peers, still others are content to sit back and watch the festivities of their more energetic counterparts.

The presence of dogs on the campus is an important tradition at Cornell. Certain of the more memorable dogs have been fondly remembered long after their departure from the campus. Among these is "Tripod," a three-legged canine who reigned supreme for a number of years and became known and loved by countless Cornellians. More recently, a special favorite of Louie's Lunch customers has been "Fat Dog," who begs for food with such finesse (and, hence, success!) that he becomes incredibly obese during the school year. (Fat Dog undergoes drastic losses of weight during the summer months...)

Cornell's dogs have provided students with a welcome diversion from the rigors of academia. They will continue to be "students' best friends" on the campus.
"... the paper should be no more than ten pages long and is due in three weeks," he announced as he erased the blackboard. Sound like a Cornell professor assigning yet another paper? Not quite. He is a university professor, and he definitely assigned the paper, but the university is Peking University and the country is the People's Republic of China - where I spent one year learning in a very different way.

I took a leave of absence from Cornell for the academic year 1977-1978. I was one of 130 foreign students from 36 different countries, including Europe, Africa and the Middle East, studying at Peking University. Enrolled in a special one-year Chinese history program, I was the only American student there. Formal student exchanges between the two countries did not start until January of this year - I went through private channels. I had all my classes with the same group of Chinese and foreign students; the classes were all conducted in Chinese. But because I could speak and write Chinese to a limited extent before I went to China, language was not a problem.

As an ABC (American-born Chinese) however, I did have some problems adjusting to the different standard of living. For example, it took me almost a day to figure out whether or not one is supposed to face the hump in a squat toilet. A squat toilet is a flush toilet without the seat. And it was almost two weeks before I could master the art of washing my clothes using only a wash-basin, wash-board and washing powder. One has to apply just enough pressure to get the clothes clean without tearing them to shreds in fits of vigorous scrubbing.

Summer in Peking was a very hot one last year. Much time was spent trying to stay cool and be out of the sun.

But most of us adjusted and accepted the differences quickly. And we soon became accustomed to our daily schedule - classes starting at 7:30 in the morning until 11:30, lunch and rest until 2:30, and classes again until 5 p.m. While the time spent in class may have been overwhelming at times (we had classes on Saturdays, too), the academic pressure was not. I took three courses each semester, but it wasn't until the second semester that I had objective exams similar to ones given at Cornell. My roommate, and Chinese classmate, and I stayed up until three in the morning to cram in the names and dates of all the important events that happened from 1911 to 1957 to prepare for our final exam in contemporary Chinese history.

Students in China do not just attend classes, go to the library, and take exams. At the end of June, our whole university population pitched in to help in the annual wheat harvest. Because China's agriculture is still far from mechanized, much of the labor is done by hand. Since time is a crucial factor in the wheat harvest and all other busy crop seasons, all the units in Peking - schools, factories, offices - took turns providing manual labor. When it was Peking University's turn, students and teachers got up at three in the morning to walk to a nearby commune. Foreign students were encouraged but not required to participate. We worked until noon trans-
Above: Foreign students practice the martial arts in the outdoors.

Right: Hauling wheat leads to a sore back and blistered fingers.

porting the wheat in large bundles from the fields to the threshing place. For those foreign students who lasted until the end, the feelings of accomplishment were considerably lessened the next day by the pain of newly-discovered muscles. But for someone like me who had never been in a factory or a farm in the United States to say nothing of China, it was still a satisfaction.

It was these activities outside the classroom which made my one year so rewarding. Our class planned and participated in almost all the extracurricular activities as a group - everything from morning exercises at 6 a.m., to visiting factories and communes, to making jiaozi, Chinese dumplings, in the dormitories. It was through this constant contact with my classmates, that I developed such close friendships, particularly with my roommate. And these relationships brought home the reality of China more than anything else.

One year is too short a time to try to understand a society as different and complex as China's. But that year provided me with some appreciation for the workings of the Chinese system, way of life; moreover, it introduced me to a new system of learning. Now that a formal exchange program exists between the two countries - the first in 30 years - more American students will have the chance to study in China. I envy them and wish them the best of luck.

Below: A needed break from harvesting wheat for Lena and friend.
"Meditation makes me feel relaxed," says Sheila Kanaley '80, "I really wish I could do it more often, but with the hectic pace of college life, I never seem to be able to make time for much of any form of relaxation."

The busy day-to-day life of a Cornell student leaves little time for relaxation, self-exploration, or awareness of non-academic activity. A number of students have found certain meditation techniques to be helpful in relaxing, escaping, reflecting, and feeling better about themselves and their current life situations.

Most students find that meditation has great benefits which are worth the amount of time spent doing the process. A freshman explains, "It dawned on me that this place doesn't give you enough time for your own thoughts, unless you take the time." He continues, "If I do a lot of work and spend a lot of time doing it, it becomes stagnating." So he puts down his books and takes time for himself and contemplation. After meditation, he finds that sometimes whatever had been bothering him doesn't seem "all that important anymore."

Some students say that meditation relieves a bit of the academic pressure by helping the person to get a clearer perspective on things. "Just getting away from something that is causing you to be tense is good," explains another student. You can realize that you won't "die" if a paper is late. Things don't seem to be as serious or as important as they were before a clear perspective has been reached. Because of meditation, a student explains that "in times of trouble, I can be more rational and understand things better."

The process of meditation helps a person to have these reactions because thoughts are just allowed to float by in the mind. No single thought is caught or paid much attention to as anything particularly important. If a thought is caught, such as about an exam the next day, it is dismissed as unimportant for the time being. In this way, the person can relax and not be distraught.

The feeling after meditation is one of relaxation and of greater energy. After meditating, Kanaley feels that "little things don't get on my nerves anymore" and she has a "more open view of life."

"I have a new perspective on everything," explains Jack O'Leary, '82, who does his "own kind of meditation," which is lying down and letting his thoughts go through his mind. He describes his method, "First, I try to remove all distractions of the senses. I get into a comfortable position, lying on my back. It's best if there is a low, rhythmic noise in the background, such as rustling grass, birds, music, or especially running water. Then I simply close my eyes."

Another student sits in the lotus position, with legs crossed in front of him, his feet resting on his knees. He closes his eyes, lets his hands relax, and supports his back against something. Using a combination of breathing, reflection, and just letting "things flow," he finds that meditation is an internal experience. It is a "positive escape" rather than a negative escape, which one would get from drinking, he explains.

The time to meditate is anytime that you feel like it, if you don't do a more restrictive type of meditation such as
transcendental meditation. One student meditates "when I feel like I want some time to myself, to rest without sleeping, when I feel the need to calm down." O'Leary meditates daily, usually in the afternoon when all of the stresses of the day are over.

Transcendental meditation (TM) is a method of meditation which uses the "mantra", a two-syllable sound. A person is given a particular mantra, according to the person's age. The sound is used to reach a higher state of consciousness. By constant repetition of the mantra, this state is reached. This is done twice a day, for twenty minute sessions, once in the morning and once before dinner.

Kanaley, who has been doing TM for six-and-one-half years, says that it works for her because she "lets it work." She explains, "It isn't something magic that has control over a person. You have to make a conscious effort to clear your mind and relax your body."

For Diane Heimer, '79, who has been doing TM for the past nine months, meditating is "completely natural." TM creates a deep state of rest which is deeper than sleep. Because of this, Heimer says that she has a "great deal of energy" and "doesn't feel tired anymore."

Kanaley feels that meditation, rather than being a means "of getting away from it all" is more of a "becoming aware of it all." She says that TM is often called "raising consciousness," which lends to a heightened awareness. "I find that my senses are more acute during and after meditation. I notice more of what is around me and within me," she explains.

"It almost feels like floating," Maureen McDonnell, '80, describes, "I'm not really conscious of what I'm sitting on." She continues that TM is "mostly a feeling of nothingness. It's very relaxing because all you sense is you; your body and mind."

McDonnell feels very relaxed and "laid back" when meditating. "It feels great to be so removed from everything around me. I like to sit there for as long as I can." Meditating in silence, she can "be alone with me. I can do it with other people walking past, but not if they talk to me."

It seems that meditation could be the answer for everyone, but Kanaley says, "I'm sure that not everyone could get something out of it." She explains that a "skeptical attitude or a closed mind would be sufficient to negate any benefits of meditation."

Meditation takes a great deal of concentration -- on trying to think about nothing. It is difficult to not let certain thoughts catch your attention. But once the technique has been found to reach a state of meditation, the person will probably incorporate the process into his or her own life. Meditation is a very natural and effective way to relax, contemplate, and become more aware of oneself and the things in the environment.

All of the students whom I talked to found that meditation was a positive escape for them. Cornell doesn't give a student much time to explore those things described here. Personal time should be taken by everyone. One student summed this feeling by quoting the song-writer Billy Joel,

"I believe there is a time for meditation and cathedrals of our own."
Did you ever wonder why Willard Straight Hall has two front entrances? The reason is that when the Straight was built in the 1920's, it was considered improper for women to use the same door as men.

The Straight was erected in memory of Willard D. Straight, '01, who specified in his will that part of his wealth was to be used to make Cornell "a more human place." Straight's widow Dorothy urged the construction of a student union where men and women could meet on an informal basis.

University officials were shocked at the idea of male students and coeds mingling socially and they suggested the "compromise" of a segregated union with a large front entrance for men and a smaller entrance off to one side for women. Dorothy Straight agreed, hoping that once women were inside the building, sexual integration would occur naturally.

But for ten years after the Straight opened, women were confined to the restroom and the two lounges just inside the women's entrance. In 1935 women were admitted into the dining areas, but not until the early 1940's could women enter the front lobby and other areas in the Straight.

Cornell was actually one of the first major eastern universities to admit women on an equal academic basis with men. Both Ezra Cornell and Andrew Dickson White were advocates of coeducation. In a letter written to his granddaughter a few months before the University opened, Cornell said, "I want to have girls educated in the university as well as boys, so that they may have the same opportunity to become wise and useful to society that boys have."

Cornell's first female student, Jennie Spencer of Cortland, arrived in the fall of 1870, two years after the University opened. The University was immediately faced with the problem of where to house its single coed. Jennie eventually found a room in downtown Ithaca. Every morning, burdened with an armload of books and hampered by her heavy long skirt and petticoats, Jennie would trudge up a muddy path to classes; every evening she would slide back down the long hill. The walk and the Ithaca winter proved too much for her, and Jennie left Cornell without finishing her degree.

One immediate result of Jennie Spencer's plight was that Henry Sage, a lumber merchant and member of Cornell's Board of Trustees, donated $250,000 to build and furnish a dormitory for women. The cornerstone of the building was laid in 1873, and in it was sealed a letter from Ezra Cornell to "the men and women of the future" expressing Cornell's hopes for the success of coeducation and explaining
the reasons why it might fail. Cornell died the next year without revealing the specifics of the letter and without seeing the realization of his dream for a coeducational university.

The completed Sage College for Women (now Sage Hall) contained a fully equipped gymnasium, greenhouse and library as well as music rooms, parlors, reading and study lounges, dining rooms and carpeted and fully furnished bedrooms for 120 occupants. It was decorated with sculptures and engravings from Europe, heated by steam, lighted by gas and had an unheard-of luxury -- bathrooms with bathtubs on every floor. The trustees expected to be flooded with applications from women wanting to take advantage of a good education with such luxurious living arrangements. But when Sage College opened in the fall of 1875, it had only 29 occupants.

Professors and students received these first coeds with something less than enthusiasm. A main concern was that women would lower the University academic standing. The attitude of male students was summed up in these lyrics to a popular song: "I'm glad all the girls are not like Cornell women / They're ugly as sin and there's no good within 'em."

Women and men attended the same classes, but women were considered intruders; they grouped together and after a lecture they disappeared quickly and quietly. By an unwritten code, men and women rarely spoke to each other outside of class during the first few years of coeducation. House rules prohibited most fraternity members from speaking to coeds on campus, and they were not allowed to bring Cornell women to fraternity social functions, either. As late as the 1950's, fraternity members were encouraged to bring girls from Vassar and Elmira to parties but had to pay a fee if they wanted to bring a Cornell woman.

For several years, Cornell women were allowed to decide where they wanted to live. Many women chose to live off campus, where an average room rented for $15 a month. The women who were willing to pay $22 a month for high-class living at Sage enjoyed a relatively unsupervised life. But ten years after it opened, Sage was losing money because so many of its rooms were unoccupied.

The University issued a decree that all coeds had to live in Sage. A matron was appointed to chaperone the girls, strict rules regarding curfews and behavior were enforced, and all Sage residents were required to attend receptions and mini-courses to train them in the social graces. The women did not take kindly to all of this; they called their matron "the Warden" and for years Sage residents were known to the University as "inmates."

The official reasoning behind the new residence requirement was that parents would be more willing to send their daughters to Cornell if the girls lived in the sheltered and healthy atmosphere of Sage rather than being allowed to run wild all over Ithaca. The result was that men and women were no longer admitted to Cornell on an equal basis.

The number of men admitted was set by limitations of class size, while the quota for women was determined by the number of available "female beds." The situation eased slightly when members of the Delta Gamma sorority were allowed to leave Sage to live in their own house and later when new women's dormitories were constructed. But while men continued to live wherever they wanted to, women had to live in dormitories or University-approved housing until 1970.

Attitudes toward men at Cornell have not really changed very much. Cayuga's Waiters, an all-male singing group on campus, still sing about Cornell coeds being "stuck-up and ugly." And a male acquaintance recently told me, "I'm all for coeducation. I think women make Cornell a better place -- especially on Saturday nights!"

But at least women can use the main entrance to the Straight now. And in 1977 the Cornell Barber Shop located in the front lobby of the Straight abandoned its all-male tradition and became the unisex Cornell Clippers. More than 50 years after Dorothy Straight planned for a sexually integrated student union, the Straight finally opened all its doors to women.
FANS Heat Up

"I'm a real hockey fanatic; I've slept out here two years in a row," exclaimed a voice from inside a sleeping bag, nestled alongside a door of Barton Hall.

Another rosy-cheeked face, protruding out of a down jacket, glanced at several similarly enveloped bodies around him, explaining, "We were here at four o'clock this afternoon, but the guy down there was here at eight o'clock this morning. That's got to be a record." At one o'clock in the morning on the first Sunday of November, such comments and appearances are common from 200 or so Cornell seniors, waiting to buy season hockey tickets that afternoon.

So begins the annual ritual of Ithaca's heartiest breed of winter activists, the Cornell hockey fans. Long before the ice begins to set on Beebe Lake or the Bear has had a chance to dust off his skates, devout fans must roost for an evening in the ticket line to assure themselves of an appropriate place in Lynah Rink for the coming hockey season.

Hockey at Cornell is not your basic run-of-the-mill spectator sport. Its following is so loyal that being a real fan is almost a sport in itself. With no doubts at all, any fan will tell that hockey nights at Lynah Rink are the brightest spots in the long Ithaca winters.

Just what is a hockey fan? "Someone who is insane enough to sleep out sixteen hours for a crummy season hockey ticket."

Perhaps the most visual description of a Cornell hockey fan is summed-up by Ozzie Richardson. Perched next to the Cornell bench, he listens to the game through an FM headset, and leads the excitement with his legendary airhorn. Ozzie has been a personal friend and inspiration to the players and fans since the Beebe Lake days of ice hockey.

Ozzie avidly attends most Cornell sports, but his love is, "hockey, hands down." His reasons? "There's more action in a hockey game than anything else. It's a fast game; controlled violence, or I hope it's controlled."

Unfortunately, as Ozzie points out, every fan's attendance at Cornell hockey games is not due to a devoted love for the game. "All they have to do this year is start off losing two or three games, and you can buy all the tickets you want. That's not being a hockey fan," says Ozzie.

A motley collection of dedicated fans last the entire night, waiting to get season tickets.

Patience is the principle distinction of the Cornell hockey fans, obvious here as they wait for tickets.
Even without the smell of the first win in the air, ticket sales took off at a thunderous rate this year. Pete Mariano, the assistant athletic business manager in charge of ticket sales, was left reveling. "This is my first year here, the first hockey sale I went through. I had heard about it, but it was hard to believe." Receiving an undergraduate education at Notre Dame and a masters at Ohio State, both notorious football schools, Mariano was amazed by Cornell's hockey fans. "I think they're wild. I never would have slept out at Notre Dame."

Hockey fans have not always been so abundant, as Dottie Scott, the previous ticket manager recalls. Now the secretary to Cornell's Director of Athletics, Scott remembers having to advertise available tickets on game days. "But the trend has turned," she states, "the students have changed again."

Scott is living proof of the magnetism of the game. She relates that after moving from the football office to Teagle Hall, "They almost had to talk me into being a hockey fan. I hesitated to go because I didn't like the fans. But as I became one I began to see that the fans really liked the game."

She now attends all of the home games and Boston tournaments with her family.

Once a stranger to the game develops a casual interest, the road to being a real fan is hard to resist. The solid devotion of the established townie fans combined with instant exuberance of the students has created an unshakeable following. But why do they fall for the game so completely? Students waiting for tickets gave their reasons. "For me it's the quickness."

"The expectation is always there for a good season, and I mean good." "Because if you are going to be a fan, this is the team to do it with."

Dottie Scott concluded with, "I never get bored, even with the one-sided games. I guess I'm greedy."

So enthralled was Stephanie Koma-romi with her first game, that she has missed only one home Cornell hockey game since then, only because she was snowed in. Stephanie saw her first game at the Eastern Collegiate Athletic Conference playoffs in Boston. She was one year old at the time. Now eight years old, Stephanie still sits in seat 17, row nine, section 0, with her parents. Her mother reports, "She just loves hockey, and she knows her game."

Stephanie's father, Joe Komaromi, is the treasurer of the Cornell Hockey Boosters, a local club of friends and fans of the team. "It developed out of people in town with a common interest in hockey," explains booster president Ed Sheppard. Raising funds, scheduling bus trips for away games, helping the players, and sponsoring the annual hockey banquet are a few of their functions. "It's a real cross section of people in town. The common bond is hockey. We're a built-in cheering section for every game," says Sheppard of the boosters, all 300 strong.

Perhaps the most outward expression of the fans' zeal is displayed at the Cornell-Harvard game. Traditionally it's held on a Wednesday night at the end of February; everyone who can possibly get a ticket goes to the game. Students cut classes and professors change test dates in order to get to this game. Some are there to do their part in intimidating the Harvard team with fish, sieves and chickens, some just to witness the activity of the event, while others are there to glean the overpowering excitement from the rivalry. But at that game, everyone is a fan.

Cornell hockey is more than just another winter sport. It is a lifeline of action and drama, a moving light to rally around during the long winter months. It is the real hockey fans that realize this, and live by it.
The ruins of the massive Mayan temples still tower over the Central American rainforests. The Mayans were the leading artists, architects and scholars of their time, but near the year 900 AD their 1500-year-old society collapsed around them.

Archaeologists have theorized for years on the causes of the Mayan downfall, but they have reached no concrete conclusions. For Cornell's Professor of Agronomy Gerald W. Olson, part of the answer lies in the Mayan's continual abuse of the precious inches of fertile soil that helped build their society's agriculture. Olson points out that the same kind of resource abuse that undermined the Maya's world exists today, in our world.

Over time, the Maya developed a complex and stratified society. Their architects designed monumental cities, like Tikal, with massive limestone temples. Their scholars perfected an extremely accurate astronomy. The Maya also developed an intricate calendar system. In addition, their system of agriculture was able to support a population much larger than the area does now.

Using a "slash and burn" system of farming the Maya raised sweet potatoes, maize, cacao beans and squash. The dense rainforests were burned off to make way for fields. After several years of cultivation the fields had to be left fallow, for the thin but rich soil to rejuvenate itself. After fallow periods the encroaching rainforest would be burned off and the soil replanted after the first rains.

Present day studies indicate that for the soil to be restored completely, the fields would have had to lie fallow for ten years. With an expanding population it is doubtful that the Mayans left this land uncultivated for that long a time. Without the dense network of rainforest roots to hold organic matter and necessary nutrients much of the soil's fertility was lost. Erosion from the deforested uplands also ruined many of the lowland fields. Evidence of Mayan soil abuse still exists today, 1,000 years later.

Professor Olson feels that archaeologists are only slowly becoming aware of the useful information to be found in soil studies. During his brief visits over the past ten years to Tikal and other Mayan sites on the Yucatan peninsula, Olson has discovered that soils disturbed by the Maya differ in color from the rich black of the undisturbed soils. This means that the spread of Mayan agriculture can be detected through soil profiles alone. Where Olson found disturbed soils they were usually depleted of nutrients. Why?

The expanding Maya population put greater pressure on their food production. To increase production fallow periods were shortened and more rainforest was cleared, creating further erosion problems. The soil could not rejuvenate itself under this intense use, and food production began to drop.

Olson points out that the Maya would not have noticed this soil depletion, because it was a "day to day" process. The effects of this abuse would only become evident after a number of years.

There is evidence that in the later stages of their civilization the Maya began to develop tree crops and elevated fields to help deter erosion and increase production. But, these efforts were not enough to offset their centuries of soil abuse. While the final blow may have been an internal revolt or a natural disaster, the foundations of the Mayan civilization were unsound due to their continual resource abuse.

Olson stressed that this cycle of soil abuse is repeating itself today in parts of Africa and Central America. If the past is the key to the present, is there a solution? Professor Olson replies: "Only to better know our resources and to determine the carrying capacity of the land... People fail to plan a hundred years ahead."
Five Named Liberty Hyde Bailey Professors

The Cornell University Board of Trustees has honored five professors of the College of Agriculture and Life Sciences with Liberty Hyde Bailey Professorships, bringing the total of active Bailey Professorships at the College to nine. The recognized faculty have "outstanding national and international reputations in agriculture and related sciences."

Walter T. Federer, professor of biological statistics in the Department of Plant Breeding and Biometry, is recognized for his research on the theory, analysis, and application of statistical designs. He has served in numerous statistical societies, and was one of only ten Americans elected a member of the International Statistical Institute in 1974. He has written over 270 scientific articles, abstracts, and book reviews, as well as the textbooks "Experimental Design - The Theory and Application", and "Statistics and Society".

William Hansel, M.S. '47, PhD. '49, of international repute for his research on dairy cow reproduction, holds a joint appointment as the first chairman of the newly created Section of Physiology in the Division of Biological Sciences, and as the new chairman of the Department of Physical Biology of the College of Veterinary Medicine. He has received various honors for his contributions to animal physiology and breeding, including the Borden Award of the American Dairy Science Association and the National Association of Animal Breeders Award. He has written 175 articles on reproductive physiology.

Donald McCormick, a nutritional biochemist, has investigated many aspects of vitamins and coenzymes, from their chemical synthesis to their metabolism and binding proteins. The American Institute of Nutrition presented him with the 1978 Osborne and Mendel Award. He is a member of both the Division of Nutritional Sciences and the Division of Biological Sciences, and of numerous leading scientific societies. McCormick has also been honored with a Guggenheim Fellowship and the Mead Johnson Award of the American Institute of Nutrition. He has written more than 200 scientific articles.

Harold E. Moore, Jr., a professor of botany and a world authority on the biology and classification of palms, is also former director of the Liberty Hyde Bailey Hortarium. Moore has been the editor of "Principes", the journal of the Palm Society, since 1957, and has written "African Violets, Gloxinias, and Their Relatives", in addition to numerous technical papers on palms and other subjects. He serves on the board of directors of several tropical plant societies, is a Guggenheim Fellow, and has received the Founders Medal of Fairchild Tropical Garden.

Wendell L. Roelofs is a professor of insect biochemistry in the Department of Entomology at the New York State Agricultural Experiment Station at Geneva. He is renowned for monitoring pest populations through his research on reduced-time methods of pheromone identification and simulation, and insect control. He was named co-recipient of the Alexander von Humboldt Award for the most significant contribution to American agriculture in 1977.

Named President of Sea Grant Association

Bruce T. Wilkins, B.S. '52, PhD. '67, an associate professor of natural resources has been named the 11th president of the Sea Grant Association. This association is a national organization committed to improving the management of the nation's aquatic resources, and includes participants from over 60 leading universities in the United States.

Wilkins is the author or co-author of more than 50 scientific papers. He has served as consultant to the British Columbia Land Commission and the National Oceanic Atmospheric Ad-

ministration. He brings 25 years of experience in the management of natural resources to his new appointment, and notes that "the proper use of New York State's 2,400 miles of coastline is critical to the Empire State." Wilkins joined the Cornell faculty in 1967.

Microbiology Chairman Appointed

Robert P. Mortlock is the new chairman of the Department of Microbiology in the New York State College of Agriculture and Life Sciences. Mortlock has been a professor at the University of Massachusetts at Amherst since 1963, and was head of that university's Department of Microbiology. For the past 17 years, he has been studying mutant bacterial strains which enable bacterial growth to occur on synthetic sugars or pollutants.

Mortlock graduated from the Rensselaer Polytechnic Institute, and received his doctorate in bacteriology from the University of Illinois, where he had been a Rockefeller Foundation Fellow. He was a lieutenant in the United States Army Chemical Corps for two years, followed by two years as a National Institutes of Health Post-doctorate Fellow at Michigan State University before joining the faculty at the University of Massachusetts in 1963.

NASA Awards Bacteriologist

The National Aeronautics and Space Administration has presented Russell E. MacDonald with the H. Julian Allen Award for the outstanding scientific paper resulting from research over the past year. MacDonald, an associate professor of bacteriology in the Section of Biochemistry, Molecular and Cell Biology of the Division of Biological Sciences in the New York State College of Agriculture and Life Sciences, reported findings on a microorganism, Halobacterium halobium, which is of growing scientific interest due to its ability to convert light directly into energy without photosynthesis.
LANDSCAPE ARCHITECTURE:
Students Implementing Designs
by Mary A. Maxon '79

Landscaping architecture students gathered on a rainy November day for the dedication of the site construction project they built near the Cornell Orchards in the Landscape Architectural field station. According to Assistant Prof. Thomas H. Johnson, the students' supervisor, the rain was ironic because the good weather throughout the fall made completion of the project possible.

The hands-on project was part of Site Construction, a landscape architecture course in the Department of Floriculture and Ornamental Horticulture in the College of Agriculture and Life Sciences. Their purpose was "to explore materials; design and build a series of landscape objects," said Johnson. The site will now be used to demonstrate and exhibit the use of a variety of materials and methods.

A conceptual drawing of the area was divided into four quadrants for four groups of students to work on. First, they designed the visual experience they wanted to create on the landscape. Johnson explained that their plans included "paving, decking, steps, fences, seating, an overhead trellis and plant materials."

Then they began construction with the assistance of Clayton Bowker, a local contractor. Topsoil had to be excavated and forms built and treated before concrete could be poured and finished. The students used concrete in four different ways on the steps, deck areas and walks. Railroad ties, bricks, stone, gravel and granite sets added to the variety.

The students built the footings for the deck and the overhead trellis. Wood details like fences and benches were also constructed.

Many trees and shrubs were dug, balled, burlapped and replanted according to students' designs. They even moved a 2000 lb. crabtree. Thomas Grimm and Howard Pidduck of the floriculture and ornamental horticulture department helped them move and prune plants properly. Prof. George Good, M.S. '66, PhD. '69, donated a number of shrubs from his container-grown shrub research project.

"It was the first hands-on work for many of the students," said Johnson. "Under supervision, the students learned to use a variety of hand and power tools."

However, before taking Site Construction, the students did take two five-credit design studio courses and a site grading construction course, he pointed out.

The course, which meets two afternoons each week, also includes readings, lectures, field trips and a final project. The students design and prepare a construction documentation landscape architectural project for this assignment. This year some students redesigned one of two areas of the Cornell campus. Alternatives to the construction presently underway between Day and Stimson Halls were presented; and other students proposed plans for the areas between Olin and Uris libraries which may be redesigned by the University in the near future. Home landscapes or a series of constructions using different materials and methods like the field station construction project could also be designed.

Johnson, who cut the ribbon at the rainy dedication ceremony, feels that this venture "was successful and will continue."
ABOUT THE ISSUE
We’re number one in agriculture and forestry, according to the Chronicle of Higher Education which recently published a report noting the achievement of the New York State College of Agriculture and Life Sciences. The faculty ratings were based on a survey of 4000 academics. In honor of this distinction, the March issue of the Countryman highlights some of the facets of the ag college which make it so outstanding.

EDITORIAL STAFF:
Pamela Edwards, Ernie Koehler, Carie Leigh Middleton, Mary E. Schiek, Mark Smith, Christin Sparagana.

PHOTO EDITOR:
Mary McDonald

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EDITORS:
Ed Hardy
Debbi Kishinsky
Jennifer Koch

ASSISTANT EDITORS:
Judith David
Audrey Levine
John Turcotte

ART EDITORS:
Leslie Green
Lucille A. Ircha
Patti Moy
Lena H. Sun

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KEEP YOUR EYE
ON DYCE

Far, far above Cayuga's waters, in the midst of fields and woodlands, lies Cornell's Dyce Laboratory. The green aluminum building houses honey bees, experimental equipment, workrooms and offices for the research of Prof. Roger A. Morse,'50, and three graduate students in apiculture.

"We don't get many visitors out here," commented Professor Morse as he gave me a tour of the lab. We stopped outside a large metal box, called a "flight room," in which variables such as temperature and light can be controlled by the experimenter. As Morse explained the uses of the flight room in research, he opened the metal door.

And suddenly, there I was... face-to-face with thousands upon thousands of honey bees! My heart raced as I tried to nonchalantly flick off the bees which landed on me. "Oh, don't worry," reassured Dr. Morse, "they sting only once..." Needless to say, I felt much better after the door was closed again.

Honey bee studies at Dyce Laboratory have established it as a leader in apicultural research over the years. Current topics of study include apple pollination, magnetic field effects on bee orientation, queen cell recognition and reproduction techniques.

Willard Robinson is studying what he terms "The Delicious Problem." According to Robinson, Delicious apples comprise 40 percent of all apples grown in the United States, but these apples have very low productivity. After much research and direct observation of the pollination process in Delicious groves, Robinson discovered a structural difference in the apple blossoms.

On Delicious flowers, honey bees gather nectar from the side of the filaments rather than from the top. As a result, the pollen-bearing anthers are not contacted by the bees, and little pollination occurs. Robinson calls these bees "side-workers," as distinguished from the more common "top-workers," and blames them at least in part for the low productivity of Delicious apples.

There are several suggestions which Robinson offers to Delicious growers to minimize the effects of these "side-workers." "Growers could encourage the bees to gather more pollen by eliminating other pollen-producing plants from the area, trapping pollen from the bees as they enter the hive or feeding the bees sugar syrup," he said. Each of these methods serves to increase pollen gathering by the bees.

Other possibilities include the use of more pollinator trees of different varieties and different flower structure, as well as the introduction of more honey bee colonies to the area.

Robinson's innovative research is of great interest to Delicious growers who may look forward to much larger yields of apples upon implementation of his suggestions.

David De Jong, another graduate student at Dyce, is interested in the magnetic field of the earth and its possible effects on honey bee orientation. De Jong is currently studying comb building techniques in various situations. He is attempting to quantify a relationship between the direction of the combs in a particular hive and the earth's magnetic field around the hive.

"Although I have some promising data, I need to come up with an experiment which would show consistent results and be repeatable," he said.

Other ongoing studies include methods of increasing honey bee reproduction and chemical analysis of the substance by which bees recognize queen cells within the hive. The dedication and enthusiasm displayed by each of the researchers at Dyce Laboratory clearly indicate that Dyce will remain a leader in world-wide apicultural research.

by Mary McDonald '79

Apis mellifera, the honey bee, is the object of study at Dyce Laboratory.

Dr. Roger A. Morse, who directs research on bees, in his office in Dyce Lab.
"On this very soil new thoughts and ideas will be raised concerning plants, animals and the welfare of man." These words were spoken by Norman Ratchford, '05, in 1904 upon the beginning of construction of Roberts Hall, the first building of the College of Agriculture and Life Sciences.

The seed of the College was a small one. In 1891, only 22 undergraduate students were in the Department of Agriculture within the University. The faculty of the small department included Professors Isaac P. Roberts, Liberty Hyde Bailey and George Caldwell. These people expected their department to expand enormously as the emphasis on agriculture moved from being based solely on practical experience to scientific and natural laws.

Strong efforts were made by the faculty, especially by Bailey, to establish the department as a college. After a long struggle, New York State assumed sponsorship of the College of Agriculture. On May 9, 1904, all papers were signed and $250,000 was provided for a building to house the new college. A celebration with students and faculty followed, including a parade, bonfire and a banquet.

Plans were quickly made to begin construction once the Cornell trustees accepted the new college and the state authorized and appropriated funds. The first state architect of New York, George C. Heins, was engaged to plan the building. He and Morris Kantrowitz, the assigned contractor, were given 400 days to finish the job.

Three buildings were planned as a unit because the state legislature specified that the buildings "include a principal building, costing no more than $125,000, a hall for agricultural machinery, a stock-judging pavilion, and a horticulture building." The final site was chosen because there was a beautiful view over the rolling hills to the south toward Cascadilla Creek. A southern exposure and convenience to the college's farmland made the location on Tower Road perfect.

The building complex consists of Roberts Hall in the center, with Stone Hall to the west and East Roberts, a mirror image of Stone, on the other side of Roberts. A covered porch connects the smaller building to the large one in the center. The basement is one long hallway which connects the three buildings.

The administrative offices of the building, as they are now, were located on the first floor of Roberts Hall. Classrooms were also located here, including a very large lecture room, seating over 500 people. Balconies were on either side of the room which have been taken down to become a smaller lecture room, 131 Roberts.

Stone Hall housed the Department of Rural Education. This has not changed much because today the building is used for education, including environmental education.

East Roberts was the dairy building and had a smaller building attached to it which held the milk and cheese processing machinery. This was torn down in 1930 when Plant Science was built in its place, some 50 feet from East Roberts.

A southern terrace also unified the area.
The Department of Home Economics, then conducted by Martha Van Rens Selaer and Flora Rose, was on the fourth floor. This department was added because it was thought that the wives and women in the farm families should be able to learn from the College’s offerings as well. This department eventually grew large enough to become the College of Human Ecology. Enrollment in the College of Agriculture grew from 296 in 1904, to 963 in 1910, and it soon became necessary to attain more building space for this expansion. Six more buildings were constructed between 1912 and 1913, including Comstock, Caldwell, Rice, Wing, and Fernow Halls. All were built in some relation to Roberts, forming a separate campus from the College of Arts and Sciences.

Comstock was built at the back of Roberts, situated so that it could be clearly seen through the open walkway between Roberts and Stone. The home economics department moved to this building. Caldwell Hall was built on a site where it was directly across from the opening between East Roberts and Roberts, and was used for the Department of Soil Science. Rice Hall became the new building for poultry husbandry, Wing Hall for animal husbandry, and Fernow Hall for forestry. These three buildings were built in line with Roberts, along Tower Road.

Along with the administrative offices, Roberts now holds biology laboratories, Cooperative Extension offices, Media Services and the Department of Communication Arts. East Roberts is the vegetable crops building and is used for small discussion sections. It also houses the landscape architects and their studios on the top and bottom floors. These studios are large and rather barren except for the ever present landscape architects.

The buildings of the College of Agriculture are owned by New York State, which also owns ten feet of land surrounding the buildings. Cornell owns the rest of the land. Therefore, the state pays for the maintenance of the buildings.

It is planned that Roberts Hall, along with Comstock and Caldwell, will be torn down in a few years to be replaced by more modern and functional buildings. Roberts Hall does not comply with present building codes because of a lack of fire exits, among other inadequacies. The laboratories for the Division of Biological Sciences require renovations and other departments need better facilities.

Carol Sisler, Executive Director of Historic Ithaca, is currently involved in an attempt to save Roberts because of its historic, as well as its architectural value. She has been actively involved in saving old buildings and she feels that these structures have a story of their own. In her opinion, it is a shame that people spend a lot of time in buildings, but never really notice them. Renovation rather than demolition is the answer, she says.

Roberts Hall has a great and interesting history, pertinent to the beginning of the College of Agriculture and Life Sciences. It is where it all began seventy-five years ago. But, the real feeling of the beginnings of the College are expressed in the words of Liberty Hyde Bailey, who said at the ground breaking ceremony for the Roberts Hall complex in 1905, “This College of Agriculture is not established to serve or magnify Cornell University. It belongs to the people of the state. It will justify its existence only if it serves the people of the state. The farmers of the state have secured it; no amount of academic sentiment would have secured it. Their influence has placed it there. They will keep it close to the ground.”

Roberts Hall, when Tower Road was little more than a path. Comstock Hall is in the background.
"March comes in like a lion and goes out like a lamb," is a weather axiom familiar to most people. Yet, as we all know from experience in Ithaca, predicting the weather is not as easy and steadfast as that old saying. While residents of Cornell, Ithaca and central New York have no absolute way to determine their weather, they may have the next best thing, the Atmospheric Sciences weather predicting service.

Part of the College of Agriculture and Life Sciences, Atmospheric Sciences (within the Department of Agronomy) is located on the 11th floor of Bradfield Hall, a vantage point from which its scientists can overlook much of the campus and see what the skies are doing. In these rooms, meteorology students work with the unit's staff and gain first hand experience in actual weather predicting and forecasting. And, according to Associate Prof. of Atmospheric Sciences Douglas A. Paine, this can be a humbling experience.

"Predicting a major weather event like a snowfall is very difficult to do," he explained. "You may have an 85 percent accuracy record, but in that 15 percent error range you could make some very important mistakes. Students quickly learn the difficulties in forecasting when they see this."

Paine described the weather predicting service, as "a cooperative-volunteer effort," dedicated to training students and informing people of the latest weather developments. He said the service's function is split between gathering and compiling weather information from a number of sources and then disseminating that information to the public.

"We have all the necessary equipment to forecast that any National Weather Service office would have," he remarked. This includes teletype machines which supply weather statistics and conditions, and a facsimile machine which gives satellite pictures and maps. Paine said the weather center also has its own radar unit which will soon go into operation. He added that the predictors are continually comparing the information these sources supply with their own actual observations to arrive at a forecast. The Atmospheric Sciences unit also receives information from computers, but Paine emphasized that the human factor still plays an important role in arriving at a prediction.

"There is a very definite human experience factor involved in weather prediction," he commented. "Computers have various skills in different forecast situations, but you still have to introduce human judgement and experience to see where the computer leaves off. Predicting the weather is a matter of continually comparing computer products, the observed atmosphere and people's judgements. None of them alone is really enough."

The other service the unit provides is letting the public know of its findings. Paine said that the service has a wide audience, ranging from "local police agencies, the average person and radio stations," to people outside of the Ithaca area.

"We get a lot of calls from other places. If people plan to visit Ithaca and want to know the weather here, they call us. The same thing happens with former residents curious to know..."
what’s going on, and people who simply know about our service and want some weather information.”

Paine mentioned that the service is most helpful to people of central New York because it allows them to receive more accurate weather information. “Central New York is technically covered in the Buffalo and Albany forecasts, but this has some problems. Buffalo predators may focus on a lake-effect storm from Lake Erie, while in Albany they’re worrying about a weather pattern along the coast. Our area tends to get lost, so having our own weather service makes sense.”

According to Paine, the weather center disseminates information by issuing weather updates, and through the recently acquired weather phone line. The line carries reports prepared by the National Weather Service and gives the day’s complete weather picture for western and eastern New York, with an extended prediction for the upstate area. Since its introduction last fall, the weather wire has grown so popular that a new line was added to accommodate the increasing volume of calls. Paine said the lines average 400 calls a day, with as many as 1,000 or more during a major storm.

The line is considered an important advance in the unit’s progress because it marks the first time the University has provided daily weather information, and it is, according to Paine, the first such service of its kind to be offered by a University. He said the lines were needed to handle the increasing number of calls to the unit, and free the staff for their other teaching and research responsibilities.

Paine called the Atmospheric Sciences unit at Cornell unusual because it places importance on student involvement. Approximately 20 undergraduate and graduate students participate in weather predicting, some earning credit through a course called Meteorological Communications. He stressed that in other atmospheric sciences departments where the weather predicting service may be performed for money, there are not as many students, but Cornell relies on their participation.

“We value the opportunity to train students. It’s like teaching and research—but gives some practical experience as well.”

Paine mentioned that everyone in the unit becomes involved in the event of a weather emergency, and they set up a shift routine where there will be at least three students on duty for six-hour periods.

Paine said he thinks the service is pretty accurate, and has its best success in predicting one to two days in advance. He admitted that the Cornell meteorologists have goofed, and cited a prediction of a major winter storm last year which never materialized, and underestimating the amount of snow in this past Christmas Eve’s major storm, as examples.

Looking ahead, Paine said he would expect that the first half of March will still be wintry, and based that outlook on a “58-60 percent skill factor.”

Only time will tell if his prediction will come true. But, in the meantime, if you need to know the weather for the next few days, you might try the Atmospheric Science’s weather predicting service. It’s not perfect, but it’s the next best thing.

Kevin Williams, ’81 monitors the weather line on the top of Bradfield Hall.

The map represents a cold front moving across Central New York. Solid lines represent wind vectors showing wind direction and dashed lines show the temperature field in feet.
NEW DIRECTIONS
IN VETERINARY RESEARCH

by Leslie Green ’79

As part of the land grant college, Cornell University’s College of Veterinary Medicine has traditionally had three responsibilities: teaching, research and service. The vet college has striven to compete as successfully as possible in all three areas by maintaining a high research profile. According to Dean Edward Melby Jr., “the quality of a department, college or university is directly related to what is produced in research and expressed through publication.” Funds provided by recent federal legislation will enable the vet college to institute an animal research program which is even more comprehensive than that which exists now.

Until recently, animal research which focused upon improving animal health had been given a lower priority than animal research which related to human health, the agricultural economy and the production of nutritive food and fiber. This was primarily due to the specific nature of funds which were available.

Funding from New York State, which is a significant continuing source, is usually channeled into research concerning a particular state need. For instance, the New York State Department of Agriculture and Markets funds a series of regional poultry and cattle disease diagnostic facilities which are maintained by the Cornell vet college.

One of the primary concerns of this program is service to the veterinary practitioners, poultrymen and dairymen of these New York State regions. New York State grants are for the most part on a yearly basis.

A major source of research funds has been the National Institute of Health. This federal organization provides funds for a broad range of health-related purposes. The National Science Foundation also funds various types of scientific research.

By law, animal research funded by these organizations must relate directly to human health. Therefore, experiments are conducted on animals in an attempt to generate models for human health research. For instance, the National Cancer Institute has provided the majority of funding for feline leukemia research being conducted at the vet college. Cornell researchers have developed diagnostic tests for cats to determine leukemia virus carriers. They are currently working in the treatment area with cats and mice.

According to researchers, the non-chemical treatments being used may eventually work for man. Many researchers believe that human and animal diseases are ultimately related. Therefore, this type of animal research has a limitless value as far as human health is concerned.
In January of 1979, the Cooperative Research Division of the USDA's Science and Education Administration amended certain sections of the Food and Agriculture Act of 1977 to provide substantial funds for animal health and disease research. The purpose of the amendment is “to promote the general welfare through expanded programs of research and extension to improve animal health.”

The legislation allots $5 million to be divided among the various states and their respective veterinary research institutions according to a formula which encompasses each state’s productivity and the animal health research capacity of the institutions. New York State’s Agricultural Experiment Station will receive $24,734 and the College of Veterinary Medicine, $181,522.

An additional $9 million will be allotted to animal research institutions to support the research of specific national or regional animal health problems with no direct application to man. These funds will be awarded on a competitive basis, according to pre-proposals which have already been submitted.

The Science and Education Administration has received approximately 600 pre-proposals thus far, 55 of which have been submitted from the Cornell vet college. Some examples of pre-proposals submitted by Cornell researchers are a study of the genetic basis for resistance to bird diseases, a study of winter dysentery in cows, a study of infectious diseases in horses and a study of the effects of the disease colic on the large intestines of horses.

According to R.K. Radziwon, a vet college administrator, the three to five year duration of the competitive grants is a significant factor in the enthusiastic response. He feels that the time commitment will allow for more meaningful research, which may not have been possible in a short-term situation. Radziwon was also optimistic about this agency’s dedication to improving animal health.

For many veterinary researchers, this federal legislation has opened up new opportunities which were not possible before. The additional funds will also serve to enhance money received from New York State and may relieve some funds for public service and teaching, with increased productivity as a possible result.

It is easy to see that the future holds some exciting discoveries for the Cornell vet college.

In the words of Dean Melby, “The vet college has a very stimulating and active environment. I don’t perceive of running out of things to do in our lifetime. We can look forward to major strides in animal health and the quality of life of man.”
WHERE DO THEY GO FROM HERE...
by Audrey Levine '79

Early one January morning, I waited in line in front of the Career Planning and Placement Office in Roberts Hall to sign up for interviews. As I waited with other prospective employees, I wondered what had happened to the others who have waited in this line in past years. What kind of jobs did they decide on? Where in the United States did they settle? In short, where do they go from here?

I began my search for the answers to these questions at the Career Planning and Placement Office in 16 Roberts Hall. This office assists seniors and graduate students in the College of Agriculture and Life Sciences in their job search. One important service they provide is the interview, and the number of companies coming to recruit the College's students increases each year. This year, there are 25 percent more interviews in Roberts Hall.

The office also mails out placement notes and job listings to the College's seniors, graduate students, and alumni. Most of the graduates find jobs or make career contacts while still at Cornell. But some return after graduation to use the resources the office provides for them. One of my comrades-in-line for interviews had graduated from the College last year, and after a six month vacation, he was beginning his job hunt. The Career Planning and Placement Office was, in his opinion, the best place to begin his search.

According to Robert R. Hopkins, the director of the Career Planning and Placement Office, a large number of ag college students are employed in management, sales, the health care services, production facilities, and veterinary facilities.

Many graduates wish to work for the government. A pamphlet distributed by the Civil Service Commission explains the process: business and liberal arts students begin their career preparation early in February of their senior year when they file for and take the PACE (Professional and Administrative Career Examination) exam. The score on the exam rates the candidate's eligibility for a job and his or her starting salary. Technically specialized students do not have to take an exam. Their ratings are based on their education, experience, and grade point average. The government looks over these ratings and hires when needed. Engineers are the most likely to be hired. Business and liberal arts graduates have little chance for employment here.

The graduate's decision to begin a career relating to his or her major is largely dependent upon the demand in that field. A biology major, for example, who does not plan to go on in his studies may find himself in competition with two-year technical graduates for a lab job.

Other graduates find it extremely easy to hold onto their career goals. "This is especially true of food science and agricultural economics majors who do very well in their careers," Hopkins said.

Sometimes jobs are found that are indirectly related to the intended field. A biology major can complement his studies with agricultural economics making himself, for example, a dynamic candidate for employment with a pharmaceutical sales company or in the health care services.

A good job, once found, may lead the graduate to a new location. Some find enticing opportunities outside the United States. Others find certain areas of the country to have more employment opportunities than this area. Positions in animal food production for example, exist in the east; yet, there are many more jobs of this type available in the midwest.

The majority of the graduates stay within a 250 mile radius of their hometown. Eastern states have been the favored place of residence. Largely, the graduates choose the east because, they prefer their home territory; they find life to be more satisfying near their family and friends.

Most graduates stay in the U.S. This is partly due to the better political and economic conditions found here than abroad at this time. Also, international companies prefer their employees to be native to the country in which they're employed.

Ag college graduates can be found in all phases of agribusiness across the country. The private sector offers extensive opportunities to the graduates. The public sector's supply of jobs only exceeds demand in the areas of commodity inspection and soil science.

Where do the College's graduates go from here? They go to different parts of the country and world. They may enter different phases of agriculture. Or, they might not enter agriculture at all. But they carry with them the distinction of being graduates of Cornell's College of Agriculture and Life Sciences, the most respected school of its kind in the nation.
The new “Superman” is Cornell University's very own Christopher Reeve, '74. The 26 year old New York stage actor who, as recently as this past summer, had a leading role in the Broadway play A Matter of Gravity starring Katherine Hepburn, is now rescuing cats from trees and leaping over tall buildings in a single bound.

Reeve, a theater arts major in the College of Arts and Sciences, was chosen to play the lead role of Superman in the movie Superman after a three year search by the movie's producers. At least two hundred other actors were also considered and screen tested for this major motion picture role. Reeve does somewhat resemble the comic book character of Superman, however he is not related to George Reeves, the last man to portray Superman on the television series.

After landing the leading role in the 35 million dollar extravaganza, Reeve had to add 20 pounds to his 195 pound, six foot four inch frame. After an extensive six week body building program, he was transformed from an average citizen to a man of steel; more powerful than a locomotive and able to stop speeding bullets with his bare hands. Look, up in the sky...

While attending Cornell, Reeve had the leading roles in many of the university's theatre productions. Two such roles were those of Segismundo in Calderon’s Life Is a Dream, and Pozzo in Samuel Beckett’s Waiting for Godot.

In his senior year Reeve attended the Juilliard School of Drama in New York City. After graduating with a Cornell degree in theatre arts he became a regular on the television soap opera Love of Life.

Reeve is well remembered by his friends at Cornell. One very close friend from the theatre arts department spoke fondly of him. “Chris always knew exactly what he wanted. He knew that it was only a matter of time, and he worked very hard to achieve his goals.”

Virginia Smith, the housekeeping supervisor at Risley, where Reeve lived while attending Cornell, described him as a mild mannered student. “I remember him as a very handsome boy. He was always so quiet but always very polite.”

Reeve’s life, like Superman’s, was somewhat of a “double” life. As a student, he was very interested in the arts and was an excellent musician. He was not an athlete at Cornell although he did play intramural hockey.

His “other” life was that of a New York City actor. While in Ithaca, Reeve often traveled to New York for auditions. Mrs. Lisa LaVigne, the publicity manager of the Cornell University Theatre said, “It was obvious that he was pursuing a career. While he was here he went on many auditions. He was a very nice kid,” she added, “very ambitious. We were not surprised that he had gotten the lead.”

Superman is an entertaining movie but the best reason to see it is the handsome Cornell graduate. With many superman sequels in the making, it looks as if Christopher “Superman” Reeve is flying in one direction—up.
Students are asked to think of snowflakes and lace as they play this game of statues.

Hand over hand -- Instructor Gail Tishcoff demonstrates one of the basic mime illusions, the wall.

by Lena H. Sun '79

Four people stand quietly in the four corners of the light-filled room. "Tea with the queen," a voice says. There is a brief silence; then a move towards the center of the room where the four figures freeze simultaneously: one is in the midst of a curtsy, another in the midst of a bow, a third holds an imaginary cup, and the fourth surveys the scene from an imaginary throne.

These improvisations are part of a series of weekly workshops given by Gail Tishcoff, '80. Although there is no credit for taking the ninety-minute sessions, there is no charge either. Tishcoff, an English major who studied acting and mime for six years before coming to Cornell, gives the mime and improvisation workshops on her own time because she wants to continue her work in mime and acting while she is at school.

Tishcoff has been studying theater since she was thirteen, and it was her interest in theater that led her to mime. Now, mime has become an important part of her life at Cornell because she feels "so trained in angular ways" as a student. "By the end of the week I've picked up so many tensions, I'm responding to order dates like a bell." Working in mime allows her to release these tensions, she explained.

Many of the students in the class feel the same way. For Debbie Wenzel, '81, one of the students who also took the workshop last semester, "it's terrific to be part of something that requires you to focus energy."

Tishcoff divides each weekly session into three main sections. The first part of the session is devoted to warm-up exercises to loosen and relax the muscles. She follows this with a set of "core warm-ups for mime illusions." Mime illusions involve the isolation of one or more parts of the body in space. Examples of mime illusions are the construction of an imaginary wall through the isolation of hands and the creation of an imaginary leaning pose through the isolation of an arm. The remaining time is spent on improvisation.

All of the participants respond positively to the workshop. Much of this response has to do with the attitude of the instructor. "It's important to
Up against the wall -- Learning to isolate the hands keeps the walls from tumbling down.

The reflections exercise is a class favorite. The object is for students to mirror the facial expressions and body movements of another member of the class while he or she is doing them.

create a climate where people feel unthreatened and relaxed," she explained. As a student in several acting and mime classes, Tishcoff often felt that the instructor intimidated the students by making the movements look more difficult than they actually were. Tishcoff tries to overcome this problem by explaining and doing the movements at the same time.

Overcoming tension is harder, however, because "tensions are sneaky things," she explained. Tishcoff often tells the class to think about a part of the body other than the part being used to help students relax. For example, in one warm-up exercise where students are on their backs moving their legs as if they were riding a bicycle, Tishcoff tells students to relax their thumbs. And it works. Wenzel found this focusing on details really helped. "She (Tishcoff) knows how you feel," she added with a grin.

But the most important, and perhaps the most interesting part of mime, is its use of imagery. Tishcoff's workshops are no exception; she uses imagery in each section of the session. For example, in an isolation exercise where Tishcoff wants the students to concentrate on isolating one arm, she suggests they "leave the other arm at the babysitter's."

Developing image work is important. "You can do the techniques of picking up a mime glass but it won't be as filled if you don't have the picture in your mind," she explained. "You have to learn to connect with an image, use it, bring it up there and talk to it."

The most exciting part of the workshops for Tishcoff comes when the students "have come across something they really like and refine it through improvisation." The interesting part, she added, is watching "the patterns in what people do in their lives" emerge in their improvisations.

Most of the students feel the same way. "I like to see real people letting go," Wenzel said. She compared it to playing games, adding that "so few of us really play fun games anymore." And she was speaking for the rest of the class when she described what she got out of the workshops: "Doing the improvisations gives you terrific relief and builds up your confidence. . . . you take it with you after the class."
Cows for CREDIT
by Pamela Edwards '80

Milking, 5:30 A.M. Through the course students gain practical experience in livestock care, and this means keeping early hours.

One student described it as the "sanest place on campus" while another said she wanted to live near one all of her life. Both are referring to Cornell University's barn where each fall, students are encouraged to work with animals.

The Department of Animal Sciences offers several practical courses which allow students to work with livestock. Most of these courses meet twice a week in a classroom. Then, another two and a half hours a week are spent applying what they learned in class to a real barnyard atmosphere.

The barn behind Morrison periodically houses dairy and beef cattle, sheep, swine and horses. It is here where the non-farming students experience what life on a farm is really like and students who come from farms feel right at home.

Dairy Cattle is one of these courses which emphasizes the practical aspects of dairy science. The class is given the responsibility of caring for its own herd of 12 dairy cows. Their duties include feeding, milking, grooming and occasionally rearing cows and calves. Usually, one or two of the cows which are brought to campus from Cornell's Teaching and Research Center in Harford are pregnant. Also, the students must clean the gutters and the area in which the cows are kept. Prof. Roger P. Natzke, who teaches Animal Science 350, has termed this manual sanitation technique the "Armstrong Cleaning System."

In class, Professor Natzke lectures on such topics as breeding, freeze branding, feeding, milking, grooming and judging. Then, during the labs, the students actually practice these skills. Groups of five students sign up for milking duty which involves working in the barn at 4:30 p.m. one day and 5:30 a.m. the next day. There are no employees to help the students during these times. An undergraduate teaching assistant does accompany them the first few times but the final shift must be performed on their own.

Milking duty includes feeding the cows grain and hay, preparing to milk them (no, not by hand), checking for mastitis, milking them (yes, by machine) and cleaning the stalls. The milking time and the volume received must be recorded. The milk is then carried over and poured into the milk cooler which is also located in the barn. Sounds tough, huh? Well, just remember that it is also only 5:30 a.m.

If something goes wrong, the students are responsible. One student said that, like everything else, one learns more by one's mistakes. It is hard work but it is also a lot of fun. Karen Armington, '79, said, "It's always so great to be up that early in the morning and walk through campus before the sun comes up. When you finally leave the barn, it is a brand new day and while everyone else is just starting out, you've already done so much. It gives you a real feeling of accomplishment."

Professor Natzke described the course as providing students with the basic dairy science skills. "We stress the practical aspects of dairy science because there are so many non-farming students; a good percentage are from urban areas. Even those students who do come from farms are not familiar with every aspect of dairy science. From the course, most students acquire a favorable attitude toward animals. They become more confident."

During the winter, the dairy cattle are brought back to the Teaching and Research Center. But signs that the cows were once in the barn and will be back again are on the barn's walls. Each cow's name has been printed on
a piece of paper along with its vital statistics. Yes, many of the students do have a favorite cow.

Another course which extends learning time by using barnyard labs is Introductory Animal Science. Dr. J. Murray Elliot, who has taught the course for the past 18 years, described its contents as being very broad; touching upon all aspects of animal science. Lectures include such topics as nutrition, physiology, breeding and management of dairy and beef cattle, sheep, horses and swine. But it is during the labs when all the pieces fit together. Joan Susko, '81, explains that you can apply all the biological and physical sciences you have studied when working with the animals. "Mother Nature really works!"

One lab consists of studying the digestive, or rather fermentative, system of a cow. The students are able to observe this process through a hole in the side of a cow. This hole, called a fistula, has been sewn open and then plugged. The students are also able to put their hands into the rumen, the first chamber, and feel how big it is. No, this does not hurt the cow. The rumen is so large that when the contents of this chamber have been emptied of its digesta, two garbage cans have been filled.

"From the standpoint of teaching, it is very nice to have animals on campus with which students can apply, experience and practice all that they have learned in the classroom," explains Dr. Elliot. At one time, Cornell had many more livestock on campus but when the dairy barn burned down, the animals were moved to the T & R Center. "Unfortunately," says Professor Natzke, "the farm is too far away for the students to go to every week. It is 17 miles from Cornell and by the time you get there, it is time to leave."

Relaxed, quiet and natural, the barn on campus is a great place to visit, especially when all the livestock is there. To many of the non-farming students, the practical courses give them a chance to observe animals in their natural habitats. To students from farms, the barn and the courses are part of their lives. One student joked, "I like animals enough- what am I going to do? I am going to play with the animals for the rest of my life!"
WHAT EVER HAPPENED TO

The names of the Cornell Countryman’s newly-elected editorial board members appeared in the magazine’s April, 1906 issue. A note followed the new board members’ names. “The Constitution allows the election of as many men as necessary to properly run the paper.” One of the “men” elected to run the Countryman was “Miss” P.B. Fletcher.

By 1906, Philena Belle Fletcher had become accustomed to working among men. As a graduate student in agriculture, she had few female peers. Turn-of-the-century agricultural colleges were designed for and run by men. P.B. Fletcher had made it in her field.

Philena Fletcher entered Cornell University in the fall of 1900. A native of Bainbridge, N.Y., Fletcher had graduated from high school at the age of sixteen. Like many educated young women of her day, Philena went on to become a public school teacher.

But, after four years of teaching, Philena Fletcher decided she wanted more out of life—a college education. It is not clear whether Philena enrolled at Cornell because she wished to study agriculture or because she wished to be near her younger brother William, who was also enrolled at Cornell. But whatever her reasons for enrolling, P.B. Fletcher quickly became an outstanding Cornell student.

To obtain an education at Cornell, Philena Fletcher had to conquer a financial crisis. The Fletcher family had no funds with which to pay for Philena’s and William’s educations. By taking on as many as two or three part-time jobs at a time, Philena Fletcher was able to finance not only her own education, but her brother William’s as well.

As an undergraduate, Philena Fletcher wrote many articles and essays on agricultural topics. Some of her writings made money. A weekly column that Fletcher contributed to an agricultural paper called The Rural New Yorker served as a much needed source of income.

During her junior year at Cornell, P.B. Fletcher created an essay entitled, “The Life and Habits of the Crow.” Professors and peers alike were astounded when Fletcher’s essay won an annual cash prize for the best student literary production. Women seldom won literary awards. Agriculture students seldom won literary awards. Essays on crows never won awards. Philena Fletcher’s skill and hard work were beginning to pay off.

In 1904, Philena Fletcher became the first woman to receive a Bachelor of Science degree from Cornell’s College of Agriculture. Her brother, William F. Fletcher, also graduated from the College of Agriculture that year.

After graduation, Philena and William Fletcher decided to continue as graduate students at Cornell. William received a masters degree in agriculture from Cornell in 1906. His sister Philena

P.B. Fletcher, the first woman to receive a degree in agriculture from Cornell.

The Cornell Countryman
Illustrated Monthly. Published by Students in the College of Agriculture
Chosen by Competition and Election

The Countryman staff of 1906-7 poses for a portrait of record.
Miss P.B. Fletcher? by Mary E. Schiek '79

decided to aim for her Ph.D. Her decision meant that she would spend three more years juggling her time between academic work and part-time employment.

In April, 1906, when the announcement of her election to the Countryman editorial board appeared, P.B. Fletcher already had more than enough work to fill her busy days. In addition to her doctoral work, Fletcher had two time-consuming jobs. On campus, she was the librarian of the Flower Veterinary Library. Off campus, she was the editor of the Agricultural Department of the Ithaca Daily News. Her column, “Newest Ideas About the Farm—An Educational Department Conducted Expressly for the News by P.B. Fletcher B.S.A., Cornell University, College of Agriculture,” appeared in the Ithaca Daily News on a regular basis. Yet, even with all these activities and duties, P.B. Fletcher wanted to work on the Countryman.

P.B. Fletcher’s final year at Cornell must have been an incredibly hectic one. Somehow she always found enough time for everything—time for the Countryman, time for her newspaper work, time for the library, and most importantly, time for her doctoral work. In 1907, she received her Ph.D.

Whatever happened to Miss P.B. Fletcher? Upon completion of her Ph.D., she was offered two positions. Her first offer came from Brigham Young University in Provo, Utah. Her second offer came from the U.S. Department of Agriculture. A job doing agricultural research awaited her in Washington, D.C. Friends and professors advised Fletcher to accept the government’s offer. It was an opportunity of a lifetime. She could not possibly think of turning it down.

Philena Belle Fletcher accepted a position, not in Washington, but in Provo, Utah. William H. Homer Jr., a professor at Brigham Young University, had invited Fletcher to come west. She had become acquainted with Homer while he was doing graduate work at Cornell in 1906. The two were married in July, 1907. Mr. and Mrs. Homer raised a family of six children. Later they moved their family to Montana and Mrs. Homer died there in 1949 at the age of 71.

P.B. Fletcher was undoubtedly a talented and brilliant individual. She accomplished more in her seven years at Cornell than other women of her time could even think about. Some readers may view Philena Fletcher’s decision to make a home in the west as the inglorious end of a promising career. Fletcher, however, probably felt that raising a family was every bit as challenging and rewarding as pursuing a doctorate. If P.B. Fletcher accepted a challenge, she was sure to succeed. When Homer asked her to be his wife, he knew she was the right “man” for the job.
At dusk on a brisk winter day, nine wolves quietly stalk through freshly fallen snow. Light-footed and agile, they move with caution, detecting a nearby stranger. Suddenly, they freeze. Three grey statues point their noses into the wind.

Are these big wolves really bad? According to Donna Brown, '79, there is no reason to fear wolves. "Many people have great misconceptions about wolves being ferocious and vicious. Actually, they are quite gentle and shy. A healthy wolf has rarely attacked a human being in the U.S."

The psychology major in the College of Arts and Sciences has observed a wolf pack for two years to study pack structure, courtship and olfactory communication.

Why study wolves? "I've always had a liking for wolves, especially after taking Prof. William C. Dilger's course in comparative vertebrate ethology," says Brown. Last fall she obtained a permit from the Dept. of Environmental Conservation to hold full responsibility for a small wolf pack. The wolves are living on land provided by the biology division's Section of Neurobiology and Behavior, on Sapsucker Woods Road. Within their quarter-acre pen, they are free to roam in a semi-natural environment.

Although Brown's wolves were raised in captivity, she says they are still too timid to be handled. "My wolves were left with their mother too long so they don't accept me as a member of the pack. At first they were terrified of me. However, I feel they definitely know me now," she says with an affectionate smile.

Her four-year-old wolves are the offspring of one of the five wolves owned by Ronald M. Shassburger. Six years ago, he obtained his first wolves from the Woodland Park Zoo in Seattle, Washington. One year later, he acquired additional wolves from the Burnet Part Zoo in Syracuse, New York to study their vocalizations for his Ph.D. in neurobiology and behavior.

"What do wolves eat? They are almost 100 percent carnivorous and they will eat anything right down to the bone," answers Brown. When in the wild, Brown says that wolves may make a killing of caribou or deer once every three or four days. The New York State College of Veterinary Medicine provides the animals with a weekly supply of whole dead calves, parts of cows, horses or ponies. Brown keeps rats in her freezer to use as a dietary supplement. "Occasionally," she adds, "if I'm in a pinch, I'll feed them dog food, but they eat an incredible amount." Brown says the vet school has provided excellent medical care for the wolves.

Brown is currently preparing her senior honors thesis on olfactory communication. So far, she has observed the ways in which wolves communicate through sight, sound, body postures and smell. According to Brown, wolves use urine primarily to mark out their territories and to communicate in some way with one another. Similarly, she sees reason to believe that domestic dogs also use scent marking because they evolved from wolves.

Brown compares the wolf pack to early meat-hunting Eskimo and Indian societies because they are faced with some of the same problems of survival. Like humans, Brown says: "Wolves need to work together while hunting large animals such as caribou and deer."

Another area Brown has studied is courtship behavior, which she describes as much like a soap opera and fascinating to watch. "Wolves are basically monogamous, choosing one mate for a lifetime. But, the young females often develop a crush on other dominant males and flirt with them during the mating and breeding season."

After over six years of research in North America and Germany, Shassburger is one of the first to have performed a quantitative examination of the wolf's vocal repertoire in its entirety. He has devised a systematic method, based on sonographic structure, of determining the relationships between 11 basic sound types such as the whine, whimper, growl and bark. The relationships are described in terms of biological development, meanings and functions.

According to Shassburger, wolves are one of the most social animals and they have a highly complex and cohesive pack structure. He attributes this "tightness" within the pack to a balance of personalities which unifies the pack. "Some are shy and others are more aggressive. If they all were aggressive, the pack would never get along," Shassburger explains.

After completing her senior thesis, Brown will pursue a Ph.D. in animal behavior and psychology. Shassburger plans to leave the Ithaca area. Where will the wolves go? "Mine are like my four-footed children and I feel responsible for their welfare. I am looking for a reliable person to care for them after me," Brown replies. Shassburger, without hesitation, answers, "I'm taking mine with me."

Brown often enjoys watching her wolves in the moonlight. "Sometimes late at night I will hear a wolf start to howl. It's an eerie sound that sometimes sends shivers up my spine," she says. The next time you take an evening stroll by Sapsucker Woods and feel like crying wolf, listen. You may hear a real answer!

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The Myth of the BIG BAD WOLF

by Jennifer Koch '79
A New Man in 205 Roberts

by Patti Moy '79

"Today's students are tomorrow's alums," according to Glenn O. MacMillen, '54, executive director of the Alumni Association of the College of Agriculture and Life Sciences. MacMillen was appointed to his new post last December 15, and has had his hands full trying to juggle all of his new-found responsibilities. He also serves as Assistant to the Dean of the College of Agriculture and Life Sciences, and as executive director of the Fund Advisory Committee. This committee is the fund-raising branch of the College's Alumni Association, but operates as a separate entity, due to the growth and complexities of its responsibilities.

MacMillen's duty as executive director of the Alumni Association entails involvement of alumni in recruiting students, placement of graduating seniors, public relations, and what he referred to as "selling the College to the general public through alumni.

MacMillen has accepted his new job with enthusiasm and admirable doses of energy; he looks upon it as a "challenge," and as a potential way of paying back the College for what it has done for him. "They were instrumental in helping me become a professional and off of a small hilly marginal farm," he asserts.

MacMillen, a native of Cobleskill, N.Y., was born and reared on a dairy farm, and would probably have been a dairy farmer today, had it not been for A.W. Gibson, Director of Resident Instruction, and J.P. Hertel, Secretary of the College. They convinced MacMillen to complete his education at Cornell, despite the hardships of working several jobs and very "mediocre" grades.

"They had more faith in my potential than anyone else-- including myself," says MacMillen. "They gave me the encouragement and the will to stay on."

MacMillen majored in general agriculture and communications at Cornell, and he chose dairy husbandry as his specialty. As a student, MacMillen participated in many extracurricular activities. For instance, he served as president of the Cornell Round-Up Club, treasurer of the Cornell 4-H Club, and was a member of Ho-Nun-De-Kah Honorary Society, the Cornell Livestock Judging Team and the Cornell Dairy Judging Team, to name a few.

Of special interest was MacMillen's position as advertising manager for the Cornell Countryman in 1953. Up until 1964, the Countryman was supported by revenues received from national and local advertisements. He solicited ads from local favorites such as Johnny's Big Red Grill and Bill's Luncheonette in Collegetown. Not all local businessmen reacted the same way when approached by MacMillen. Sometimes his potential patrons were very cooperative. Other times the owners would chase him out of their stores.

Today, the Countryman is partially funded through the Alumni Association, the College, and the Department of Communication Arts. This year, the Association may increase its donation from $2500 to $3000 to cover the cost of producing and mailing the Countryman to 700 new members of the Association.

MacMillen hopes to see the Countryman "open doors for alumni with students, by including information about the Alumni Association -- what it is, and what it is doing, both individually and collectively." He adds, "Alumni also want to know what Cornell students are up to. For instance, how does student life now compare to 20 years ago? Alumni want to know what living conditions are like, and what the rapport is like between students, their advisors and their professors. They would like a different perspective of Cornell."

Understandably, one of MacMillen's personal goals relating to his new job is to get the students who are enrolled in the College of Agriculture and Life Sciences involved in the Alumni Association before they become alumni. He hopes that the Association may be presented in a way that will interest students. He wants student involvement in Association activities, and hopes to use student speakers at Alumni Association district meetings.

Asked how the Alumni Association has affected students, MacMillen responds, "Alumni of the College are helping students reach their own personal goals. After all, today's students are tomorrow's alums." Perhaps the tradition of alumni helping students reach their goals will continue for many years to come.
Students majoring in areas like biology, agronomy, animal science, agricultural economics and entomology can be seen periodically making the trip up to the fifth floor of Mann Library. They enter a room known as "The Pump Company;" a room filled with sketches, replicas of statues, plants, skeletons, stuffed animals and driftwood.

The students pull out pencils, brushes, charcoal and paper and calmly sit down. When the class is finally assembled, the instructor says, "Get ready, this is a 30 second pose." The instructor's thin form then goes into a dramatic stance. The students eagerly try to capture the essence of his pipe, tweed coat, lean frame and handsome white hair. After 30 seconds, the instructor strikes a different pose and the students begin to make another sketch.

But wait a minute! Who is this odd instructor, and what strange course is this that belongs to the College of Agriculture and Life Sciences?

The instructor is Prof. Robert John Lambert Jr., '50, or just Jack as he is called by the people who know him. The course is Freehand Drawing, otherwise known as Floriculture 111.

Lambert is a multifaceted individual, and his complexity is reflected in his office which is full of mementos, all of them with a story behind them. When he isn't enthusiastically demonstrating a technique, he may be contemplatively puffing on his pipe. At other times, he can be funny in his own subtle way. He whimsically calls his Freehand Drawing class "The Lambert Pump Company," of which he is president.

Lambert is very candid in his opinions about art; however, he feels it is important to stress the positive qualities in a student's work that will give the student a path to follow in stages of development.

His manner is soft-spoken and calm. Being an artist gives him an understanding of the frustration arising from the conflict between one's expectations and limitations. His relaxed attitude and understanding influence his art and the way he teaches his course.

Lambert did not become an artist by the direct route of majoring in art during his undergraduate and graduate years. Rather, he was more like a sightseer who travels here and there to look, observe and learn. The more he saw, the more he learned about himself.

As an undergraduate at Cornell, he was an ornithology major, but in his senior year he was already assisting in the drawing courses he now teaches, and also taking anthropology courses. Having to choose between art and anthropology, he decided to do graduate work in anthropology at the University of Michigan.

He tried doing anthropological field work in South America, but then realized that his true calling was art. He accepted an offer to teach drawing here at Cornell. He felt he could always
A view of the south end of Cayuga Lake, one of Jack Lambert's many watercolors of the area.

Lambert is primarily a watercolorist with a deep interest in landscapes. Watercolor lends itself perfectly to this style of spontaneously placed lines. These freely placed lines are the activating force of his landscapes. He feels his style is directly influenced by oriental Sumi art.

In Lambert's freehand drawing course, the student is familiarized with a variety of media including pencil, pen, pastel, watercolor and charcoal. The student is also introduced to landscape, still life and oriental Sumi painting techniques. In this way, the student is given a chance to learn the various techniques which Lambert uses in his own work.

In addition to the freehand drawing course, Lambert also teaches Freehand Drawing and Illustration (Floriculture 211), Advanced Drawing (Floriculture 316), which allows the freedom of gaining proficiency in a particular medium, Watercolor (Floriculture 214) and Perspective for Landscape Architects (Floriculture 110). Except for the course in perspective, the courses are taught at a non-professional level to allow individuals who are majoring in areas other than art to develop their talent for drawing.

Lambert's relaxed personality is evident in the relaxed atmosphere of his classes. There isn't any competitive pressure between students as is found in many other courses. Instead you find yourself struggling with your own expectations and limitations.

Lambert states, "There is always a feeling in art of not achieving what one wants to achieve. Matisse, a famous painter, always felt someone was painting better than he could." Lambert hopes that experience in art will lead to a greater understanding of oneself so that one begins to set more practical goals in art and other studies.
The Gray Beanie Incident

by Ed Hardy '79

Things soon calmed down and Professor Burr never did finish his resignation. Some of his colleagues who were also threatening the same action also changed their minds. The faculty passed a resolution officially disapproving the use of physical actions to enforce customs created by students. And in response to Burr, the Sun denied that it had advocated or supported any of the students' actions against Morelli.

Frank Morelli returned to Cornell the next year and received his degree quietly in 1926. Though he never wore a beanie, Morris Bishop reports in his history of Cornell that Morelli returned home to Utica and led a career in bootlegging during prohibition days. He later became one of that city's major gamblers, and one night, years later, he was found murdered outside a nightclub he then owned.

Today it seems hard to imagine the current student body becoming so upset over a freshman and his beanie, which shows how much values have changed. But back in 1921, Frank Morelli and his beanie were a serious matter.

George Lincoln Burr, a distinguished faculty member who almost resigned over the Morelli incident.
College Celebrates 75 Years

The New York State College of Agriculture and Life Sciences will celebrate its 75th anniversary on May 12, 1979 with tours, demonstrations, lectures and a 6 p.m. reception followed by a banquet in Barton Hall. The residents of New York State are invited to attend the celebration.

Registration will begin at 10 a.m. the day of the event in a tent on the ag quad. Program schedules and tickets for the banquet will be available there. The tent will also serve as an information booth.

Cornell University President Frank H.T. Rhodes and State University of New York Chancellor Clifton Wharton Jr. are scheduled to speak at the banquet.

The College was first recognized as a state institution on May 9, 1904, with a ceremony that included “the shooting off of revolvers and cannons and the pounding upon anything that would produce noise,” the local newspaper reported. The May 12 celebration will be quieter but just as eventful.

The morning events will include tours, demonstrations and exhibits. Throughout the afternoon, four forums will be conducted by faculty members. The first forum will cover general topics related to the College. Dr. Lucinda Noble, Director of Cooperative Extension, said that each of the three other forums will cover a major area of concern to the College: animal sciences, plant sciences, and social sciences.

Dean David L. Call said efforts will be made to arrange for interested high school students and their parents to talk to faculty members.

The Department of Communication Arts will present a multi-media program in Alice Statler Auditorium during the social hour before the banquet.

“Between 500 and 700 people are expected to attend the celebration,” said Noble, “including alumni, supporters of agriculture and key agricultural leaders.”

William Mount, ARA, ’60, was installed as President of the American Society of Farm Managers and Rural Appraisers for 1979. The society is a national professional agricultural society headquartered in Denver, Colorado, with 3,800 members throughout the United States and Canada.

Food Company Names New President

William F. O’Connor, ’60, has been named president of Sands, Taylor & Wood Co.. He is the first non-Sands family member to fill the presidency in over 100 years.

Sands, Taylor & Wood Co. is a food marketing and manufacturing firm that serves the industrial dairy, food service, retail grocery and bakery industries. O’Connor joined the firm in 1977 as executive vice president.

A native of Melbourne, Australia, O’Connor came to Cornell in 1958 on scholarship as a foreign student and majored in agricultural economics.

Richard C. Call, ’52, Stanley N. Chittenden and Lewellyn S. Mix, ’46, have received the Award of Merit from the Department of Animal Science in recognition of their contributions to the College’s animal science programs.

Call, a dairy farmer from Batavia, was cited for his cooperation with the College in carrying out research projects on his farm and evaluating farming techniques.

Chittenden, owner of a farm in New Lebanon, was cited for his assistance in bringing about the construction of Morrison Hall which houses the Department of Animal Science. He has also been an innovator in adopting new technology and management techniques on his farm.

Mix, the director of farm management research and development at Agway, Inc., was cited for his role in planning, developing and supporting research programs such as one in dairy farm management.

Barnes Fellowship Fund Established

The Richard H. Barnes Fellowship Fund has been established in commemoration of the late Richard H. Barnes, former dean of the Graduate School of Nutrition.

Barnes, a dedicated teacher and investigator, helped to establish Cornell as one of the leading centers for nutrition research and teaching in the United States. The fellowship will be awarded to a deserving graduate student in the study of nutrition.

Earle Named Professor of Marketing Emeritus

Prof. Wendell G. Earle, agricultural economist and analyst of the food industry, has been named Professor of Marketing Emeritus. During his 28 years as a faculty member, Earle taught courses in food distribution, food industry management and managerial decision making.

Earle is also known as the director and founder of a special educational program for training food industry executives. He is considered an authority in his field, and his annual report, “Operating Results of Food Chains,” has been highly regarded for many years.

Earle is a member of the Board of Directors of P & C Foods, Inc., and also serves as a consultant to several food processors, food manufacturers and trade associations.

Former students and friends from the food industry honored Professor Earle’s numerous achievements by establishing a scholarship fund in his name. Students enrolled in the Cornell Food Industry Management Program are eligible for the scholarship.
AG FUND HELPS STUDENTS

by Debbi Kishinsky '79

Three Faces of Scholarship Winners

"I'm taking microbiology and vertebrates so I'm in lab four days a week," said Glenn Meyer '80.

As a biology major with a concentration in animal physiology, Meyer has his hands full.

Meyer transferred to Cornell last fall. He lives in the transfer wing of Clara Dickson Hall and participates in many of the dorm's activities during his free time, when he can find some. In addition, he enjoys tennis and drawing.

"I really like Cornell because there's so much going on, but you have to find it for yourself," he said.

Last semester Meyer took a course in neurobiology which he enjoyed a great deal. He was especially interested in the study of animal behavior.

Unlike many other biology majors, Meyer does not see medical school or veterinary school in his future. After graduation he hopes to work in the field of biology.

"I'm trying to combine both the technical and people-oriented aspects of agriculture," said Lynn Conway '80, who has an informal double major in animal science and education.

Conway has taken a variety of courses including reproductive physiology, agricultural education, dairy cattle and agricultural economics. She belongs to Ho-Nun-De-Kah, the honorary society of the ag college.

A member of the Cornell Horseman's Association, Conway has spent her summers working on a farm in upstate New York and teaching riding at a day camp. Currently, she is teaching handicapped adults and children to ride at the Oxley Polo Arena.

In her spare time, Conway enjoys skiing and the company of her golden labrador Vicky and her goldfish Gregory.

Conway is not yet sure of her plans after graduation but she said that she is considering extension work.

"When I went to college the first time it was because I was expected to and I didn't get much out of it," said Jeffrey Carl '82.

Carl had been out of school for ten years when one day he hurt his back while working. He then decided to enroll at Cornell and began as an engineer.

"Engineering took up too much of my time," Carl said, adding that unlike most Cornell freshmen, he has a wife and two children.

Carl switched his major to environmental sciences due to his concern over energy and water control. He hopes to take part in Sea Semester, a program in Woods Hole, Massachusetts where students learn about oceanography and spend six weeks out at sea.

Carl's attention is divided between his studies and his family. "I think of attending school as a job. I spend from six to eight hours studying and then I go home to my kids," he said.
Growth
ABOUT THE ISSUE
April marks the final coming of spring. The snow melts, the grass turns green and the flowers begin to bloom. April means growth and change, and the April issue of the Countryman takes a look at the growth occurring within and around the College.

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Grandpa Knows Best

by Debbi Kishinsky '79

Ezra Cornell was thinking about equal rights for women in the sphere of education long before Betty Freidan or Gloria Steinem appeared on the scene. In 1867 Cornell wrote a letter to his 4-year old granddaughter Eunice in which he stressed the importance of expanding educational facilities to include women.

"I want you to keep this letter until you grow up to be a woman and want to go to a good school where you can have a good opportunity to learn, so you can show it to the President and Faculty of the University to let them know that it is the wish of your Grandpa that girls as well as boys should be educated at Cornell University."

Coeducation was still considered a radical experiment in Cornell's time. Educators felt that by admitting women into universities, they would be downgrading the prestige of the institution. Yet even though construction of the University had not been completed when he wrote the letter, Cornell was concerned with one day providing a place where both men and women could obtain a high quality education. Cornell made this point very clear in the letter that he wrote to little Eunice.

"I shall be very glad when I get through with business here, so I can go home and see you and your little brothers, and have you and them go with me up on the hill to see how the workmen get along with the building of Cornell University, where I hope you and your brothers and your cousins, and a great many more children will go to school when they get large enough and will learn a great many things that will be useful to them and make them wise and good women and men."

However, the University's first class to graduate (in 1869) was all male. That same year, Cornell wrote a letter to a female applicant, Lucy Washburn, in which he explained the difficulty of admitting women before arrangements such as suitable housing had been attended to.

"I hope to see 1000 young women educated in this University, with as many or more of their brothers, and all working smoothly and in harmony for their best good—but I don’t want the young women forced upon us before we are ready to make a success of it."

Cornell's dreams for coeducation soon became reality. Financial limitations which had prevented the admission of women were overcome. In 1873 Henry W. Sage provided the money for Sage College, the first women's dormitory. On May 15, 1873 the corner stone of Sage was laid and Cornell said:

"The work (coeducation) is moving forward and I am able to assure you that...a very decided majority of both Trustees and Faculty are in favor of this great experiment; as for myself, I have the utmost confidence in its success. I regard it as the most important experiment that could be made, not only for the institution, but for our surrounding country."

Ezra Cornell certainly lived up to his promise that he would found an institution where any person could find instruction in any subject. Through the years, thousands of individuals have put Cornell's philosophy into action. But then again, Cornell never doubted that his vision would be executed, as he illustrated in the conclusion of his speech at the opening of Sage:

"Thanking our friends for the means that have enabled us to make this rapid progress in the matter of coeducation, and of placing the women of America upon the same footing with the men of America in regard to education, I will close with the remark that the letter deposited in the corner stone, of which I have kept no copy, addressed 'To the future men and women,' will relate to the future generations the cause of the failure of this experiment, if it ever does fail, as I trust in God it never will."
Changes occur continually within the College of Agriculture and Life Sciences. Changes in administration, changes in faculty, changes in students, changes in research, changes in structure, changes in facilities and changes in procedure all have to be dealt with effectively in an institution that is constantly growing. Someone has to provide the leadership necessary to coordinate the programs in the College as changes occur. Since being appointed dean of the College in September, 1978, Dr. David L. Call has been meeting the challenges that result from such changes.

Over the years, many changes have led to improvements within the College. The faculty of the College was rated number one in agriculture in the nation in a recent national survey conducted by sociologists Everett C. Ladd Jr. of the University of Connecticut and Seymour M. Lipset of Stanford University. Participating in the 1977 survey were 4,000 faculty members at four-year colleges and universities.

Dean Call said he is proud of the recognition of the faculty since it sets a high standard for new faculty members and "reflects all the things that have happened over a number of years." He added that he feels the undergraduates in the College are also "number one" when compared to students at other colleges of agriculture. "I think we have the best quality faculty and students," said Call.

"Throughout my first months as dean, the quality of the faculty and students, and the breadth of the College's programs have impressed me tremendously," Call remarked. "We have a lot of things going for us," he added. A major responsibility of the dean is to maintain the existing quality and stimulate continued improvements in the College. He said he achieves this objective by working through his staff in the areas of teaching, research and extension. "The dean doesn't do much alone," he emphasized.

According to Call, there are now 23 departments and five sections in the College, and "they have to be glued together somehow." The Dean said, "I work to integrate all the programs into a total College program." In doing so, he has to consider both the short-term and the long-term roles of the College, as well as how the College is related to the state and the country.

Call has had years of direct contact with the College of Agriculture and Life Sciences. Following the trend of his father, two brothers and three sisters, he came to Cornell as an undergraduate. He spent the years of 1950 to 1954 and 1956 to 1960 as a student and earned his B.S., M.S. and Ph.D. degrees in the field of agricultural economics. He spent 1960 to 1962 as an assistant professor of agricultural economics at Michigan State University.

He returned to the College of Agriculture and Life Sciences in 1962 and spent 11 years as the H.E. Babcock Professor of Food Economics, and the past five years as director of New York State Cooperative Extension.

His familiarity and experience with the College help him deal with College issues. He has an understanding of the complexity of the College, as well as insight into the diversity of programs. "We are very decentralized in our decision making," stated Call, "and I have realized how little power the dean has." The Dean provides leadership and works toward improvement, but
according to Call, "the College is the faculty."

In his role as dean, Call faces numerous challenges. "Trying to maintain a stable financial base in an inflationary period is a problem," he stressed. Call added that increasing funds are needed to get good research equipment and to keep facilities up-to-date. The processes of attracting and maintaining high quality faculty members are also related to finances.

Another responsibility of the Dean is to encourage faculty members to accept changes in their fields in order to provide a stimulating learning environment. Call confronts this challenge when hiring new faculty members. He said the College will probably hire ten to 20 each year, and has to consider that each person hired may work for the College for 40 years or more. "Every time there is an opening in the faculty, we have the opportunity to make a 40-year change in the program," he explained.

"Another major concern is recognizing new scientific thrusts in a time of technological change and scientific advancement," Call stated. The decision to support new areas of research can mean shifting priorities since "there is a limited number of dollars available."

The character of the student body has also changed over the years, according to the Dean. Comparing today's students to his colleagues in the early 1950's, Call said, "they are more production oriented and more scientific now. Today's students seem more serious. It's a better and tougher education than it was in the early 50's." Call believes the reasons for the changes are that the College is bigger, the admissions procedure is stiffer and there is more academic pressure. "Students seem more dedicated to their studies. But one similarity is that they still have fun," he added.

Call expressed a need for organization among students to provide him with student input. One organization which fulfills that need is the Agriculture and Life Sciences Positive Action Council (AgPAC), an organization composed of the College's students, administrators and faculty. According to Carol Zimmerman, 1978-79 president of AgPAC, "One of the major reasons why we exist is that former Dean Kennedy wanted student input. Dean Call is following in his footsteps."

Zimmerman explained that Dean Call gives AgPAC projects to work on, suggestions, information, input and advice. "He is really open and receptive, and AgPAC is appreciative of his interest," she said. The major project for this year is the renovation of the Alfalfa Room in the basement of Warren Hall. Members of AgPAC hope to have the room converted into a student lounge by the end of this summer.

Zimmerman said Dean Call provided Phone calls are the order of the day for the College's busy new Dean.

a "big push" behind the project. Call said, "We gave the project priority because we want the students in the College of Agriculture to have a sense of identity." He said his staff is working with AgPAC on the project.

The Dean is also concerned with major long-range projects. One such project is the construction of two new buildings that will replace Roberts, East Roberts, Stone, Comstock and Caldwell halls. "The plan is progressing, and I'm pleased that the state will fund it," he commented. The new buildings will provide more adequate teaching and research facilities, and the Dean said both phases of the project should be completed between 1983 and 1985.

Call often makes decisions about which projects have priority with regard to finances. The projects which are funded are those that are most necessary, and those that will contribute most to improving the quality of the College.

Partly to thank the taxpayers of the state for their support, Dean Call has arranged for a celebration to be held on May 12 in commemoration of the 75th anniversary of the College of Agriculture and Life Sciences. The celebration will include tours, demonstrations and lectures that will increase public awareness about the changes that are occurring in the College. "It's an open house and a thank you to show people how we've been of service to the state. We use a lot of tax dollars, and we want to tell people that we're trying," he said.

During his first year as chief administrative officer in the College, Call has become familiar with his new role and responsibilities. He has displayed his ability to capitalize on a multitude of changes to bring about improvements in the College. Although faced with many demanding issues, Call is working to further the quality of teaching, research and extension. His reaction to his first year as dean of an ever-changing college with 460 faculty members, approximately 2,900 undergraduates and 1,000 graduate students, is -- "It's a challenge, but we're determined to remain number one."
Caring for a horse is no simple matter and an increasing number of people are finding this out. Since the early 1960's, there has been a significant growth in the popularity of horses. Horses can now be seen in the backyards of many suburban and semi-rural homes. Much of this increase is due to the higher standard of living. People have more money and leisure time to develop new hobbies and skills.

Many of us have owned a dog or a cat. The new trend, it seems, is to own a horse.

Owning a horse is a lot of fun. Unfortunately, the inexperienced owner who buys a horse without acknowledging the extensive care and management which is needed will soon be looking for guidance.

"Many people get the horse first and the problems later," explains Dr. Herbert F. Schryver, the Director of the Equine Research Program at Cornell University. "Caring for a horse involves more active participation than caring for a dog. If I owned a horse, I would want to know the right ways of taking care of it."

Equine research is a major activity at Cornell. "One of the main objectives of our research is to share new ideas with the public. We have found that the need for knowledge about horses is great and that is why Cornell Alumni University is offering a course called Horses! this summer," says Dr. Schryver.

Cornell Alumni University, which is a continuing adult education service under the land grant mission, has offered many non-credit summer courses since it started in 1968. Seminars and special interest courses run concurrently and on a weekly basis. The tuition for these programs includes room, board, advance study and course materials and afternoon and evening social programs.

Among the broad range of interesting topics offered by CAU, such as Chinese Cooking, Calligraphy and Ornithology for Beginners, is the new course, Horses! Offered only once this summer, from July 15-21, Horses! is a great opportunity for the new horse owner, as well as the professional, to learn about the care and management of horses for pleasure, breeding and showing.

Mary Gloster Perks, Assistant Director of CAU, is very excited about Horses! "This course will open many doors for us. We really would like to offer more animal related courses. Next summer we hope to have a companion animals course. The pet industry is growing and CAU is meeting this need. Our goal is to reach into every area of learning at the University."

Dr. Schryver, although unavailable to teach this summer, was instrumental in organizing the staff and the course Horses! "Anyone who is interested in taking this course should have had some biology and chemistry. We would like to limit the students to those over 16 because the curriculum is geared
towards people with some high school education,” says Dr. Schryver.

“Monday through Friday mornings, one of the staff will lecture on such topics as nutrition, feeds, feeding, genetics, reproduction, management, health and disease. The afternoons will be spent touring the New York State College of Veterinary Medicine and the Equine Research Park, viewing films and observing conformation demonstrations. An afternoon at the Finger Lakes Racetrack (thoroughbreds) or an evening at the Vernon Downs Racetrack (standardbreds) is also included,” explains Dr. Schryver.

Dr. Harold F. Hintz, one of the instructors of Horses!, expects to have a lot of fun teaching about an animal that he really admires. “Owning a horse is very good for a family,” explains Dr. Hintz. A horse can be looked at as a backyard project. A family taking care of a horse together experiences many happy moments.”

Another type of horse course is offered by 4-H. The 4-H Horse Program consists of a series of activities, competitive events and learning experiences which are geared toward youths aged 9 to 19.

4-H is a part of Cooperative Extension and it is the extension horse specialist. Dr. Samuel W. Sabin, who puts together the horse program. Sabin combines research, basic information and a variety of activities with which to maintain the children’s interests while also helping them learn about horses.

Educational materials, including slide sets and information used in the horse program, are available in the county 4-H offices. Jim Mueller, Tompkins County extension agent for 4-H, sees it to that the Horse Club leaders and members receive the materials they need. “Presently,” states Mueller, “more than 200 youths participate in the 4-H horse program in Tompkins County. Each club decides what it wants to learn about the horse. Horse care and safety, pleasure and competitive riding, horse packing and horse show management are some of the projects that members can study.” Competitive events such as judging, Hippology and the Horse Bowl (a take-off on the College Bowl) are also part of the program.

Through the 4-H horse program, young people gain an awareness of the responsibilities of owning a horse. “4-H is an out-of-school informal and educational program for children,” says Sabin. “The horse program is not really designed to guide our youth to raise horses. Rather, it is a means of guiding them through having them raise horses,” he added.

More and more people are buying horses. But before you go out and purchase one, check and see what your area’s zoning laws are. The increase in the popularity of horses justifies the need for more equine research, courses and programs. The age of the pet horse is here. Hey, Mr. Ed, move over!
by Mark Smith ’79

“I have a dollar do I hear a dollar and a half? Dollar and a half do I hear two dollars? This chameleon is only slightly used. It’s in real good shape, low mileage. The former owner was a little old lady who only rode it to church on Sundays...”

There are a lot of different ways for organizations to raise money. The Jordani Society has an annual auction. Past auctions have included the sale of old equipment and live animals. But what is the Jordani Society?

It is not, in spite of its eagle emblem and name, an Arab organization. According to former president Richard J. Pollack, ’79, many people have made that mistake. “At registration, we’d have a B’nai B’rith table on one side and student activists on the other. People would walk up to us and ask ‘What kind of demonstrations do you stage?”’ Actually, Jordani’s demonstrations include films and lectures on zoology and natural history.

The Jordani Natural History Society began as the Jordani Society of Zoology. Guido Dingerkus, ’75, with snakes and animals in Stimson Hall.

gists in 1949. It took its name from an illustrious Cornell biologist, David Starr Jordan, Class of 1872, whose textbook was being used at the time by most of the founding members. Now, as then, members are not necessarily only biology majors, but people who are interested in natural history. Members this year include an engineer and a government major.

Jordani usually has a table in Willard Straight Hall on Ag Day, complete with animals which they have borrowed from the Department of Biology. They also sponsor a weekly lecture series on topics in biology, botany and ecology. The lectures are informal, and geared to the layman. They provide an excellent opportunity for students, faculty and members of the community to learn about natural history without taking a course. As Pollack points out, “Cornell is getting more and more specialized, with more prerequisites, and there are fewer and fewer courses dealing with natural history and the whole organism.”

Often, the weekly lecture includes a film, and when they can manage, Jordani sponsors field trips. This semester’s jaunt will be to the American Museum of Natural History in New York City. They may, this month, sponsor a special lecture on National Endangered Species for Ecology House’s Earthrise Day. In the past, when they had the manpower, they have gone to elementary schools to give the children a chance to see live whip scorpions, tarantulas, lizards and snakes. Another service which Jordani tries to provide is arranging for a trip to Cornell’s Laboratory of Ornithology during orientation week for interested students.

This year, Jordani is under the leadership of Dennis Febinger, grad. Their advisor is Dr. Ed Brothers who is with the ecology and systematics section of the Division of Biological Sciences.

The average lecture has 50 to 75 people attending, with about twenty of those being members. The attendance is very healthy compared to last semester, when there were fewer members. “We were on the verge of extinction,” said Pollack, as he surveyed his surroundings. Jordani is headquartered in the embalming room of the old morgue in Stimson Hall, now tastefully furnished with a filing cabinet, an armchair and a comfortable couch. In the past, animals of various ilk were kept at Jordani’s headquarters, but due to a shortage of members the animals could not be maintained, so they were sold at the Jordani auction.

The auction is Jordani’s way of paying for film rentals, field trips, and advertisements. It’s a “standing room only” affair where a carnival atmosphere prevails. Many of the items are donated outright, while some are sold on a commission basis. Merchandise includes lizards, lab mice, guinea pigs, fossils, glassware and old equipment.

The star of the auction is Dr. Howard Evans, Chairman of the Department of Veterinary Anatomy. As a graduate student at Cornell, Evans was one of the founding members of the Jordani Society—and its first faculty advisor. He is also a skilled Barker, according to Pollack, inducing people to bid for items they didn’t even know they wanted. (Sounds like the kind of guy who could sell pants to a mermaid.)

Now you have a better idea of what the Jordani Society is and what it does. If you’re interested in natural history, drop in on one of their lectures. Or if you need a used chameleon...
The relationship between advisors and students in the ag college is a special one because of the close personal contact between the two. For that reason, it is important to make the best possible match. That matchmaking process begins in the Office of Student Affairs.

Dr. Donald C. Burgett, Director of Student Affairs for the College, is the man who oversees the ag college's advising system. Says Burgett, "I don't really run the operation; it runs itself."

Burgett is responsible for delivering the names of new incoming students to one of nine advising coordinators -- one for each of the nine program areas in the College. Those nine people are the real matchmakers.

Professor Natzke, the advising coordinator for the Department of Animal Science, uses the information he receives from Burgett to match students and advisors. When students do not list special interests, Natzke uses other criteria to try to match them with an appropriate advisor.

A student from a rural area, for example, is likely to be assigned to a production oriented advisor. If students are from an urban area, Natzke may assign them to a science oriented advisor. "One thing that would help," says Natzke, "is more information about students and their interests."

Prof. David C. Ludington, advising coordinator for the Department of Agricultural Engineering, takes it upon himself to get more information about students before assigning them to advisors. "All incoming students are first assigned to me," says Ludington.

He then writes to the students before they arrive at Cornell to determine their interests and specializations. Then, when the students arrive in the fall, he assigns them to advisors with similar interests.

Students who don't feel that their advisors are appropriate -- for whatever reason -- have the option of changing. According to Ludington, "One of the easiest things to do in the ag college is to change advisors."

When students first arrive at college, they may just have a general idea of what they want to do. As their interests develop, they may decide that a different advisor might be able to serve their needs better than the present one. Often the present advisor will suggest a change if it is more appropriate. This is especially true in cases where students change their interests or specializations.

How well does the whole advising operation work? Natzke says he thinks "The advising in this department is excellent." Adds Ludington, "Most of the faculty welcome the opportunity to advise students. I think the system works well."

Students tend to agree. One aggie summed it up nicely saying, "Where else can a student get the kind of personal attention from a professor that an advisor provides? It's very humanizing."
ENERGY SAVING GREENHOUSES

by Ernie Koehler '79

Since the energy crisis began in 1973, the cost of heating greenhouses has gone up 250 percent. In New York State alone, greenhouse growers spend $18 million a year on fuel to heat their greenhouses between August and May.

According to Prof. James W. Boodley of the Department of Floriculture and Ornamental Horticulture, “The rising fuel costs are causing some greenhouse growers to stop production during the coldest winter months or move out of New York State to warmer climates.”

A decrease in the greenhouse crop industry means lost revenues for New York State.

In order to reduce greenhouse heating costs, professors of the College of Agriculture and Life Sciences at Cornell are doing research that may in the future change greenhouses from large expensive monsters, which are costly to heat, to cheaper, energy efficient structures less dependent upon fossil fuel for heating. Prof. Louis D. Albright of the Department of Agricultural Engineering has led the research on three devices to reduce the heating requirements of greenhouses by conserving the heat greenhouses obtain from the sun.

The first of these devices is a thermal blanket made of five layers of aluminum foil-backed cloth with air spaces between the layers. The blanket can be spread over plants using the same mechanism employed to spread the lightproof cloth that growers presently use to control flowering times in plants. The thermal blanket traps the heat, which has been acquired during the day, around the plants at night. The thermal blanket lowers nighttime heating requirements by 90 percent. With nighttime heating accounting for 75 percent of the fuel consumed in a greenhouse, there is a 67 percent saving in total fuel used. “The material used to make the blanket only costs 40 cents per square foot, and it could be made by a local sailmaker,” states Professor Albright.

Another device developed by the group led by Professor Albright is the “Q-mat”. Q-mats consist of large, clear, flexible plastic tubes filled with water. These tubes are placed on the greenhouse benches between the rows of plants. According to Professor Albright, “During sunny days, the Q-mats scavenge heat from sunlight, the benches and air convection causing the temperature of the water to rise at least ten degrees above the ambient air temperature. The Q-mats then radiate this stored heat back into the greenhouse at night, and if covered with a thermal blanket they can usually meet the night heating needs.”

If a greenhouse crop requires a cooler nighttime temperature, the warm water from the Q-mats can be drained off into insulated containers below the benches and then pumped back up when the greenhouse has to be reheated.

The third greenhouse innovation by Professor Albright’s group involves the development of a computerized greenhouse environmental control system based on a microprocessor. The microprocessor, which is a sophisticated calculator, would have sensors to continually measure such greenhouse conditions as temperature, humidity and light. Based on the information from these sensors, the microprocessor automatically adjusts the energy conserving devices according to a preset program.

“The microprocessor, although not really an energy saving mechanism in itself, coordinates them so that they
Albright inspects Q-mats in the greenhouse.

work efficiently. Furthermore, the cost of a microprocessor compares favorably with that of thermostats which can only turn a system on or off and are much less accurate," states professor Albright.

Another area of energy conserving greenhouse research involves the development of a new strategy in heating and cooling greenhouses that wastes less energy. Traditionally the temperature inside a greenhouse is dropped at night by opening vents and letting the daytime heat escape. When the temperature in the greenhouse reaches the desired lower nighttime value, the vents are closed and the greenhouse is then heated to maintain the lower nighttime temperature. However, prof. Robert W. Langhans and graduate student Mike Wolfe of the floriculture department are experimenting with letting the temperature of the greenhouse lower gradually overnight, as would happen in nature, until it reaches a minimum just before dawn. This minimum would generally be much lower than the usually desired nighttime temperature. Since the temperature would vary from above normal to below normal, the plants would experience an average close to the commonly prescribed nighttime temperature. This procedure would conserve presently wasted daytime heat and reduce nighttime heating needs. In tests with lettuce, professor Langhans and Mike Wolfe have found that the plants did as well when the temperature declined gradually overnight as when they were held at a constant temperature.

In addition to the research being done to make greenhouses use solar heating efficiently, there is also research proposed by David M. Stipanuk, Research Associate in the Department of Agricultural Engineering, to test the feasibility of using large amounts of warm waste water from power plants to heat greenhouses in the winter. This sounds very straightforward and simple. However, the problem is how can you heat a greenhouse with water that may be only 40° to 55°F? This is the temperature range of the water discharged by many cold climate power plants in winter.

David Stipanuk hopes the answer will be a heat pump. A heat pump is a device which works similarly to a refrigerator or air conditioner but in reverse. Using a small amount of electricity to run a heat pump to reclaim the diffuse heat within the lukewarm water can be more energy efficient and less costly than directly producing heat by burning fuel. It also puts to use the waste heat that would normally be dumped into a lake or stream. The site for the research may possibly be the state owned Astoria Six power plant in New York City. The project will be funded for two years by a $180,000 grant from the New York State Energy Research and Development Administration and the Power Authority of the State of New York.

In addition to using the lukewarm water from power plants, David Stipanuk suggests that it may also be possible to use warm water from sewage treatment plants to heat greenhouses.

To lower the cost of building the greenhouse used for research, David Stipanuk wants to investigate the use of frameless air inflated plastic houses. If the cost can be kept low enough, the project may be able to produce vegetables in winter and sell them at competitive prices in the city.

By lowering the overall heating needs for greenhouses in the winter and using waste thermal energy as an alternative heat source, the cost of winter greenhouse production might be decreased. This decrease could prevent further decline of the greenhouse growing industry in New York state and the northeast.

"In the future," states professor Boodley, "if heating costs can be lowered sufficiently, greenhouse production of vegetables in the northeast may become cheaper than shipping vegetables from distant places especially if production and distribution costs continue to rise."

A young lettuce plant used in professor Langhans' experiment with night-time heating.
by Ed Hardy '79

The Brain Drain

It's rare (above) to find the Andrew Dickson White Library's "comfortable chairs," which face the windows, ever unattended. While some people (upper left) can only concentrate in the stacks, others can somehow work, (left) amid the clutter, at home.
It happens twice each spring; once in mid-March as the Ithaca winter begins to lift, and again at the end of April when outside it is starting to feel almost like summer. Usually, it only seems like days since your last prelim, but the weeks have been screaming by. Suddenly papers, projects and prelims pile up right on the verge of a vacation.

Consequently, the weeks just before spring break as well as those at the semester’s end tend to be cramped, frustrating and often sleepless. To make things worse the sky is often unusually clear during these weeks, making it all the harder to pull the books from the knapsack.

There are as many ways to study through these rough periods as there are students. While some can work at home, perhaps even to music, others need the stark quiet of the stacks to concentrate. The work usually gets done, crammed into the remnants of “spare time” and finished in the early hours of the morning. The only reassurance is that as soon as you are done there is always a vacation only hours away.

The Ivy Room (above) provides a needed break from the libraries; here you can continue work complete with coffee and music. There are some problems (below) with studying in bed.
Organic Gardening:
DOING WHAT COMES NATURALLY

The afternoon had a definite hint of spring -- a clear blue and sunny sky reflecting off the melting snow.

At the Guterman Laboratories, on Route 366, past the veterinary research building, evidence of growth was everywhere in the organic gardening greenhouse.

Twenty students in the organic gardening (Vegetable Crops 123) class looked over their "mini gardens" which were full of small green leaves of lettuce, peas, radishes and other plants.

Prof. W.C. Kelly, who teaches the class, walked around the room along with a teaching assistant, answering questions that the students had concerning their gardens.

The organic gardening class evolved about ten years ago, according to Kelly, when he gave a lecture on general horticulture. A number of students were interested in the subject of organic gardening and wanted to talk more about it with him. He held an informal discussion that began to grow in number of students. The students wanted to have a regular discussion group and Kelly told them that if they could sign up 15 students, he would arrange it. They signed up 30 students and two groups were formed.

"After awhile," Kelly explained, "the students in the discussion groups didn't want to talk anymore, they wanted to grow plants." So, the discussion groups became a three-hour class, now held four times a week during the afternoon.

The class is informal and relaxed which is how Kelly wanted it to be. For the first hour of class, a presentation is given by Professor Kelly, by one of the teaching assistants or by one of the students.

After the presentation, the students go upstairs to the greenhouse where their gardens are. Four rows of garden area are located on the floor for each of the four classes. Two long tables hold potted plants and plants in organic substances, which demonstrate the different methods of growing.

After the students look at their mini-gardens, small discussion sessions are held by the three teaching assistants in each class. In these groups, the students ask questions about their gardens as well as about organic gardening practices.

The organic gardening class is only for students who have had no experience in planting. Betty Hughes, a graduate student in the Department of Vegetable Crops and one of the twelve teaching assistants for the course, explained that the course is very basic, mostly because the students have minimal knowledge of plants and how they grow.

Kelly feels that it is best when all students in the class are at the same level of knowledge. Any students who are from the ag college have been carefully screened by Professor Kelly as to how much they know about plants and gardening.

Kelly's philosophy about the class is that "you can have fun and learn something at the same time." He acknowledges that many people would not agree with that statement, but he maintains that everyone who comes out of the course is able to plan a garden, to plant seeds, mix soil, transplant and have some knowledge of gardening without chemicals. Hughes added that students come out of the course knowing how to take care of their plants at home.

Gardening without chemicals is stressed in the course. According to Hughes, there are many definitions as to what organic gardening is, but for the class it is gardening which is not synthetically or chemically oriented. No chemicals are used in the greenhouse, in the soil or in the air. Methods are presented to the class on how to control bugs without using any chemicals. Therefore, the course is beneficial in that it presents an alternative to chemicals.

The students I saw at the greenhouse were very interested in what they were doing. They seemed to be proud of their achievements as gardeners. I felt that it was an extremely worthwhile way to teach a course on gardening. Everyone was enjoying what they were doing and learning something at the same time.
HELEN T. LASHER:
She helps them
SPEND IT
by Lena H. Sun '79

Like many other places on campus, this office is full of ringing telephones and waiting students. But unlike some other places, this office inside the Straight has managed to keep a friendly relaxed atmosphere, with students trading quips at the desk.

The students who come to Helen T. Lasher usually request the same thing -- money. As head account clerk for the Undergraduate Student Finance Commission and the Graduate Activities Funding Commission, Lasher helps the different student organizations who receive funding from the SFC and the GAFC plan their activities in accordance with their budgets for that year. Although she has no part in determining how much money each organization will receive, she is responsible for counseling the students in spending and planning.

For Lasher, the job has combined two of her strongest interests -- people and numbers. Always fond of mathematics since she was in high school, Lasher has taken several accounting courses in the hotel school. The 57-year-old Lasher also expects to get an associate degree in business administration from Tompkins-Cortland Community College in two years.

But Lasher also likes people, another reason why she enjoys her work so much. "I have met the nicest people from all over the world," she said.

The map of the world that hangs on the opposite wall is her way of keeping track of some of her friends. The map is studded with pins marking the native countries of the students she has met over the past six years.

Lasher, who was lost in the "new vocabulary of organizational titles" when she first started the job, is now on a first-name basis with almost all of the students who visit her.

She has not had any serious problems in her dealings with students. Most of them, especially the ones who are new to an organization, may get confused about the proper procedure for payment of the organization's bills. "The first normal reaction of somebody new is that I'm going to give them the money for their bills," she explained. In many cases, students come to her expecting reimbursement for an organizational activity that they have paid for from their own pockets.

But without the proper documentation -- receipts, social security numbers -- they cannot get reimbursed.

Some of the more comic scenes arise toward the end of the academic year when "time is running out and there is still money in the budget," she added with a smile. "They all come into the office and want to use up their money." And one way is to invite guest lecturers to campus. "Have you ever noticed there are more speakers in April and May?"

Once in a while, there will be a student trying to get around the system, she said. So, "Each year, there is usually one student I would be very happy to see graduate," she explained.

But she emphasized that those students were among the minority. Most of the time, Lasher believes it is just a matter of having the right attitude. "You get back what you give," she explained. For example, she remembers one student who came into her office "looking really disgruntled because he had been given only one day's notice for a meeting." When the student complained about not having enough time, she replied, "I hope that's the biggest problem you'll ever have." And from then on, "He has just been a joy."

Lasher is used to working with people, especially students. She has worked all over campus as a secretary in the School of Industrial and Labor Relations and as an accountant in Day Hall; she worked at home typing papers and theses for students who are college admissions officers and in the years she maintained most of her contacts of the past 24 years so she knows who to call for problems.

And though her present job is certainly one of the busiest ones on campus, Lasher firmly believes it is also the best job. "If I ever leave it, it's because I'm leaving Cornell." For Lasher, the main pleasure of the job is meeting the different students. And the only regrets she feels are for the students who return to their native countries or back to their homes in the U.S. after their studies are finished. "You just get to know them so well and then they go to Ethiopia, or somewhere far away."
Golden Delicious apples affected by russeting, which makes the skin less attractive but doesn’t affect taste. Normal apple is on left, russeted one on right.

You’ve probably never given a second thought as to how it is possible for you to eat fresh, crisp apples in the middle of April when apples are harvested in September. But to a few professors in the pomology department in the College of Agriculture and Life Sciences, producing fresh, perfect apples has been the major goal of many years of research and experimentation.

Although New York ranks second to Washington in the United States in apple production with an annual crop of approximately 24 million bushels, there are some problems indigenous to apples grown in New York State.

Three problems in particular concerning apple production have plagued these Cornell scientists; two of these problems are exclusive to apples grown in the northeastern United States.

Red Delicious apples grown in the northeast do not naturally exhibit the elongated shape and well-developed lobes which are characteristic of Delicious apples. Only the Red Delicious apples grown in the Pacific Northwest region of the United States display the distinctive features of Delicious apples naturally. Because consumers tend to associate elongated fruit with the Delicious variety, and therefore select against apples grown in the northeast, the competition between northeastern Delicious and Washington Delicious apples has increased. As a result, scientists have been working on ways to enhance elongation of fruit while improving the development of the lobes.

Prof. Louis J. Edgerton of the Department of Pomology at Cornell University, has done extensive work in the last two years with a new growth regulator registered with the Environmental Protection Agency (EPA) primarily for experimental work on Delicious apples. The growth regulator, called Promalin, can stimulate cell division and growth of plant tissues. “If it is sprayed at blossom time on Red Delicious apple flowers, Promalin can increase the growth rate of the tissues at the calyx or apex of the flower,” Edgerton explained. “This results in a more pointed fruit,” he pointed out.

According to Edgerton, Red Delicious apples grown in the Pacific Northwest are not affected by short lobes due to the differences in climatic conditions. He also added that there are no undesirable side effects of Promalin if used properly.

The other geographically-related problem occurs in Golden Delicious, which is one of the most popular apple varieties grown in the United States. In New York and other northeastern Atlantic states, Golden Delicious apples are often affected by russet, the brownish corky pattern that develops on the skin of the apple. Although russet is not caused by disease organisms, it results in low consumer acceptability of russeted apples.

It seems to be a matter of aesthetics. “The eating quality of the russeted apples is just as good as that of smooth-skinned ones,” according to Prof. Leroy L. Creasy ’60, at the College of Agriculture and Life Sciences. Creasy added, “If a russeted apple is peeled, you’ll never be able to tell the difference.”

Unfortunately, Americans tend to want food that looks appetizing regardless of its nutritive value. It is understandable that the russet-free apples grown in the northwest are posing stiff competition with the fruit produced in the east.

“One solution to the russet problem is to cover individual apples with paper bags,” Creasy explained, “but this is not economically feasible on a commercial scale,” he added.

In Japan, Golden Delicious apples are very popular, and the practice of covering individual apples is widely employed, as “A good-looking apple on the Japanese market will get anywhere from $2 - $4,” Creasy said. “People bring apples as gifts for a fancy dinner in Japan, and the apples are eaten almost ceremoniously,” he recounted.

A more reasonable remedy for the russet problem is to build plastic rain shelters over the trees. “This is considered practical in Europe,” Creasy explained. “It protects the fruit from being damaged in hail storms.”

Creasy attributes russet to an interaction of environmental factors, particularly rain and humidity. Heavy rainfall 15-25 days after blooming usually causes russet, and Creasy feels that, “There is a significant correlation between russet and high relative humidity.” In addition, temperature increases during this critical period may increase the incidence of russet.
“There is also the possibility of other things falling on the fruit,” said Creasy. He has found that apples grown in an open-ended, silo-like chamber with a steady supply of air free of any particulate fallout do not develop russet.

“We want to find out the most critical factors resulting in russet,” he said. “Hopefully when this is determined, we will be able to control it. It’s more feasible to control russet during critical days if they can be pinpointed, rather than over an entire 120-day growing period,” he reasoned. But for now, Creasy hopes that consumers will discover that russeted apples are just as good as smooth-skinned ones. He added that there is a campaign started in New York State to promote “rusty goldens,” and that some accepted varieties of apples are 100 percent russeted.

If apples are to be perfected when they are in season, it would be a shame to be deprived of them at other times of the year. But thanks to Prof. Frank F.W. Liu, another pomologist at the College of Agriculture and Life Sciences, we will be able to eat apples in May, and they will be as crisp as when harvested in the fall.

So far, Liu has succeeded in keeping Mcintosh apples fresh and firm for eight months, from September to May, while retaining other important qualities such as flavor and appearance.

For the past 40 years, the technique of controlled atmosphere storage has been used to keep apples fresh and crisp practically year-round. This method of storage is gas-tight, and the temperature, and oxygen and carbon dioxide content are regulated from the outside. Almost 37 million bushels of apples are stored under controlled atmosphere conditions in the United States, and New York stores 4.7 million bushels this way.

Through his research, Liu has found that harvesting the apples before they begin to ripen on the tree and at the same time removing ethylene will prevent the fruit from becoming too soft. This method also deters browning and decomposition of the flesh. Ethylene is a gas given off by apples during storage, and has been known to ripen apples in one’s home at normal temperatures.

There are times when an early harvest will yield mature but green Mcintosh apples. Since consumers will not buy green apples, Alar, a chemical regulator, is used to improve the red color. Alar also delays the onset of the ripening process, enabling growers to harvest their fruit up to 10 days later.

According to Liu, “The best apples are those treated with Alar, and are picked before they mature on the tree. In controlled atmosphere storage, the ethylene should be removed.”

Of course, the real test of the success of Liu’s research and experimentation is the firmness of the apple. In a series of apple biting tests involving consumers in the salesroom at Cornell orchards, apples considered crisp and desirable by most participants required 13 pounds of pressure to sink the “mechanical tooth” of the pressure tester into the apple flesh. In his experiments, Liu has succeeded in keeping Mcintosh apples fresh and crisp, holding pressure levels at 13 to 14 pounds, in controlled atmosphere storage until May.

“This is all still in the experimental stage,” explained Liu. “We have to find the best way to remove ethylene from the storage room on a commercial scale, as well as a simple, reliable technique of detecting the onset of the ripening process for growers.”

If you are amazed at what goes on behind the scenes in apple research, you should be. The next time that you take a bite out of a crisp, crunchy apple in May, don’t take it for granted--there’s a lot more to that apple than meets your eye.

Plastic roofs cover an orchard of Golden Delicious apples to prevent russet.
Attacking the Black Fly Problem by Mark Smith '79

What's small, black and the second leading cause of blindness in the world? Give up? Simulium damnosum, also known as black fly. Anyone who has ever gone camping in the Adirondacks knows what black flies are: bloodsucking pests whose only reason for existence seems to be spoiling vacations.

In the United States, black flies transmit pathogens to cattle and parasitic diseases to birds such as ducks and turkeys. In Central America and Africa, black flies transmit nematodes called *Onchocerca volvulus* in their bite. These worms breed in their new environment, eventually causing river blindness or onchocerciasis, the second leading cause of blindness in the world according to the World Health Organization (WHO). It takes more than one bite to contract river blindness, because a large number of nematodes must build up in a human to cause blindness.

River blindness is a serious problem, one which cannot be dealt with effectively until more is known about its carriers. Until recently, scientists have only been marginally successful in their attempts to raise black flies in the laboratory. And they've been trying since the 1930's.

Why has science failed where nature has so often succeeded? In other words, why is it so difficult to raise flies in captivity? It seems to be impossible to get rid of them under natural conditions. "The biggest problem is food and filtration," Rick Brenner, grad, said. "They feed continuously and void their gut every twenty minutes to an hour. They also require clean fast-flowing water." Previous experiments were unsuccessful because these conditions were not met.

At Cornell's Schwardt Laboratory, Rick Brenner, under the direction of Dr. Eddie W. Cupp, is raising black flies by the thousands. He rears the flies in lobster tanks and a timer releases food into the tanks at fifteen minute intervals. Excess food is filtered out. What do you feed a black fly? "Rabbit chow," said Rick. He pulverizes it first, of course. Apparently, the flies like it and it's cheap. "One bag of rabbit food is a year's supply," Brenner noted. "We can raise thousands of flies for about eleven dollars in food a year."

By regulating the pH, water temperature, and the current, the tanks can simulate the conditions of practically any stream in the world. They are set up for a large output. "We've raised 25,000 flies at a time," said Brenner, "and that's with 85 to 90 percent survival. We don't believe we have even approached the upper limit of the sys-
First Endowed Chair in the College

by Mary E. Schiek '80

If the $750,000 goal of the William I. Myers Professorship of Agricultural Finance Fund is reached by May 12, "and it will be," says Assistant to the Dean, Glenn O. MacMillen--then Dean David L. Call will announce the establishment of the Myers Professorship at the 75th anniversary celebration of New York State's affiliation with the College of Agriculture and Life Sciences.

The William I. Myers Professorship of Agricultural Finance will honor the late William I. Myers, a Cornell professor and dean of the agriculture college. To appreciate the type of memorial chosen to commemorate Myers, one should know about the former dean. Myers devoted his life to agricultural finance and administration. He received a Bachelor of Science degree from Cornell's College of Agriculture in 1914 and attained a Ph.D. in farm finance from Cornell in 1918. As a professor at the College in the 1920's, Myers did pioneering research in farm management, farm finance, and the organization and management of farm cooperatives.

In March 1933, Myers took a leave of absence from Cornell at President Roosevelt's request, and accepted a position in Washington as assistant to Henry Morgenthau, who was then chairman of the Federal Farm Board. Through legislation generated by Myers' ideas, the Farm Credit Administration (FCA), a major innovation of the Roosevelt administration, was created. Myers was first deputy governor and later governor of the FCA. The Farm Credit Administration rescued and saved thousands of farmers during the Depression Years.

Myers returned to Cornell in 1938 as chairman of the Department of Agricultural Economics. From 1943 to 1959 he served as Dean of the College of Agriculture. During his tenure as dean, Myers was involved in many programs to further agricultural education and research. Commissions, committees, governors, legislators, and even such U.S. presidents as Roosevelt, Truman and Eisenhower sought his counsel and advice.

Myers was dedicated to his work; he was equally dedicated to the people with whom he worked. As a teacher, he was skillful and effective. Undergraduates eagerly signed up to take his courses. Graduate students aspired to work under him. Former students and peers remember William I. Myers as a sympathetic person with a deep, never-ending interest in the problems and concerns of others.

The William I. Myers Professorship of Agricultural Finance, then, is a living memorial to a man who took both his work and the people with whom he worked seriously. According to MacMillen, it is the first endowed chair in the agriculture college. It is also the first chair to be established through gifts from private individuals and corporations.

Robert S. Smith, Professor of Farm Finance, currently occupies the Myers chair on a part-time basis. It was considered important to have someone fill the chair on a part-time basis so that the individual selected as full-time W.I. Professor of Agricultural Finance would have some foundation from which to start. The Cornell University Board of Trustees felt that the first individual to occupy the chair should be from New York State. Professor Smith has been a key figure in the field of farm finance for the past 10 to 15 years. Said Smith, "It has been particularly meaningful to me to be chosen Myers Professor because my career was greatly influenced by William Myers. For many years I taught the course he initiated. He was one of the giants in my field."

Contributions totaling $750,000 must be raised by May 12 if the announcement of the Myers Professorship is to coincide with the New York State College of Agriculture and Life Sciences' 75th birthday celebration. "We already have $707,000 worth of contributions," said MacMillen. "We are only $43,000 short of our goal."

Some major contributors to the Myers Professorship Fund are the Federal Land Bank, which contributed $200,000 and the American Agricultural Foundation, which donated $100,000. An anonymous source contributed another $100,000 and John D. Rockefeller III donated $50,000 to the fund. Many other individuals have also contributed gifts. Alumni and friends who wish to make donations to the Myers fund can direct their gifts or questions to Glenn O. MacMillen, 205 Roberts Hall, Cornell University. MacMillen is confident the $750,000 goal will be reached in time for the ag college celebration.

When the $750,000 needed to establish the William I. Myers Professorship of Agricultural Finance is raised, the work of defining the purpose of the chair, preparing a job description, and appointing a search committee will begin. "We hope to fill the chair sometime in 1980," said MacMillen.

American agriculture today is capital-intensive. The need for programs to help farmers finance their operations has never been greater. Friends of William I. Myers feel he would have liked a memorial designed to help rural people. "Some men build monuments to themselves with bricks and stones," wrote friend and fraternity brother Walter E. Flumerfelt '23. "Bill Myers built his monuments into the hearts and souls of men with wisdom and love."
Some types of research will always be worthwhile. Historically, Cornell’s College of Agriculture has been involved with the biological surveillance of the area’s lakes and streams. The value of this long-term commitment is indicated by the continuous contributions of Cornell researchers to the field of freshwater biology in the form of research papers and the teaching function it serves in acquainting Cornell students with the wonders of the aquatic world.

The first and most comprehensive series of biological studies of inland waters to be conducted by any state agency was carried out by the New York State Department of Conservation during the summers between 1926 and 1939. The purpose of these studies was “to determine the most practical methods of increasing fish production,” with the ultimate end being recommendations concerning stocking policies.

In the summer of 1927, the study involved a survey of trout stream conditions in the Oswego Watershed. Trout streams in and near Ithaca were chosen for this study because of their similarity to trout streams in other densely populated areas which were heavily fished and because of the accessibility of Cornell’s extensive laboratory facilities. According to Dr. Clifford Berg, Emeritus Professor of Aquatic Entomology at Cornell, university resources were heavily tapped by the state conservation department because of the expertise of its researchers and professors in the field of freshwater biology.

In this survey, Cornell researchers and field workers collected statistics concerning fish species, their food, rates of growth and parasites and predators. In addition, information was collected on temperature, dissolved oxygen levels, alkalinity, pH, CO₂ levels, sources of pollution and the physical characteristics of the lakes and streams. Therefore, the surveys, which were originally concerned with making recommendations on stocking policies, offered a wealth of general information for use by biologists.

A Cornell instructor involved in the 1927 study was P.R. Needham, whose father Professor J.G. Needham had been chairman of the Department of
As part of their biology field research, Jonathan Weil, '80, and Janet Lehr, '80 collect stream samples to study abundance and diversity of stream dwelling animals.

In the 1970's, studying the biological and physical characteristics of area lakes and streams has continued to be an important part of Cornell's research and teaching efforts. For example, every spring the students of introductory biology design their own research project, from the proposal stage to the actual collection and analysis of data and the writing of a formal report.

Many of these students choose to study various aspects of the myriad of lakes and streams in the Ithaca area. Interestingly, one student has proposed for this spring a study of Hydropsyche in Dryden Creek. Hydropsyche are net-spinning caddis flies which are commonly eaten by trout. 51 years ago Needham and Walsh conducted similar research in Sixmile Creek.

Of course, the orientations of stream studies have varied over time. Freshman biology students who conducted stream research last year mostly concentrated their efforts on the effects of stream velocity on invertebrate species diversity and density. In general, they concluded that species diversity increases with greater stream velocity.

One might ask why similar research need be conducted year after year in neighboring locations. Biology is a complicated and dynamic process. Stream and lake conditions change day by day, and even hour by hour. For instance, the gradually increasing population density has overtaxed our natural resources. Any creek in Tompkins County today carries a far greater pollution load than it would have in the time that the Oswego Watershed Survey was conducted, 51 years ago. Thus it is necessary to continually update data that deals with conditions in streams, and water bodies in general. And an important part of this sort of research is the teaching function it serves. Freshmen biology students today undoubtedly feel the same sort of pioneering enthusiasm for learning in an outdoor laboratory as Deleon Walsh did 51 years ago.
He tucks a copy of Robert's Rules of Order in his back pocket as he changes his role from professor of sociology to Chairman of the Cornell Campus Council. Robert McGinnis is his name and when he is not in the classroom, he is in the forefront of campus government. Since the council's jurisdiction encompasses so many areas of campus life, from student activities to university budgets, investments and the judicial system, McGinnis has no trouble maintaining a full agenda for it.

Why is a sociology professor interested in Cornell self-government? McGinnis replied, "I feel doubly responsible to help the council get off to a strong start after seeing the demise of the University Senate." Cornell's former legislative body, the senate, was replaced two years ago by the Campus Council. This new policymaking body consists of 17 elected representatives from the student body, faculty and staff.

McGinnis also said he enjoys the opportunity to get to know students, fellow faculty and employees on a more personal basis. He is perhaps one of the few faculty members who interacts with students as much out of the classroom as he does within. "In class, I see students as successful intellectuals; on the council, I see them as socially concerned citizens," said McGinnis.

The chairman cited few difficulties during his initial year on the council. "In light of all the hassles we experienced with the senate, we have had remarkably few major difficulties regarding the council's organization and commitment," he said. According to McGinnis, the council's greatest worry regarding commitment is getting enough interested faculty members to serve on it.

During his 16 years of teaching at Cornell, McGinnis has witnessed and influenced a major change in campus government. He remembers the days when he was Chairman of the Senate Campus Life Committee, which demanded a time commitment of 30 hours a week. The major philosophical difference between the new campus council and the old senate, according to McGinnis, is that no adversary relationship exists between Cornell's administration and the council. "Instead, the council takes a view which is more akin to the Federal Congress and the Executive Branch," he said. "They work with rather than against each other."

Thinking that the council was powerful while the council is weak is a misconception, according to McGinnis. "One must look at the council and its committees as a self-governing system through which much authority is retained," he maintained. McGinnis noted that the council has been able to avoid the problems of the senate such as lack of attendance and organization, due to its streamlined structure. "We devote less energy to internal measures so we can give more time to matters of community concern," he explained.

Are students more involved in campus affairs today? McGinnis said he observed a slight decline in student involvement over the past ten years. He disagrees, however, with the stereotype of today's students. "The current stereotype of students being lethargic, self-interested and inevitably locked into conventional wisdom is seriously overdone," he commented. "There is plenty of intelligent student activism on campus."

During the past two years, the council has dealt with various issues of special concern, such as University relations with intelligence agencies subpoena power, photo policies and University investments. "We have good chance of making an important contribution to the economics of Cornell through the establishment of a committee of technical experts to study the University's investment portfolio," said McGinnis. He sees this committee as a significant breakthrough in collaboration between the administration and the community.

"It has been a very busy year for special projects," said the man who is constantly dealing with new issues for the council's agenda.

What's next on the agenda? "We have just been asked to investigate volunteer efforts on campus, a request which evolved from recognizing the need for more voluntary contributions from students," McGinnis replied. Other council committees are studying such problems as off-campus housing, alcohol abuse, environmental safety, and the University calendar.

Looking to the future, McGinnis hopes to see the council's third-year review help to smooth out problems with committee organization and structure. The review will be a serious and in-depth analysis by the council and administration.

The chief potential weakness in any self-governing body, according to McGinnis, is the people it attracts to serve. The future performance of the Cornell Campus Council depends on the quality of community involvement. "We have had extremely dedicated members," said McGinnis. "We get what we deserve by whom we elect.
Weed Scientist, Students Feted

The Northeastern Weed Science Society recently honored a College weed scientist and two graduate students. Prof. Robert D. Sweet M.S., Ph.D. '41, chairman of the Department of Vegetable Crops, was named a Distinguished Member of the Society, while Bradley A. Majek and Betty J. Hughes won awards in the Society's graduate student paper competition. The first person to receive the honor, Sweet was recognized for his outstanding contributions to the Society during the past 33 years. He was also cited for his achievements that benefit growers throughout the northeast. A leading scientist specializing in weed control for a wide range of vegetable crops, Sweet is also a Fellow of the Weed Science Society of America. Majek won the $100 first-place award for his paper "Seasonal Field Development of Quackgrass." The paper is co-authored by Prof. William B. Duke in the Department of Agronomy. Hughes received the runner-up award of $50 for her paper "Living Mulch: A Preliminary Report on Managing Grassy Cover Crops in Vegetables," co-authored by Sweet.

Prof. Joe P. Bail has been appointed chairman of the Department of Education for a three-year term. Bail is a specialist in assessing career opportunities and educational needs for both youth and adults. Bail was appointed to the faculty in 1957, and was chairman of the agricultural education section of the department for eight years. He has taught courses, supervised the training of agricultural instructors in public schools, advised doctoral and master's degree candidates and has written more than 80 articles and publications based on his research in the field of education.

Langhans Edits Growth Chamber Book

Cornell University has published a book about the operation and maintenance of growth chambers, edited by Prof. Robert W. Langhans, M.S. '54, Ph.D. '56. Department of Floriculture and Ornamental Horticulture in the College of Agriculture and Life Sciences. The volume, A Growth Manual: Environmental Control for Plants, is the work of Langhans and 12 other Cornell scientists. It provides technical information on how growth chambers work, how to provide precise environmental conditions in the chambers, and how to avoid many problems associated with growth chamber operation. Growth chambers are used for research involving plants, insects, disease organisms and animals.

Prof. William E. Drake of the College of Agriculture and Life Sciences was recently awarded the highest degree of the Future Farmers of America: the Honorary American Farmer Degree. Drake an active FFA member for nearly 40 years, has received numerous FFA awards starting with the Green Hand Degree as a high school student. He is the coordinator of agricultural and occupational education at both the undergraduate and graduate levels at Cornell.

Professors David R. Bouldin and Loy V. Crowder Ph.D. '52, both of the College of Agriculture and Life Sciences, have been named Fellows of the American Society of Agronomy. Bouldin was also named a Fellow of the Soil Society of America. The awards are the highest bestowed upon members and are given on the basis of professional achievement and meritorious service. Bouldin, a professor of soil science in the Department of Agronomy, is currently involved in research on the chemistry of the plant root-soil region.

Crowder, a professor of plant breeding and international agriculture, is involved with research concerning the development of field mustard plants as a genetic organism for laboratory exercises.

Shaulis Named Professor Emeritus

Dr. Nelson Shaulis Ph.D. '41, professor of Viticulture at Cornell's New York State Agricultural Experiment Station, was recently honored for his contributions to New York's grape industry. Shaulis retired from his post as director of the Station's grapevine and vineyard management program in December, and was named Professor Emeritus of Viticulture.

Shaulis first joined the faculty of the station as an assistant professor of pomology in 1944. During his tenure, he was responsible for many research contributions, including finding an accurate method of pruning grapevines to produce maximum yields and quality and determining suitable growing sites for specific varieties of grapes.

ACE Chooses New Logo

Agricultural Communicators in Education (ACE) has a new logo. The nationwide organization adopted a design by James Estes, a graphic designer in Media Services in the College of Agriculture and Life Sciences. Estes' design was chosen in a national competition.
Ag College Celebrates Its
PAST, PRESENT AND FUTURE

The New York State College of Agriculture and Life Sciences is planning an all day celebration on Saturday, May 12 to commemorate its 75th anniversary of being part of the New York State college system. Alumni, the political community, the agriculture community and the College's students are all invited to attend.

On May 9, 1904, Governor Benjamin B. Odell signed the Stuart-Mason Bill appropriating $250,000 of the state money for the erection of a New York College of Agriculture at Cornell. Until the signing, the newly formed and financially unstable College was uncertain of its future as a division of Cornell University. The College's new stability meant a lot to a number of people. Cornell Countryman writer, C.S. Wilson, '04, summarized the significance of the Stuart-Mason Bill in his article "A Conclave Agricultural:"

"It means that the farmers of New York State are to have a larger and more comprehensive agricultural college, a college through which agricultural interests shall be disseminated, and the farmers of the state brought into closer relations.

The students, in their enthusiasm over the bill, quickly arranged a large celebration which took place on May 12, 1904. The celebration on May 12, 1979 is being planned with the same enthusiasm.

The day's activities will begin at 10 a.m. with campus tours and exhibits on the ag quad. The College's students and faculty will be involved with running the events.

At 1:30, Kenneth L. Robinson, Max E. Brunk and George J. Conneman, Jr. of the Department of Agricultural Economics will participate in a forum. The theme will be "Inflation and Agriculture: the next 25 years." Departmental forums will begin at 3:30 p.m. The topics will be presented for the first hour and questions will be answered for the last half hour.

Discussed at one forum will be the contributions of the plant sciences. A second forum will cover the contributions of the animal sciences. A third forum will discuss the accomplishments of food science and food marketing, emphasizing science's and engineering's relationships to the past, present and future in these fields.

A 25-minute premiere of a multimedia show called "75 years of Commitment and Service to the People of New York State" will be held at 6:00 p.m. The history and accomplishments of the College will be covered, archival pictures and special photos will be shown, and the tenure of each of the College's deans will be reviewed. After the show, Dean David L. Call will deliver a summary of the College's direction.

Following the show, from 6:30-7:30 p.m., a reception will be held in the lobby of the Statler Inn. This reception will feature wines and cheeses from New York.

A banquet will follow at Barton Hall at 7:30 p.m. The number of people expected to attend is between 500 and 700. Only New York State food products will be served and most of them have ties to Cornell. President Frank H.T. Rhodes and Chancellor Clifton Wharton of the State University of New York are scheduled to speak. Tickets to the banquet will be sold for ten dollars each.

The 75th anniversary of the New York State College of Agriculture and Life Sciences will be a memorable one for all involved in the agricultural community. It is a day to look back to the College's beginnings, to look at the College's progress and projects, and to look towards the new advancements the College expects to make in the future.

by Audrey Levine '79
ABOUT THE ISSUE
A lifestyle is an approach to life and an expression of one’s personality. Institutions like Cornell and the College play a double role. They both help students express their lifestyles and influence them at the same time. This issue of the Countryman looks at how the university and student lifestyles have changed together over the years. It also looks at some present-day Cornell lifestyles and their manifestations.

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EDITORS:
Ernie Koehler
Mary Scheik
Lena H. Sun

ASSISTANT EDITORS:
Leslie Green
Patti Moy
Christin Sparagana
Mary McDonald

PHOTO EDITOR:
Mark Smith

ART EDITORS:
Pamela Edwards
Ed Hardy
Lucille A. Ircha
Jennifer Koch

EDITORIAL STAFF:
Judith David, Debbi Kishinsky, Audrey Levine, Carie Leigh Middleton, John Turcotte

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“So large a landed property as ours ought always to have some special care by an expert, who, when a building is to be placed, a road or path laid, trees cut or drains dug, can at once give an opinion worth having, and bring all improvements made into connection with the original scheme, which regards the whole work as a whole, and not as a patchwork resulting from the whims, or perhaps the ignorance of many individuals.”

These words, written nearly 100 years ago, appeared in President Andrew D. White’s Annual Report (1884). His advice has not been forgotten. Today, efforts by Cornell faculty, alumni, students and friends have made campus beautification more possible.

One campus beautification project which has been completed is the construction of a brick and concrete terrace which extends from the Stimson Hall entrance across Tower Road to Day Hall. This area had been disturbed by repairs made to underground pipes. Presidential Councillor and Trustee Emeritus Harold D. Uris, ‘25, personally committed to maintaining the beauty of the Cornell campus, decided to donate $25,000 for the Day-Stimson beautification project. He then offered to double the amount if alumni and other parties could match his gift.

According to W. Barlow Ware, ‘47, Associate Director of Development, 105 donors have contributed to the Campus Beautification Fund and the total has reached $53,018. So the Uris challenge is a success.

Once elm trees were all over campus. But due to disease and old age, 800 trees have died in the last decade. Over the last few years, 19 classes have made commitments to the campus beautification program. Many trees have been planted in honor and in memory of previous Cornell graduates.

This past year, 38 trees have been planted on the College of Agriculture and Life Sciences quadrangle to replace the diseased elm trees that were removed. Most of the trees were planted in honor or in memory of College alumni and friends.

Two maple trees which are located near each other were purchased by David A. Nagel, ‘49, and his family. Nagel donated the sugar maple in memory of his good friend and classmate, Patrick J. King, ‘49. These two men were always together during their college years; if there was a picture of one in the year-book, the other was right next to him. Now the adjacent trees on the ag quad represent the close and meaningful relationship between these two men.

Another two trees have been planted in honor of Joseph P. King, ‘36, and his wife, Ethel. Each knew that the other was being honored with a tree but neither knew of plans for their own until the presentations. The red and the sugar maples now stand side-by-side in front of Mann Library.

F. Grant Schleicher, ‘16, who received his B.S. and M.S. from the College of Agriculture and Life Sciences, has had a continuous interest in campus beautification. Schleicher, presently of Green Valley, Arizona, is 85 years old and still treasures the campus beauty of his alma mater. Noted Ware, “He has donated 17 trees and more are coming!”

Another interesting contribution was made by Nancy Disbrow Lewis, ’39, President of the Alumni Association of the New York State College of Human Ecology. Her husband had an arborium and after he died, she offered the trees to Cornell. Eight of these specimen trees, such as weeping beech, columnar beech and yellowwood, were planted last fall outside Martha Van Rensselaer Hall. This spring, the trees will be leafing out in time for Lewis’ 40th reunion.

We must thank these strong believers in the beauty of Cornell’s campus. Many more individuals and classes are considering ways in which they, too, can be involved in campus beautification. With the new building plans for the ag quad and other places the need for trees will continue.

Any student will tell you that education is not just the study of knowledge but the product of the total environment. We are proud to attend one of the most beautifully landscaped colleges in the country. The future looks even more promising!

Bringing Back the Trees

by Pamela Edwards ‘80
You are standing in a dirt pit five feet deep, four feet wide and ten feet long. Accompanied by five to twelve other students who, like yourself, carry nothing but a small knife, tape ruler, pencil, soil color book and a level, you begin to scratch away at the surrounding walls of earth. Your task is to describe a vertical section of soil by its structure, drainage, texture, permeability and erosion in twenty minutes.

In the ag college, competition and learning is not confined to the classroom. Over the years, judging teams have provided practical experience in a variety of disciplines including soil science, animal science, food and plant science.

If you are one of the six members of the soil judging team, working in dirt pits is an educational and enjoyable experience. “It gives students the chance to see soils in a different locale, meet students from other schools in the northeastern states and get to know faculty from some of the top graduate soil science programs in the country,” said Ken Olson, research associate in soil science.

Olson prepares his students for judging during the fall semester in a coaching and practice section of Special Topics in Soil Science called Field Identification of Soils. Last year the team finished fifth among nine eastern colleges. “We were really pleased and fortunate to have so much enthusiasm,” said Olson, who sees bright prospects for the nationals to be held next fall.

Moreover, according to Olson, soil judges have had little difficulty in finding a job in soil science after graduation.

Aside from competition, some students are in judging just for enjoyment. “It’s fun because you get into the real thing. It isn’t just book learning,” commented Richard Aguilar, graduate student in soil science.

One of the most competitive judging teams at Cornell is the horse judging team, according to Samuel W. Sabin, Associate Professor of Animal Science. Judging horses requires keen observation, articulation and plenty of horse sense. To be a good judge, Sabin added, students need a competitive drive to excel. “However, students take this, if anything, too seriously. They enjoy themselves, but it is 100 percent all the way during the contests.”

From the time they begin the contest at 8:00 a.m. until they finish at 4:00 p.m., talking is forbidden except to the panel of final judges. Even though the individual scores are what count, Sabin noticed that students develop a cohesive team and enjoy competing as a group.

During a competition, students evaluate classes of breeds of horses. Team members learn how to place horses on conformation (form) and performance (function) in nine or more different classes. Judges must rank four horses in each class. The final stage in the contest is called the “oral reason.” At that time, students must give a highly stylized explanation of why they placed their horses in a specific order. “Judging provides good exposure and experience for students contemplating a career in the horse industry,” said Sabin.

One of the few teams that is not part of a formal course, horse judging is strictly extramural and open to all students in the ag college who are at least in their third semester. The horse judging team is also one of the few teams dominated by women, three to one. “The reason is that girls tend to be more dedicated to horses than boys. They grow up around horses and become more emotionally attached,” he said. According to Sabin, women also tend to be more articulate speakers, an advantage in competition.

Cornell tries to enter three competitions during the course of each calendar year. The competition begins at the New York State Fair, then proceeds to the Quarter Horse Congress in Columbus, Ohio, and ends at the Keystone International Livestock Exposition in Harrisburg, Pa. Cornell routiney finishes in the top half of these contests and has won each of them. With the help of previous team members, Sabin has left no time to horse around between seasons and has already begun to organize next year’s team.

“No, judge. . . I never use dental floss.”
to the Test

In the meantime, William F. Shipe, Professor of Food Science, is offering a course in sensory evaluation of foods to provide students with the basic knowledge and skills needed in evaluating food quality. Three or four students are selected from this course and are trained to judge in one national contest sponsored by the milk industry and ice cream manufacturers.

When testing samples of milk, ice cream, butter, cottage cheese and cheddar cheese, judges must taste and test eight samples of each. "Getting full too quickly is a little bit of a problem," noted Shipe, who encourages students not to swallow their delicious samples. The judges have a four-hour period in which to evaluate the products on the basis of flavor, texture, color and viscosity.

Because the products to be judged are selected from the local market, Shipe will make sure his team is familiar with the area's products before the contest. "The day before the event, we usually go around the town and sample the local milk," he said. Most of the butter and cheese is from the midwest.

There are 20 to 25 colleges participating in the annual contest but Cornell is the only school competing from the northeast. The competition is keen, according to Shipe. "Like sports, in order to be good, you have to put in the practice." Cornell last entered the contest in 1977 and placed second out of 69 contestants in milk judging.

Another team which has repeatedly won national fame is the dairy cattle judging team, coached by Samuel T. Slack, Professor of Animal Science. Since its inception in 1934, the team has ranked first in the U.S. eight times. George Trimberger, considered to be the dean of dairy cattle judging, coached the team from 1947-1975. It is not easy to qualify for the team, noted Slack, who selects the top four students from the course, Dairy Cattle Selection and Type Evaluation.

If you have not acquired a taste for judging dairy products or animals, you might give flower judging a try. As a member of the flower judging team, you will begin to look at plants and flowers with a critical eye and discover a new dimension, according to Raymond T. Fox, Professor of Floriculture and Ornamental Horticulture.

A rose is a rose, right? Wrong. The thing to look for is cultural quality. "If you examine a rose you should be able to tell if it is in perfect form," said Fox. The average person does not recognize good quality from bad when it comes to flowers, said Fox, noting that every flower has an ideal form. Students look for blemishes caused by insects and disease. They also note the number of flowers and buds, old petals, proportion and condition of the foliage. "Some people have a natural knack; they have a keener power of observation," Fox explained.

To prepare for an annual national contest, weekly judging sessions are scheduled and eventually the three students with the highest practice judging scores are selected for the contest. This year it was held at Callaway Gardens, Pine Mountain, Georgia. The students compete against 20 to 30 teams from all regions of the U.S. Fox said most recent contests have been held in the western states, preventing Cornell from attending because of transportation problems.

Whether your interest is soils, horses, dairy cattle, dairy products or flowers, you may discover judging to be a rewarding and enjoyable way of acquiring expertise and practical experience. Most judging teams are open to any students having the desire to devote some extra time outside of the classroom and the courage to put their knowledge to the test.
What ever happened to that geology requirement?

That's what Norman W. Schiek, '50, would like to know. "When I attended Cornell University in the late 1940's, all students in the College of Agriculture had to take Geology 115. I really enjoyed that course. I knew other students, though, who hated it."

Schiek's daughter, Mary E. Schiek, '80, and son, William A. Schiek, '82, both of whom are students in the College of Agriculture and Life Sciences, will never have to take a course in geology. Norman Schiek was not surprised to learn that this requirement had been dropped, but he was surprised to learn that there is no orientation requirement.

Remember GEOLOGY 115?

by Mary E. Schiek '80

"I found my Freshman Orientation course very useful and interesting," Schiek said. "We learned how to use the library and other university services. We were also taught study skills and we learned a little bit of Cornell history."

Orientation was only one of the many courses that freshmen in the ag college of the 1940's had to take. A full year of English, chemistry or physics, and botany, general biology, or zoology were also required.

"I took botany," Schiek said, "because it was taught by Prof. Loren C. Petry and everyone spoke highly of him. His course was one of the best I took in the ag college."

In addition to the freshman requirements, agriculture college students of the 1940's were required to take 24 hours of basic sciences and social studies. According to the New York State College of Agriculture Announcements for 1947-48, students were required to take "not less than nine hours and not less than two subjects under A," a category which included biological sciences, physical sciences, mathematics, geography, psychology, and human growth and development, and "not less than nine hours and two of the subjects under B (economics, government, history, rural sociology, and anthropology and sociology)."

Agriculture and Life Science students of the 1970's, like ag students of the '40's, must fulfill science and humanities requirements. In place of the 1940's requirement of one year (six credit hours) of English, ag students today must take a minimum of nine hours in written and oral expression. Students usually take two Freshman Seminars, and then elect an English or communication arts course.

Schiek said he felt that today's ag students are given too much freedom fulfilling written and oral expression requirements. A course in creative writing can be used to satisfy the written expression requirement. "I can see where creative writing might be of some use to a communication arts major, like my daughter, but it would be a waste of tuition money for an atmospheric sciences major, like my son, to take such a course."

Schiek, however, had much more freedom than his son and daughter with respect to biological science requirements. Like all 1970's Agriculture and Life Sciences students, William and Mary Schiek must take six hours of introductory biological sciences. Back in the 1940's, students who did not care for general biology could take six hours of botany or zoology.

Today's Agriculture and Life Sciences students take approximately the same number of agriculture college electives as their 1940's counterparts. Schiek recalled that one of his favorite ag electives was an agricultural economics course called "Agricultural Geography."

"It was taught by Prof. Herrell F. DeGraff," Schiek remembered. "Professor DeGraff was an excellent lecturer. He really made the course fascinating. Another of my favorite courses was agronomy, but I don't remember who taught it."

Many popular ag electives of the
1970's didn't even exist in the 1940's. Two courses offered by the Department of Natural Resources, "Ecological Basis for Conservation" and "Environmental Conservation," are familiar to most Agriculture and Life Sciences students. When Norman Schiek graduated in 1950, a new Department of Conservation had just been created. By the time I entered the agriculture college in the fall of 1975, the Department of Conservation has become the Department of Natural Resources.

Cornell University had a School of Nutrition in the 1940's, but nutrition courses could not be taken to satisfy ag elective requirements. Today, many ag students take "Ecology of Human Nutrition and Food," an introductory nutrition course taught by Prof. Marjorie M. Devine. Norman Schiek was asked if he thought "Ecology of Human Nutrition and Food" would be a worthwhile course for an ag student to take. "I think that depends on the student's field of study," Schiek replied. "If a student plans to go into a field which has nothing to do with human welfare, then a course in human nutrition is unnecessary."

The younger generation of Schiek Cornellians view nutrition courses from a different perspective. I have taken Professor Devine's course and I think many of our society's myths and misconceptions about food would disappear if college-educated people had some basic knowledge about nutrition. I believe any student in the University would benefit from the course.

William Schiek has never taken a nutrition course. "But I think," said Bill, "it would be beneficial for most students to take nutrition because it helps them become more conscientious consumers."

Like today's ag students, 1940's students were allowed to take 20 credit hours anywhere in the University. "As I understood it," Norman Schiek said, "we were expected to take our outside electives in the College of Arts and Sciences. I never explored the option of taking electives at any other college."

Schiak was asked if he ever would have considered taking a course in winetasting. The answer was an emphatic no. "Only students who intend to work in an industry that deals with wine should take a course like that," Schiek said. "It is also a waste of money."

Although I don't intend to take a course in winetasting, I regard the ag college's 20 hours of free electives as a legitimate opportunity to take courses unrelated to my major. Bill Schiek said, "I think students should take free electives they really enjoy, preferably, but not necessarily related to their majors."

My major, communication arts, and my brother's major, atmospheric sciences, didn't even exist when my father was in the agriculture college. During the late 1940's, the College offered two undergraduate courses in meteorology, but the ag student who wanted to major in meteorology was out of luck. For ag students interested in journalism or broadcasting, the Department of Extension Teaching and Information offered courses in news writing, feature story writing, radio broadcasting, and radio production.

The purpose of the extension teaching department, however, was to produce extension workers, not journalists and broadcasters.

While his son and daughter major in programs that have been developed since the 1940's, Norman Schiek's own major has disappeared.

"I majored in dairy industry," Schiek said. "I think they replaced dairy industry with the Department of Food Science." Schiek remembers making many dairy products in his labs. "Some of the ice cream we made in the lab was sold in the Dairy Bar in Stocking Hall."

The agriculture college has changed. Courses, departments, and requirements that existed 30 years ago have vanished. Yet some things remain the same.

"I believe the work is still as difficult as it ever was," Schiek said. Students must still fulfill requirements in physical sciences and math, biological sciences, and social sciences and humanities. The geology requirement and the Department of Dairy Industry may be gone, but Cornell ice cream goes on and on.

The Dairy Bar in Stocking Hall as it appeared when Norman Schiek attended Cornell.
Carie Leigh Middleton '80

Ecology House is a small interactive dorm with an emphasis on environmental issues and lifestyles. The students within the community work together to run projects and programs within the House and on the campus to increase environmental awareness.

One way of increasing this awareness has been an educational program which the students have brought to children. For example, a group of students go regularly to schools to present Dr. Seuss's The Lorax. The story is about how big business took away the trees and sent away the animals who depended upon the trees for their livelihood. The moral of the story, which is told in typical Dr. Seuss fashion, is "Unless someone like you cares a whole awful lot, nothing's going to get better, it's not." The story has become part of Ecology House lore because it represents the thought which the students want to project to others.

The efforts of students at Ecology House also go into the recycling program on campus. Every Saturday, students go around campus and make pick-ups from the participating dorms, fraternities and sororities. Although the program could be more successful with more participation, it has been running fairly well for three years.

Although some of these efforts may go unnoticed by the general community, Ecology House students make their presence known with the annual Earthrise Festival, which everyone got together to play games in which the rules were: "Play hard. Play fair. Nobody hurt." A separate room was also set up for children where stories were told and exhibitions were set up which were of interest to the younger audience.

Weeks before Earthrise students begin their preparation. Plans are made about who to contact for possible speakers and what groups should be contacted to be involved. Many groups from campus help out Ecology House with the celebration. They include Risley College, Jordani, the Cornell Concert Commission, the Folk Song Club, the Student Finance Committee, and the Office of the Dean of Students.

The annual Earthrise celebration is impressive because it is coordinated by just one dorm of students who do not have enough recognition on campus. The other activities and efforts of the students may go unnoticed, but Earthrise is hard to miss. As Scott Hubert, '81, explained, "Nobody knew Ecology House existed until Earthrise." Perhaps in time, the efforts of these students will become more appreciated and students from other parts of campus will contribute to the House's efforts to make us more aware of our environment.

The Lorax, and a New Games festival in which everyone got together to play games in which the rules were: "Play hard. Play fair. Nobody hurt."
RISLEY: the Changer and the Changed

The transformation began eight years ago, when a small group of industrious students obtained permission from Cornell University to establish a special living unit on the campus. As a result, the Prudence Risley Hall for Women became Risley Residential College, dedicated to an encouragement of the creative and performing arts.

Risley has undergone numerous changes in the past eight years. Perhaps the most obvious changes are those which are physical. For example, the old ballroom is now a theater with an audience capacity of 100. Students are provided with an outlet for theatrical endeavors, including directing, acting, producing and doing technical work on a show. Risley's theater is the only one on campus which allows for total student involvement, and anyone who is interested has the opportunity to participate.

Several rooms which are located in Risley's basement have been converted into usable work-spaces. Facilities presently available include a pottery studio, a fully-supplied darkroom, a print-shop, a wood-shop and several music practice rooms complete with pianos. These facilities are constantly being updated and improved upon through the work of Risley members.

Aside from these obvious physical changes, there are countless other aspects of Risley life which distinguish it from most of the other dorms at Cornell. A wide range of activity, from Primal Scream Contests to an annual reading of Handel's Messiah, brings the Risley members into contact with each other. Kay Glassey, '79, a long-time Risley member, puts it this way, "There is a sense of community here which I have never seen in another dorm."

One of the most important aspects of living in Risley is that members must eat on the dining plan. Twice a day, Monday through Friday, Risley members interact with neighbors and friends while eating. The food is excellent, and the company of other members who share common interests in music and art make mealtime fun. "Risley is a haven for friends to meet, away from the pressures of the Cornell academic community," said Glassey.

The Cornell and Ithaca communities also derive benefit from the Risley atmosphere. In addition to theatrical productions, Risley offers weekly musical desserts featuring local talent. Every Friday and Saturday night, there is live entertainment in Risley's Tammany Nightclub. An annual Spring Fair draws crowds from miles around. Numerous other activities are provided, including lectures, workshops, and the Risley Free Film Series, all of which are open to the public.

Risley is one of the most popular dorms at Cornell, and there is always a waiting list for prospective members. Students who have an interest in some aspect of the arts are accepted through an application process. In view of this fact, it is not surprising to find that the newer members bring fresh ideas and rejuvenating energy into the dorm, so that Risley is in a constant state of evolution.

Risley is much more than just a place to live while at Cornell. It is HOME to 200 students; it is a place to learn and grow and experience life. Risley Residential College is the changer and the changed.
Making Life Easy
by Judith David '79

Twenty-five years ago the assertion “A woman's place is in the home,” would not have elicited much controversy. But, today, that generalization would be challenged.

Four out of every 10 American workers are women. They are still in a much narrower range of occupations than men and still earn only about 59 cents for every dollar men earn. But young women are preparing for careers in the 1980's that will give them the economic independence traditionally reserved for their brothers. Affirmative action legislation, changing attitudes about working women and a new self-awareness are all helping women to create a new lifestyle and succeed in the workplace.

According to Jennie Farley, Assistant Professor of Industrial and Labor Relations, there is no reason why a woman can’t succeed in a job. She said that a woman could juggle a career and homelife as well as a man, but added that it is much harder for a woman because of all the traditional expectations society has for her. Farley said these expectations hinder women on the job because managers seem to find it difficult to help and reward women workers.

Besides the problem of expectations, there is also the problem of sex stereotyping. According to Farley, researchers are discovering that more and more social problems related to sex stereotyping are connected. She said stereotyping actually exists in all facets of life, and that many women don’t even recognize the problem when they see it. For example, society's expectations, parental pressures and media stereotypes of women as wives and mothers have done much to prevent women from advancing at work.

A co-founder of the Women's Studies program at Cornell, Farley is particularly interested in these and other problems of women workers and has researched the issue thoroughly. One result of that research is a book entitled, Affirmative Action and the Woman Worker: Guidelines for Personnel Management, published in March, 1979 by the American Management Association, in which she discusses some of the trials all women and minority men face in working.

Farley, who earned her B.A. in 1954 and her M.S. and Ph.D in 1970 from Cornell, said she wrote the book because she felt that affirmative action legislation should be more clearly defined.

“I wanted to see a work which would decode affirmative action legislation in terms which a majority of people could understand. This book is aimed toward the person trying to institute an affirmative action program and toward those affected by it,” she explained.

Affirmative action legislation requires employers to seek out, hire and promote women of all races and minority men on the same basis as they do other men. It is included in a series of Civil Rights Acts drafted in the last 15 years.

Although this legislation is designed to help women and minorities, Farley believes it helps everyone “because it results in better personnel practices with more careful, thoughtful hiring.” She added that the increased job postings especially help women, giving them a fairer chance at jobs.

There is not yet enough evidence to determine how helpful affirmative action legislation has been. While there have been positive results, negative effects also have been seen. One
such negative effect is the label of "affirmative action hire," placed on some women by their co-workers who assume they are there only because of their sex.

Besides affirmative action legislation, other factors may also influence women's changing roles in society. Farley cited the importance of role models for women, stressing that seeing strong, successful women in a variety of professions encourages young women. For example, anthropologist Margaret Mead and Labor Secretary Frances Perkins were two women Farley admired when she was younger.

Giving young women alternatives to traditional roles is also important, according to Farley. She stressed that women should be reached at a young age, while they are still contemplating their futures, for attitude changes to occur. Because they may have little self confidence, it is necessary to support and encourage women returning not offering alternatives to low paying, low advancement jobs.

This is particularly important today. With the rapid growth of white-collar and part-time jobs for women, the smaller number of children in families, and the increase in the number of families headed by women, more and more women are entering the labor market by choice or because of urgent financial need. With more women in the labor market, Farley feels employers should help women even more.

For example, "having a personnel staff member knowledgeable about community child care resources and service agencies is helpful," she explained. A woman's work performance may not always reflect a lack of commitment to her job, explained Farley. "If, for example, her child is ill, she may lose time at work because of lack of help at home."

Other measures employers can implement include maternity benefits, equal benefits and pensions to both sexes, jobs which can be shared by two people and "flex time," a work schedule flexible enough to allow women and men time to cope with a family and a job.

Although Farley doubts that total equality between the sexes will come about without a substantial change in society, she does feel there is hope for today's women.

"Now is an exciting time. Young women today are willing to experiment and take the whole situation seriously. They consider all the problems involved in working and still take the risks." Before long, women may be entering as wide a range of jobs as men, leaving room for men to become more involved at home. It may soon be the exception rather than the rule that "a woman's place is in the home."
A bare room. The floor is nude. The walls are empty. The bed is just a set of springs covered by a mattress. The window is naked except for a homely shade.

This is the kind of dormitory apartment room that many students find themselves in when they come to Cornell University in the fall. Soon after arriving, however, many students begin to change these empty rooms into comfortable living spaces that reflect their individual tastes.

After a hard day of classes, it feels good to come home to a room that expresses your personality. Also, a good-looking room is much more pleasant to work or entertain friends in. Turning a bare room into one that reflects your tastes can be done inexpensively. All it takes is a little imagination. You can start by painting your room an appealing color. Depending upon how artistic you are, you can paint a mural on a wall. You can then add a few posters, a net or two, some friendly plants, stuffed animals, a desk lamp or a colorful print. Rugs can be

Home Sweet Home
AT CORNELL

by Ernie
bought used or on sale.

To save money, it helps to bring items like cushions, bookends, bedspreads, pictures and lamps from home. However, this activity can cause a great deal of consternation for your parents. (Ma, I'm taking your dining room set. You don't mind, do you?)

Some students accumulate draperies, elaborate stereo systems, couches, coffee tables, refrigerators and wall-sized mirrors. Their problem isn't saving money, but finding more room. You can save space by stacking a bookshelf on top of a bureau. If you're a little skillful, you can build a loft in your room. By putting your bed on top of the loft and your desk below it, you can create a lot of space. A cheap door bought from a lumber company and laid over a small desk turns the desk into a large table that gives you plenty of elbow room.

When you finally have your room the way you like it, try to remember how it was at the beginning of the year. Then smile, because you'll have to start all over again next fall.

Oehler '79
Freshmen have probably found Cornell hard to adjust to. For many foreign students who come here, however, the problem may be compounded. Not only may the size of the University overwhelm them, the academic pressure strain them, and the dreary weather dishearten them, but the process of learning about and understanding the different cultural system may also shock, confuse, and alienate them.

Some have found adjustment to Cornell and the United States easy. Others have found this difficult, and as a result, have sought companionship with students from their own country, planning and organizing their own dinners, dances, and sports events.

David Daws, '80 is one student who does not find the United States too different from his own country. An English student studying plant breeding, Daws feels the only difference is the amount of work he has to do. "There are fewer lecture hours here but you have to work a lot harder and on a more regular basis," he said. Daws has not sought out any other English students though. "I didn't come 4,000 miles to experience England," he explained.

Many of the other foreign students express similar opinions. But as Wei Oi Li, a Hong Kong student who spent her undergraduate years in this country and is now a grad student in mechanical engineering at Cornell, explained, being an undergraduate or graduate student can make a big difference in the ease of adjustment. She feels the daily routine of attending classes and the atmosphere of dormitory living make life easier for undergraduate foreign students to adjust to.

Students at the International Living Center on North Campus agree. Shireen Sepahi, '79, an Iranian student majoring in economics, believes everyone at the ILC makes attempts to meet and know the people, with the result being closeness among the students.

"Students do identify with their ethnic backgrounds, but the barriers are forgotten very easily," explained Carolyn Kim, Resident Director of the North Campus dormitory. In fact, "I rarely see just other Filipinos," said Robert Siy, Jr., a Filipino student studying city and regional planning.

But for many of the other graduate students and post-doctoral fellows who make up about 80 percent of the foreign community here, it is not as easy. As a graduate student, Wei Oi Li finds herself with little free time, explaining that most graduate students are supposed to devote most of their time to research. "It's much harder to meet people," she said.

There are also other academic differences. For example, Shlomo Ruschin, a post-doctoral fellow in chemistry from Israel, finds the professor-
Cultural differences, however, seem to be a different matter. According to Aja Okorie, a second-year graduate student in agricultural economics from Nigeria, certain American customs appear strange to Africans, who are traditionally hospitable. For example, a potluck dinner to him is not the proper way of inviting a friend for a meal.

And while many students who come to this country do not have problems speaking or understanding the language, some feel cut off when they don't understand the nuances of a joke. "My professors may tell a joke in perfect English but I still won't understand it," said another graduate student from Hong Kong who is studying theoretical and applied mechanics.

But for Okorie, besides the different cultural habits and customs, there is also a strong feeling of ethnocentrism that is unsettling. "It is shocking to observe that even in this academic institution a large proportion carry stereotyped ideas about certain groups of people," he said. "And under this situation, it becomes difficult for one to get along with others and penetrate the society," he explained.

As a result, many of the older foreign students do not participate as actively in campus affairs outside their groups' activities. Instead, they tend to organize most of their own parties, barbecues, lectures, and movies. Many of the Chinese students (mostly the men), for example, play volleyball, badminton, and basketball in Barton Hall and Helen Newman Gymnasium on Friday nights. "It happens that most of them are stuck on campus with no cars and no girlfriends," explained Li with a smile.

Many of the graduate students who are married find themselves even more isolated, especially if they have small children. Ruschin, who is married and has two children, says he has met most of his American friends through his children and not through interaction from the campus. Like many of the older foreign students, he finds he has little leisure time; the time he does have he likes to spend with his family.

Although some of the older graduate students may not have as much time to participate in the different activities organized by their groups, Li noted that most of the foreign students, graduate and undergraduate, tend to be more concerned with the news. Since they are naturally going to be concerned with affairs of their home country, they are going to be more aware of other world events, too, explained Li. "You can always see a lot of foreign students in the basement of Olin Library," she said, referring to the foreign language newspapers in the Maps, Microtext, and Newspapers section of the library.

Li and many of the other foreign students do not feel, however, that their lifestyles differ so much from other American students. "You're limited (in what you can do) by what you have available," she explained. "After all, everybody has got to eat and study."
Man the artillery! Load the guns! It's intellect vs. physical strength as the "war between the colleges" wages.
I am a Cornell student, and two of my brothers attend Ithaca College. "So what?", you ask. "College is college, right?" WRONG. At least, not in the minds of those attending them.
Unlike most college towns, Ithaca is the home for two institutions of higher learning. On one hill, the vast expanses and ivy-covered walls of Cornell look down on the city of Ithaca. On another hill, two tall towers reach up to touch the sky.
Aside from the obvious differences in the physical set-up of the two schools, there is an attitudinal difference as well. The students at each school harbor prejudices against and stereotypes about the other.
For example, according to some IC students, Cornellians are "bookworms," "pseudo-intellectual," and "just plain weird." Cornell students, on the other hand, see IC as a "party school" with "jocks, druggies and morons" making up the student body.
What are the facts? Cornell has 16,000 students, Ithaca has 6,000. Cornell is an Ivy-League institution, Ithaca is a private college. Cornell spans acres and acres, Ithaca is centralized. Cornell boasts an endless list of specializations, from electrical engineering to ornamental horticulture. Ithaca College is noted for a few excellent departments: theater, music, communications and physical therapy.
Based upon these facts, the atmosphere of each school is necessarily different. Cornell students complain of feeling "lost in the crowd" or "a number instead of a name." Ithaca College students complain about the limited facilities at IC, as they journey across town to use Cornell's extensive library system.
Despite these differences, I was amazed at the degree to which stereotypical attitudes have developed between and about the two schools. In the words of Michael Moses, a senior at Ithaca College, "They (Ithaca College and Cornell) may be only a few miles apart, but there's a world of difference."
Another IC student, Michael Posner, describes it thus: "There's definitely a difference between walking into Egbert Union (IC) and walking into Willard Straight Hall (CU). At Cornell, there's an air of intelligence. You're dealing with the top students in their classes, and it just gives you a different feeling."
What do Cornellians think about IC? Linda Finn, '81, expressed an opinion reiterated by many other students, "I've been to I.C. only once, but I liked the atmosphere. They have time to fool around there! I'm jealous."
From my own experience, there are certainly bases for the stereotypes which exist, but it cannot be denied that there are "jocks" at Cornell and "nerds" at Ithaca College. There may indeed be a world of difference between the schools, but it's a small world, after all.

There's a World of Difference
by Mary McDonald '79
FIRST in the FIELD
by Audrey Levine '79

Wouldn't it be odd if a college graduate who had specialized in dairy science never milked a cow? Or, if a student of entomology could not recognize the insects in the corn crops?

Today, courses in the New York State College of Agriculture and Life Sciences insure all their graduates of having enough practical experience in their major. One hundred years ago, however, many graduates of agriculture colleges were ignorant of basic farm techniques. Isaac P. Roberts, the first dean of the College, put an end to this problem by making his students learn about agriculture not only in the classroom, but in the fields and with the herds as well.

Roberts first realized that students could have practical farm experience as part of their curriculum before he came to Cornell. He was a teacher at Iowa State College of Agriculture (I.A.C.) during the late 1860's and early 1870's. Teaching was a new experience for him, and agricultural education was a recent innovation in American colleges. Since there were no previous professors to serve as teaching models for Roberts, he had to develop his own teaching techniques.

Roberts experimented with a few different teaching techniques. At his first lectures, he stood in front of the class and recited his own farming experiences. He quickly ran out of things to say.

Next, he attempted to find teaching materials in the library at I.A.C. In his book, "Autobiography of a Farmboy," he stated that he "might as well have looked for cranberries on the Rocky Mountains as for material for teaching in that library."

Because he had no other place to look for teaching materials, Roberts took his classes out to the fields and to the farm, and talked to them about the plants and animals they saw. They also travelled to both the good and bad farms in the area to analyze farm techniques and the environmental problems that could affect a farm.

He realized that his teaching method was necessary for a complete agricultural education after an incident occurred in class one day. He brought in a simple weed pest to class which no one could identify. As a result, his belief in this method, nicknamed "walks and talks," was confirmed. Roberts, with this belief in mind, came to Cornell. After examining the University's facilities, he found the University Farm to be the only teaching facility available.

The University Farm, which was intended to be the model farm of New York, was in poor shape and brought embarrassment to the University. Roberts devoted himself to the improvement of the farm in order to give his students an opportunity to gain practical farming experience.

The small farm could not accommodate the students as well as Roberts would have liked. He tried on three separate occasions to convince the Board of Trustees to purchase adjacent farms when the opportunity arose, but a decade passed before he was successful in his quest. Therefore, many of the early agriculture students graduated without any farming experience.

Because Roberts could not provide the kind of experience he wanted in his classes, he considered making farm experience a prerequisite for admission to the College. After further consideration, however, he decided against this idea because he felt that an educational program should provide graduates with enough practical experience. After all, doctors, lawyers and engineers were given the practical instruction in their fields; agricultural students should be given the same opportunity.

Roberts' persistent support of his teaching method eventually rewarded him. After a generation of experiments at the farm, he compared his College to other agricultural colleges, and found that the schools with the largest farms, which used these farms to teach their students, were the leaders in all phases of agriculture. Those colleges relying on classroom work could not match this success.

The students of the College were also enthusiastic about Roberts' teaching methods. Once a student asked Roberts about starting a poultry science department. This student, James Rice, and his fellow classmates built a chicken house and developed poultry experiments on their own. James Rice later became a prominent professor of poultry at Cornell.

"Walks and talks" became a reality in the College in the late 1880's. Roberts would take his classes on instruction tours of the area's farms. They would travel long distances to sugar factories and horse shows as well.

Without the "walks and talks," agriculture students would be deprived of important illustrative materials. Roberts claimed that until the College's agricultural program was "educated and directed in this manner, no one will be able to say that the Empire State has the best system of agriculture in the world." The College made no mistake in heeding Roberts' advice, as the College forged ahead to become the number one agriculture college in the country.
What was it like to live in Balch 25 years ago? Balch was opened in 1929, so this year marks its 50th anniversary. My mother, Rose Marie Kehm Sparagana ’54, lived in Balch during her junior and senior years at Cornell when Balch was 25 years old.

When I was trying to decide where to live for my freshman year, Mom suggested Balch Hall. She said I would like living there because Balch is convenient and comfortable. She further explained that the rooms are large, different sizes and shapes, and I could probably get a single room. She was right on all counts.

I lived in Balch for my first two years at Cornell. Coincidentally, both rooms my mother lived in are right above the one I had during my freshman and sophomore years. As we compared the experiences we each had in Balch, we found that although there were some similarities, many things have changed.

Approximately 395 women live in Balch each year. Dorms were assigned according to class when Mom lived there, and Balch was known as the junior or senior dorm. Dorms are no longer assigned by class, and Balch now houses approximately 40 percent freshmen and 60 percent upperclassmen. Balch is currently the only building on campus that exclusively houses women.

Since my mother was a student in the College of Agriculture and Life Sciences, as I am, we both found Balch convenient because it is the closest dorm to the ag quad. We could also both study in our rooms without having to go out since Balch is generally quiet. Mom described the noise level as “reasonable.” Although Balch is still considered a quiet dorm, the atmosphere is different now.

Our rooms, however, were quite similar because we had exactly the same kind of furniture. Mom said they were allowed to decorate their rooms as they wanted to, but could not paint them. I painted my room both years, and also had a phone in my room. According to Mom, “We had one phone in the hall, and it was outside my door junior year so it was noisy at times.”

My mother lived in Balch during what Chris Schelhas-Miller, current Residence Coordinator, called “the affluent days.” I was shocked when Mom told me they had maids who cleaned their rooms once a week. “They dusted, vacuumed, cleaned the sink area, changed the sheets, and picked up the laundry and sent it out to be cleaned,” she listed. Those were the days...

She said the students could leave tags on their doors which said “Do not enter before 10 a.m.” if they wanted to sleep late. The maids usually cleaned while the students were attending classes. “Today there are only six custodians responsible for all the public areas of the dorm,” according to Chris Schelhas-Miller.

I was born too late for such luxuries. The laundry room I used is in the basement of Balch, and I borrowed a vacuum cleaner from my residence assistant (R.A.) when I wanted to clean my room.

When Mom lived in Balch, they had corridor vice presidents (VPs) instead of R.A.s. Mom was a VP her junior year, and said her job was to help students who had problems, keep the peace on the corridor and run weekly meetings. When I asked what was covered during the meetings, she responded, “We discussed Balch issues—what was going on, and what shouldn’t be going on!”

Because of restrictions and requirements, people who lived in Balch were more constrained and reserved in their living habits when Mom was a student. The lifestyle seems to be more relaxed and casual in the 70’s.
There was a specific night curfew when Mom lived in Balch, and the women did not have keys to the outside doors of the building. “You made sure you got back on time because the head resident waited up for you at the reception desk by the main entrance. You could check out for weekends, though,” she explained. “I liked living in Balch, but sometimes it was hectic trying to get back for ‘closing time’,” Mom added.

One night a resident who was an officer of the Women’s Self-Government Association did not make it back on time. Mom said, “She was late and the door was locked. I heard she climbed through a ground floor window to get in.”

The desk is presently open from 7:30 a.m. to 5 p.m. Monday through Friday. Fortunately, Balch residents are now given keys to the outside doors. Women at Cornell enjoy more personal freedom and responsibility today than 25 years ago.

Another major difference is Balch’s policy on male visitors. During Mom’s college years, most women’s dorms only allowed men in the downstairs lounges. “The only time they came upstairs was at the beginning of the year when they helped carry suitcases,” she recalled.

She told me of one instance when her roommate’s brother came to their room to visit. “He just stayed and stayed and acted like he was never going to leave. I was in a frenzy because I was supposed to be in charge of order on the corridor and there was this guy in our room,” she remembered. She said it is fun to look back on such situations now.

The policy has changed since then. It is a standard joke on campus to see how many men come out of Balch during night fire drills. According to Chris Schelhas-Miller, however, “The overall security has improved since the 50’s. We have a building guard who patrols all of the lower North Campus buildings.”

The North Campus dorms were all women’s housing units when Mom was at Cornell. She said the male students used to threaten to come up to the women’s dorms for “pantry raids.” She added, “But it was nothing like the time you told me about when that fraternity ‘streaked’ through Balch your freshman year!”

The meal program is another area of change. Balch residents were served sit-down breakfasts, lunches and dinners in the Balch dining rooms, and had to get to the dining rooms on time or miss a meal.

The dining unit is now open to all students on the meal plan for lunches and dinners during the school week. It is run cafeteria style and there is always a choice of entrées. I appreciated the convenience of eating in the building I lived in, especially during the winter.

When I asked Mom if she remembered anything special about the meals, she said, “just that on nights when they had liver everyone went over to Japes to eat.” Japes was located where the Pancake House is now. She said the women usually enjoyed the meals they had in Balch, and the table service made mealtime especially relaxing. She commented that the head resident sat at the head table during meals.

When Mom lived in Balch the dorm was not referred to with catchy phrases such as “the convent,” as it sometimes is today. Despite Balch’s sedate reputation, when I was a resident there were occasional “water wars,” shaving cream fights, screaming sessions, study breaks and parties that were supposed to help release the tension and pressure from school work.

There were some trying times freshman year. We had controversies over how loud and how late stereos should be played, and what television show we should watch in the lounge. When my mother was a student they used the lounges to play bridge, or play the piano. “They were kept pretty formal,” she told me. Women still play the pianos, but today there is also a television in each unit lounge.

People now study in the lounges as well, and even students who live in other dorms study in Balch at times to take advantage of the quiet and comfort. Today the lounges are also used for planned get-togethers such as Sunday morning brunches and occasional ice cream study breaks at night.

There are now larger scale social events, too, such as the recent 50th anniversary formal. Mom recalled that there were no dorm social activities when she lived in Balch. Many of the current events are planned through the residence coordinator.

A lot of societal changes have occurred during the last half century, and Balch’s character is keeping up with the times. Mom and I agreed that it would be interesting to see what life is like in Cornell’s only all women’s dorm in another 25 years.
Birds don’t always eat like birds — especially when each million red-winged blackbirds that descend upon the cornfields of Central New York consumes 25,450 bushels of corn valued at $63,625 over a four-month period.

According to James W. Caslick, Ph.D. '72, a senior research associate in the Department of Natural Resources, these blackbirds (Agelaius phoeniceus) prefer not to fly over water, so when they migrate south from Canada in late summer, they fly around Lake Ontario, roosting in the marshes of Cayuga and other neighboring counties. This causes extensive damage to the cornfields in that area, as redwings feed upon corn in the "milk stage", before it matures.

In addition to the corn eaten, much more may be destroyed because insects, mold and fungi may enter an ear of corn after the husk is opened and destroy the remaining kernels.

Red-winged blackbirds, the most numerous of several blackbird species in the United States, first appear in Central New York in late February, and are primarily insectivorous during the four-month breeding season. "For this part of the year, the birds are beneficial to agriculture," says William T. Bridge-land, a graduate student working under Caslick's supervision. In the summer months, it is estimated that one million blackbirds consume 460,000 pounds of insects and 600,000 pounds of weed seeds.

The redwings' feeding habits are systematic; when they find a cornfield, they will continue to return to it if the corn is still in the soft stage. The first damage occurs in early August, and it continues through the beginning of November. Most damage occurs before mid-September, and within 6.5 miles of the roost. It is theorized that the birds use the roost as a food information center, which also enables young birds to follow the others so that they may also feed.

In addition, intraspecific competition may determine where the birds feed. The birds appear to sort out by age and sex class, with the adult males feeding closest to the roost, and young females feeding the greatest distance from the roost. "Because the huskiest and most persistent will be the first to feed, the adult males may have a survival advantage over the younger birds when food is scarce," asserts Caslick.

One must remember that the redwings are troublesome only part of the
Red-winged blackbirds have done extensive damage to this ear of corn.

Presently, in an attempt to control the damage, scare tactics are used. Carbide cannons, which are essentially noisemakers, are set up to explode at regular intervals. “This method is not always effective, especially if the birds have come into that area and are already feeding there,” comments Bridgeland.

Another scare tactic involves the use of a chemical agent -- Avitrol -- to control damage, especially if it occurs on a large scale. Avitrol is bait which is applied to the fields from a crop-dusting plane. The chemical causes the birds to display distress behavior, and this is meant to be a warning to other birds to leave the area.

Although nothing has been done with it in New York marshes, Caslick also mentioned roost manipulation as a method of control. The principle behind roost manipulation, once the key features to manipulate are determined, is to disrupt roosts and move them far enough away from cornfields so that no damage would be done.

Furthermore, Caslick discussed the possible development of bird-resistant varieties of corn. By examining large numbers of different varieties planted adjacent to each other, it is possible to determine the most desirable characteristics for a “bird-proof” corn variety.

As more is learned about the redwings and about bird-resistant corn varieties, an integrated approach to control bird damage may be developed. Ideally, this would substantially reduce the economic loss of corn, with no harmful effects to the birds.

Tracking redwings from their roosts to feeding sites is made easier by attaching colored plastic streamers to their legs.
Betty Ortiz, '81, summed up the definition of a cooperative by saying, "Co-ops survive solely on the participation of their members. There's a family feeling. It's a home away from home."

Cooperatives are small living units. There are eleven of these University-owned units located all over campus, some of which are exclusively male or female, and others coed.

Independent from University Housing, co-ops are self-sufficient units. The members of the co-ops share in the maintenance and general well-being of the house. Some of the shared responsibilities are governing of internal affairs, housekeeping, and in some cases even dining.

Cooperatives are quite different from the other available means of housing on campus. Ag student Vicki Meretsky, '80, described cooperatives as the "comfortable and convenient compromise between dorm living and apartment life." Another ag student Carol Degenhardt, '81, added, "Cooperatives tend to provide the student with much more than a place to live while at school. It's the family-like atmosphere that I like best. At first it's fun to be away from home but after a while you begin to miss it."

Cooperatives house a smaller number of residents than the average dorm, thus providing certain advantages to their residents. "We have the opportunity to get to know people who are members of the house," said Ellen Stuart, '81. "It's a give-and-take situation where we share in a home atmosphere. We live together, work together, study together, and eat together. What else can add to a family atmosphere?" Martha Galbo, '80, added, "Co-ops provide an atmosphere for more than the average student-to-student relationship. We are able to make many more close friends and that can make all the difference."

Cooperatives have been described as the pleasant alternative to dorm living. One of the most positive attributes is its considerably lower cost. Co-ops are less expensive than the average dorm mainly because of their independence from the University and their shared responsibilities.

Mary Schiek, '80, said, "It's the best deal on campus. We have great facilities, including a library, a large living room with a functioning fireplace, and piano, two study rooms, a T.V., and a kitchenette. We also have a regular dining program with a great cook. Our free laundry facilities are a great convenience too."

On the other hand cooperatives, like all other living arrangements, have their drawbacks. Sometimes members overlook their housekeeping chores. As Lisa Sheppard, '81, put it, "Living in a co-op is having to mop up after someone else has taken a shower."

"But, I like it here; it's fun."
Hullar Appointed Associate Director

Theodore L. Hullar has been appointed an associate director of research at the College of Agriculture and Life Sciences, and associate director of the New York State Agricultural Experiment Station.

The New York State Department of Environmental Conservation's (DEC) Deputy Commissioner for Programs and Research for the last four years, Hullar will help scientists develop and obtain support for research programs in the social sciences at the College. His other responsibilities will include planning and coordinating research dealing with energy and environmental issues and serving as an adjunct professor of natural resources.

Hullar joined the DEC in 1975. Prior to that he served for a year as Commissioner of Environmental Quality for Erie County.

Prof. Milton Zaitlin, of the College of Agriculture and Life Sciences, has been elected a Fellow of the American Phytopathological Society. Zaitlin, a professor of plant pathology, is an internationally known expert on plant virology. He is co-author of the book, The Biochemistry and Physiology of Infectious Plant Diseases, and he has written numerous articles on plant viruses.

Eric B. Outwater, '52, a member of the Advisory Council of the College of Agriculture and Life Sciences, has been named Special Assistant to the regional administrator of the U.S. Environmental Protection Agency. In his new position, Outwater concentrates on major problems facing the USEPA.

Outwater just spent what he called a "fascinating" five years as a Deputy Regional Administrator for the agency. He is also an active member of the Environmental Committee for the 1980 Lake Placid Winter Olympics.

Promotions

Marjorie M. Devine has been promoted to professor in the Division of Nutritional Sciences, a joint division of the N.Y. State College of Human Ecology and the College of Agriculture and Life Sciences. She is presently the coordinator of the division's undergraduate program and associate director for academic affairs.

She is nationally known as a leader in the field of nutrition education, and has worked with the U.S. Department of Agriculture to develop a new curriculum in this field. She has also served on the Board of Directors of the National Nutrition Consortium, and as chairman of the higher education section of the Society for Nutrition Education. She has published many articles on her research with ascorbic acid and in 1977 received the Chancellor's Award for Excellence in Teaching.

Richard B. Root, an internationally known authority on evolutionary ecology has been promoted to Professor of Insect Ecology in Cornell University's Division of Biological Sciences. Root's studies focus on the relationships between insects and plants, regulation of insect populations and the relationships between pest problems and crops grown in large, dense or pure stands.

He was formerly editor of Ecology and of Ecological Monographs, is a Fellow of the Royal Entomological Society of London, and has been part of the Rockefeller Foundation's field staff. Since he joined Cornell's faculty in 1964, much of his work has been of an international nature.

Dale E. Bauman has been appointed associate professor of animal nutrition, with tenure, in the Department of Animal Science. Bauman is an international scholar specializing in nutrition and metabolism of dairy cattle. He has given numerous seminars around the world, and is an outstanding teacher of undergraduate and graduate students.

Farm Director Produces Radio Program

Ed Slusarczyk, '49, Farm Director at WTLB AM-FM Utica, N.Y., produces and broadcasts a radio program called Ag Radio Net Farm Report that covers the latest agricultural news, market reports and weather information of interest to New York state farmers. The six-minute program is broadcast each morning on 13 New York State radio stations, making it accessible to approximately 85 percent of the farmers in New York.

Slusarczyk, an agricultural economics graduate, is a member of the National Association of Farm Broadcasters.

Edward C. Raney M.S. '35, Ph.D. '38, professor of Zoology, emeritus, has been designated an honorary member of the American Fisheries Society. Raney was on the College of Agriculture and Life Science's faculty for 31 years. He serves on several fisheries-related advisory committees and holds membership in 26 professional societies. In recent years, Raney has headed his own consultant firm, Ichthyological Associates, Inc.

Prof. Steven V. Beer '65, Prof. William E. Fry Ph.D. '70, Prof. William F. Mai Ph.D. '45 and the late Prof. Otto E. Schultz were among the contributing authors of a 46 chapter book entitled Methods for Evaluating Plant Fungicides, Nematocides, and Bactericides. The book, published by the American Phytopathological Society, includes procedures for testing the effectiveness of chemicals to control nematodes, fungi and bacteria that cause disease in plants.

ATTENTION SENIORS --
Join the thousands of ALS graduates who are now members of your Alumni Association.
Contact: A&LS Alumni Office, 205 Roberts Hall
According to Cornell's Cooperative Extension, we have a lot to learn from our forefathers. Since July of 1978, the New York State Colleges of Agriculture and Life Sciences and Human Ecology, through Cooperative Extension, have jointly been involved in an effort to promote the safe and efficient use of the time-honored old wood stove.

In the present era of rapidly advancing technology, this might seem odd, but Cornell's Extension faculty sees wood stoves as an attractive additional or even alternate source of fuel if used properly. In fact, as oil prices spiral upward, some consumers are now using wood stoves as a complete substitute for their present source of heating.

The Office of Energy Programs at Cornell, headed by Dr. Donald R. Price, Professor of Agricultural Engineering, decided that wood-burning stoves ought to be a major focus for the winter of 1978-1979, and the subsequent winter as well. The objectives of the wood-burning program, according to Christopher D. Whittle, Director of Media Services for the two colleges and one of the Energy Program planners, are "to encourage New Yorkers to conserve fossil fuels by using wood as an additional source of heating and to emphasize the safe use of wood stoves."

Wood stoves have become an alarming cause of home fires. In addition, Extension hopes to teach a modern generation of people the lost art of enjoying life around a fire, while saving energy and dollars. Whittle himself installed a wood stove in his family room. "We set the thermostat at 60 degrees and spend most of the evening in the family room. We've saved a lot of fuel. But most families have for-

by Leslie Green '79

of dry wood on hand, all that is needed to maintain a safe fire is the patience to learn." In addition, Cooperative Extension advises consumers on how to run their wood stoves most efficiently, and as a result, as inexpensively as possible. For instance, certain types of wood are more efficient than others. The accessibility of a wood supply and the cost of installing the stove must also be considered. If these considerations are not a problem, it may be worth the consumer's while to install a wood stove in his home.

Rick Koelsch, an Extension Associate in agricultural engineering, said that the average cord of wood is approximately equal in cost to fuel oil and much cheaper than electricity, as far as the amount of heat produced. He feels that using a wood stove on a regular basis could cut heating costs by as much as one-half.

Frustrated about your high heating bills? If you can afford to invest in a wood stove, there may be a way out. And if you'd like to learn more about it, write the Cornell Mailing Room, 7 Research Park, Ithaca, N.Y. 14853, for a copy of "Burning Wood," it costs 75 cents.

Burn Wood SAFELY

television series on wood stoves was produced at the ETV Center in the College of Human Ecology. Whittle said the series was shown during prime time news programs and reached 25 million viewers.

Several pamphlets which instruct consumers on the safe and efficient use of wood stoves are available at County Cooperative Extension offices. If wood stove owners are willing to invest a small amount of effort following the advice given by Cooperative Extension, they should have no trouble operating their stoves safely and efficiently.

L. Dale Baker, Extension safety engineer at the ag college, said that "If the stove and chimney are properly installed, and there is a good supply

Todd Caso cuts, splits, and stacks his wood early so that it will dry by the time he wants to burn it in the winter.
ABOUT THE ISSUE
This year is the 75th anniversary of the College of Agriculture and Life Sciences. With a faculty rated number one in the nation in agriculture and forestry, the College also possesses the second largest agriculture library in the world and the largest concentration of plant scientists. This issue looks at some of the history of the College – which made it what it is today.

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EDITORS:
Ernie Koehler
Carie Leigh Middleton
Patti Moy

ASSISTANT EDITORS:
Judith David
Pamela Edwards
Leslie Green
Jennifer Koch

ART EDITORS:
Lucille A. Ircha
Mark Smith

PHOTO EDITOR:
Ed Hardy

EDITORIAL STAFF:
Debbi Kishinsky, Audrey Levine, Ma McDonald, Mary E. Schiek, Christ Sparagana, Lena H. Sun, John Turco.
PRACTICE makes an AGGIE

by John Turcotte '79

Milking is a fundamental skill the students learned.

"If a boy comes here from high school or New York City and he thinks that all the cows are kept in palaces, it wouldn't hurt him a bit to see what the farmer had to do and how he had to live."

These words of wisdom by the late William F. Barrett, '15 don't apply to students in the College of Agriculture and Life Sciences now the way they did 50 years ago. Back then, graduates of the College were required not only to know where the cows were kept -- they went there and milked them.

This was done in order to fulfill a requirement for graduation called farm practice, where ag students received hands-on experience working with farm tools and animals.

Barrett served as superintendent of the University farm from 1916 until his retirement in 1958 at age 69. One of his responsibilities was to get the students to work on the farm.

In a 1964 interview, Barrett reflected on these earlier days. "... any student that had much of any farm experience did not have to take farm practice. It was not difficult for anyone from a farm to get his 40 points or credits without taking any instruction."

"The boys that came to farm practice were those from the city. To our minds, of course, they were boys that wanted to get free tuition, without going to the trouble of studying agriculture. I felt during the early years, that that was one of the main reasons for having the farm practice requirement. The other reason was that it seemed too bad for a person to get a degree in agriculture and not know what a horse or a cow looked like."

"In farm practice, they were required to take a certain number of lessons in milking cows, driving horses, plowing and work of that sort. That would give them the number of credits needed. It was a thankless task. Very few of the students wanted it."

About the farm practice students, Barrett added, "They were excessively green as far as agriculture went. They didn't know which end of the cow to put the milking machine on, or which way to put the horse collar on. They knew nothing about agriculture, the majority of them."

As to the educational value of farm practice, Barrett commented, "As far as its being an education, I don't think it ever was or was ever intended to be. That doesn't mean that none of them ever got anything out of it. Those that were interested had some idea of what they wanted to do. If they took an interest, they had a chance to do it."

While working for Cornell, Barrett was also involved in another interesting task -- making ice. In those good old' days, ice making required more than putting a tray of water into a freezer to get ice cubes, and nobody had automatic ice makers in their kitchen refrigerators. Instead, cakes of ice were cut from Beebe Lake.

"Our ice-making procedure was very primitive. In the beginning we started with just our ice saws...then we got the ice plows which helped quite a lot. The field was marked out and then the ice was plowed part way through with these plows. The plows were nothing but about four or five blades with a sharp point. That was pulled through and it scraped the ice out and cut it off. Then we went through with our ice spuds and spudded the cakes off. The cakes were pulled up onto the ice. It took a strong back. Then they were picked from there up onto the sled. We preferred to have the sleds down on the ice."

"On the whole," continued Barrett, "We were quite successful in getting it out. Once in a while a horse would go in the drink, or a man would go in the drink when he stepped on a cake that wasn't very solid."

Those who fell in probably did not get a very warm feeling from their success, but it was all in a day's work for those earlier aggies.
"Goldwin Smith? Yeah, straight ahead past the bell tower. It's the big building on the right side of the quad with huge Greek columns in front. You can't miss it."

Today the name only comes up in conversation amid directions or among students once the Course and Room Roster comes out; but over a hundred years ago it was heard frequently. Then it referred to one of England's and later Canada's most controversial and did not care for it, so he divided his time between tutoring and writing pieces for the Saturday Review and the Morning Chronicle.

During this period, Goldwin Smith crusaded for improvements in the educational system. Continually dismayed at England's restrictive class system, he did not approve of the rule that required most of Oxford's faculty to come from the cleric class. In addition, Smith did not like the idea that to be ad-

THE ACTIVE BYSTANDER by Ed Hardy '79

outspoken liberals, Goldwin Smith, whose pen name was The Bystander.

Smith was a historian and a journalist who spent the first half of his life in England, taught on the Cornell "frontier" (as compared to Oxford), for two years and then finished his career in Canada. In some ways, he could be described as a Victorian Jack Anderson, or George Will, because many of his most effective writings were published as essays and reviews behind the mastheads of England's and Canada's prominent periodicals.

Yet Smith also wrote many books and pamphlets, some of which can be found in Cornell's White Library. And, though many of the volumes are quite small, the gold titles on their spines cover subjects ranging from An Outline Of The Political History of the U.S. to Guesses At The Riddle Of Existence.

Goldwin Smith's life began in Reading, England on August 13, 1823, at number 15 Friar Street. He was the only one of seven children to reach adulthood. Much of Smith's childhood was spent at various boarding schools. At fourteen, he was sent to Eton, where he began his study of the classics. After graduating in 1841, Smith continued on to Oxford and eventually graduated from Magdalen College with many academic honors.

For a brief time afterward, Smith studied law. But he soon found that he

This charcoal drawing of Goldwin Smith, done in 1881 by R. Sandys, hangs in the White Library.

to spend some time, or even settle with, his relatives in Toronto, Canada. Smith had always cared for the United States, and during the Civil War he was an ardent supporter of the Union cause. In fact, he felt that one of the greatest disasters which had befallen the English race was the fact that the colonies and England had not parted on friendly terms.

In 1864 Goldwin Smith had completed a three month lecture tour of the United States. During the visit here, he met with a number of eminent people, including Lincoln, Seward, Emerson, Thoreau, Longfellow and Horace Greeley. Smith saw the opportunity to teach at Cornell as a chance to study America and its institutions.

Before Smith arrived here, Andrew D. White had only sent Smith pictures of the scenery around Ithaca. So he was quite unprepared for what he saw that cold, rainy November morning when he inspected the campus. "The university was represented by a single block building, much the reverse of beautiful, and looking particularly grim that day."

But he thought quite highly of the new faculty, stating that, "I do not
think I ever had to do with a set of men whose character and ability I esteemed more highly.” Smith had praises for his contemporaries. His pen name was The Bystander, but it was rare that he ever let an issue pass without comment.

Yet he was amazed that the new university should have such a small library. So Smith sent for his own personal collection of 3,400 volumes to be added to the few the University already owned.

Smith got along well with the students. He participated in sports with them and was a member of Psi Upsilon fraternity. He lived downtown in the Clinton House, and wrote in his memoirs of seeing golden eagles glide over Cayuga Lake as he walked home.

After his first two years here, Smith took many extended visits to Toronto. He resigned his position at Cornell in 1871. Yet Goldwin Smith still felt quite strongly attached to the University, and returned to visit and lecture. He wrote, “In my checkered passage through life there is no happier incident than my connection with Cornell.”

Even so, there were a number of reasons that prompted Smith to leave. First of all, he had never planned to settle in Ithaca on a long term basis. In addition, he missed being involved in the daily political action. As a visiting Englishman, Smith had vowed to stay out of American politics and merely observe the American system. Compounded with this, the United States’ relations with Britain were somewhat strained at this time, and Smith felt that he was receiving some of the hostility.

Finally, Goldwin Smith could not abide the University’s decision to become a coeducational institution. He did not object to education for women, as long as it did not occur together with men. Here is how he described a meeting between suffragette Susan B. Anthony and Ezra Cornell: “...after having melted butter poured over his head and down his back by Susan Anthony, she ended by telling him that if he would open Cornell to women his anniversary would be regarded by posterity as equal to the fourth of July or the coming of Christ.”

After being in Toronto for a few years, Smith, in 1875 married Harriet Elizabeth Mann Dixon, a widow, and moved into her old English mansion, “The Grange.” From this observation post Smith dove back into journalism and everyday politics. He provided financial backing for a series of publications including: The Bystander, Week, and Canadian Month. Smith also wrote comment pieces for these magazines and others. He refused payment for any of this work. In addition, he contributed his funds to help struggling journalists. From his library at “The Grange” Smith also turned out the majority of his books and pamphlets, which covered a broad range of topics.

His final major effort in journalism was his work on the Canadian agricultural paper the Weekly Sun. Smith continually wrote editorials, which forcefully advocated the interests and views of Canadian farmers. Though usually quite modest about his achievements, he was quite proud of the Sun’s efforts to amplify the farmers’ voice among the clamor of business interests.

Throughout his life, Goldwin Smith was often at odds and isolated from his peers, socially and politically, by his ideas. In England, he provoked controversy through his vocal opposition to “foreign entanglements” and his support for the emancipation of the remaining British colonies. In Canada, Smith was isolated by his conviction that Canada should become part of the United States. He failed to recognize the depth of Canadian nationalism.

Unwilling to follow party lines, Smith was often even a minority among his liberal colleagues. He feared socialism, but supported government welfare plans during the Canadian depression of 1888. He was impatient with slow moving monarchies, yet he would not advocate any changes except through strict constitutional means.

Over the course of his career, Goldwin Smith formed his own liberal policy. And through his teachings and writings, he tried to instill some of what he thought was right into the daily lives of his contemporaries. His pen name was The Bystander, but it was rare that he ever let an issue pass without comment.

The cornerstone ceremony for Goldwin Smith Hall took place in 1904. Goldwin Smith is under the umbrella, President Jacob Gould Schurman is on the left, while Professor Charles Mellon Tyler is in the foreground.
A familiar Cornell favorite: ice cream sandwiches, which are made at the Dairy Plant.

Each year, the Dairy Plant belonging to the College of Agriculture and Life Science's Department of Food Science processes between 290,000 and 300,000 gallons of fluid milk, "or 3,100,000 twelve ounce glasses," according to David Brown '67, the Dairy Plant's manager.

The Dairy Plant employs approximately 30 people depending upon the time of the year. Of those employed, 12 work full time in management, plant services, sales or delivery. The remaining workers are on a part-time schedule and are students in the Department of Food Science.

The Cornell Dairy Plant is trying to go nature one better by attempting to improve the flavor of milk with the use of the Aro-vac machine. The Aro-vac machine improves milk's taste by removing objectionable off-flavors such as the unnaturally sweet aromatic odor of feed, or the barny odor.

The Aro-vac injects steam into the milk, raising its temperature to approximately 202°F and then introduces the milk into a vacuum chamber. The milk flashes because of the high temperature and low pressure. Vapor is removed along with unwanted flavors, and at the same time the bacterial count is lowered, which allows for a longer shelf life.

Besides whole milk, the Dairy Plant produces skim milk, heavy cream, light cream, half and half, Tetrapak creamers, chocolate pudding, yogurt, ice cream, reconstituted orange juice and much more.

In addition to serving the Cornell community with a variety of high quality dairy products, the plant serves as a teaching facility for food science labs. Research is also done at the plant. New products are manufactured by the food science department, and market studies on these new products are done in the Dairy Plant sales room. The Dairy Plant is also responsible for producing and packaging new products and the initial market studies.

The new products begin with an idea and a lab formula. They are tested by a panel of food scientists and then by a second consumer panel. The product is now ready to be packaged and priced for its market study. "The major concern," said Brown, "is whether the product will sell at a reasonable price." Some indication of the product's success or failure is seen after it is packaged and tested for sales in the Dairy Plant's sales room.

One product now being worked with at the Dairy Plant is pudding. Besides chocolate, new flavors and formulas are being tested to increase variety. Some of these new flavors are lemon, vanilla, and butterscotch.

Most novelty dairy items are not produced at the Dairy Plant because the machinery required is too large, but the ice cream sandwich is the one novelty the Dairy Plant does produce. The plant rents the machinery needed to make ice cream sandwiches and in less than one day enough sandwiches are produced to last an entire month. Renting the machinery for a day utilizes less space, lowers the costs for both the plant and the consumer and also provides the consumer with a novelty dairy product.

The Cornell Dairy Plant's main product, milk, has been called the "perfect food" by some. This is because milk and its derivatives are excellent sources of calcium, protein, riboflavin and many other vitamins and minerals. It also supplies fat and sugar. Many nutritionists suggest that the average adult requires at least two or more glasses of milk per day. Filling this daily requirement can be a pleasure according to ag student, Carol Degenhardt '81, who says, "I just love Cornell ice cream." Many Cornell students would agree.
The recent energy crunch has prompted researchers in the College of Agriculture and Life Sciences to find new ways of converting their knowledge of energy conservation into saving cold, hard cash.

Prof. Robert R. Zall, Ph.D. '68, of the Department of Food Science, has undertaken a project which takes advantage of an abundant natural resource in the northeastern United States—cold weather—to substantially reduce energy use in the refrigeration of foods during the winter.

Zall’s project was first conceived in mid-1977, but the actual research did not begin until last December. Professors William K. Jordan, ‘45, also of the Department of Food Science, and David C. Ludington, ‘56, of the Department of Agricultural Engineering, are co-investigators in this unique project. It was originally considered as an add-on system which could be installed to supplement the existing mechanical refrigeration systems during frigid winter weather (November to March in the northeastern United States).

The pilot set-up was a regular walk-in (10' x 20' x 10') cold room that had been modified with vents and a fan, which enabled it to be cooled with outside air during cold weather. The walk-in cooler is kept at a temperature ranging between 32 and 40 degrees Fahrenheit. When the cold air alone cannot maintain this temperature range, the thermostatically-controlled back-up mechanical refrigeration unit takes over automatically.

A fan-powered air handling system with built-in dampers was installed in the room where milk, vegetables and fruit are stored. This system delivers cold air from the outside and at the same time expels spent air from the room. Factors such as humidity, hy-
When a species struggles for survival in a constantly changing environment, its good and productive characteristics are retained by nature, while its harmful and useless ones are eliminated. Ultimately, this process of natural selection results in the evolution of a new species. The Cornell Countryman during its 77 years of existence has also gone through an evolution. As the demands on the College of Agriculture and Life Sciences shifted and our society changed, innovative editorial policies and writing styles replaced the old, outdated ones.

The Countryman was born in 1903, a product of the “growing desire to establish an agricultural periodical at Cornell,” according to the first Countryman editorial. Liberty Hyde Bailey, the College’s director, christened the publication the Cornell Countryman. George F. Warren, ’04, took on the task of editing the first issue. That issue was distributed in December of 1903.

Warren’s first editorial expressed the magazine’s desire “to voice the best in agricultural progress and agricultural teaching.” Articles were to be of a technical nature and were to involve farming, agricultural teachings and investigations into agriculture.

Faculty and professionals penned the articles published in the first years. Today, when students hear the names Van Rensselaer, Bailey and Stone, they think of the buildings on the ag quad. Seventy years ago, these names could be seen as bylines in the Countryman’s first issues.

Undergraduates, post-graduates and alumni constituted the editorial staff, although faculty and professionals contributed articles to the publication. The editor was elected to the post each year by alumni and the College’s undergraduates, and the staff was chosen after competitions. Feature articles about general agricultural news, Cornell news and news of former students were the editorial staff’s responsibility.

The Countryman’s appearance changed often during its early years. Its original cover was of a farmer sowing seed. Partially due to a shortage of funds, the cover remained the same for many months. However, as funds grew, the staff was able to try new ideas for the cover.

When the Countryman first began, the end-of-the-year issue contained a writeup on each graduate and his picture. By 1909, the editors were forced to change this policy. The College had grown too large and space constraints eliminated the pictures.

The Countryman’s page dimensions grew from 9½” x 6½” to a full 9” x 12”. But although page size increased, financial problems caused the number of pages to decrease. A new editor, David S. Cook, took over in 1923 and found the problem. He felt the publication was too opinionated, and so he changed editorial policy. “We aim to print a Countryman which will win the most favor from the most of our readers.” Articles became less technical. Instead, they took on a more general tone and they tried to give the readers practical, money-saving advice. The public reacted favorably to these changes and the Countryman increased in size.

In 1928, the College’s growth once again affected Countryman policy. “Former Student Notes,” a monthly feature since 1903, gave readers the latest news about the College alumni. However, after 1928, it was impossible to write about all the alumni in one issue. The alumni were thereafter grouped by the region of the United States they lived in and each month a different region was discussed.
When the Depression began, the number of advertisements received by the Countryman declined. As a result the number of pages declined also.

The agricultural community was also in a depression. The Countryman's focus shifted further away from agriculture. Article topics included advice to freshmen, the Big Red Band, and the coed on the varsity polo team.

The Countryman grew again during the second half of the thirties. Julia Brocke became the Countryman's first female editor in 1936. Non-technical articles were again stressed.

In 1938, Chester H. Freeman, '39, became the editor. Today he is the Chairman of the Department of Communication Arts. In the 35th anniversary issue edited by Freeman, Sally Gibson, '40 and Donald Nesbitt, '40, wrote an article about the changes that had occurred in the Countryman. They found the largest difference to be that "an article by a faculty member is an exception rather than a rule."

Ads were no longer included, and the printing method was changed to keep up with the times.

The Countryman's editor and much of its editorial staff entered the armed forces during World War II. As women all over the country took over male dominated jobs, Marie Call and Margaret Lucha became co-editors of the 1941-42 volume and the Countryman continued.

The war also influenced the Countryman's contents. The column "Former Student Notes" began to include military posts as alumni addresses. Betsy Kandiko, in her article "Our Part," wrote:

The Countryman cannot go to Guadalcanal and shoot Japs, but we can do our best.
Maybe we can cheer you up once a month with our light features
...Maybe we can bring college back to those who had to leave...
Then we can stand before Uncle Sam and say we helped too.

Private John Meloney, '45, was the Countryman's corresponding reporter. In his article, "From Campus to Camp," he wrote about his experiences in the army.

During the early post-war years, the Countryman went through another change as men returned to their old jobs. In 1949, a surprising editorial was written arguing that students in the College of Home Economics were not just "pre-weds" but students taught invaluable skills. The Countryman was reflecting the changes in our society's opinion towards educated women.

The Countryman began in 1955 to distribute complimentary copies, not only to the College students, but to the public high schools and county agents. The financial burden of this practice proved to be too great. By 1963, the Countryman's editor, Paul Roman, suggested that the responsibility for the magazine be delegated to the Department of Extension Teaching and Information (now the Department of Communication Arts).

Students majoring in the department would staff the publication. Originally, these majors were required to get outside practical experience in order to graduate. The Countryman would serve as the source of that experience now. Furthermore each month, a new editor would be chosen in order for each major to get a chance to be editor before graduation.

Advertisements would no longer be accepted by the Countryman. Financial worries would never plague the publication and affect its size and policy. A faculty supervisor would insure the Countryman's smooth running. By 1966, the Countryman had become the magazine we see today, a straightforward, informative publication about the College. And, after all these years, it continues to try to "voice the best in agricultural progress and teaching."

This October 1966 issue was the first to appear as we see it today.

Wolution

by Audrey Levine '79

Welcome Freshmen
Agriculture's 5th DEAN
by Judith David '79

Dean Albert R. Mann was responsible for much of the physical expansion of the college.

Mann Library, the huge building which looms on the east end of the agriculture quad, is well known to students in the College of Agriculture and Life Sciences. The library is named after the College's fifth dean, Albert R. Mann. As the College celebrates its 75th birthday this year and reflects upon its growth and changes, it is fitting to look at the man under whose direction many important changes took place.

When Albert R. Mann became Dean of the College in 1917, he was already well acquainted with Cornell. Mann could not afford Cornell's regular tuition, so he entered the College in 1901 as a special student. George F. Warren, a graduate student who studied horticulture under Liberty Hyde Bailey, persuaded him to study full time. Mann heeded Warren's advice and earned the extra money he needed by working as a milk tester for Prof. Henry H. Wing, '81. He graduated from Cornell in 1904 and went on to become Assistant Superintendent of the Boston Farm and Trades School.

Within one year, Mann was back in Ithaca after Liberty Hyde Bailey persuaded him to return as his personal secretary. As part of his job, Mann helped Bailey prepare the *Cyclopedia of American Horticulture*, a four-volume collection. In 1908, Mann was appointed assistant professor of dairy industry, but left again to become secretary to the State Commissioner of Agriculture. He was back at Cornell by the following March as the secretary, registrar and editor of the College.

After working in the College's administration and as a professor for several years, Mann seemed the logical choice to succeed Beverly T. Galloway, who had followed Bailey as Director in 1914. His appointment as dean pleased many people, especially Bailey, because Mann was one of his protégés. When people praised Bailey, for having "discovered" Mann, he refused the compliment and replied, "I do not know that anyone should be given credit for discovering the obvious." Morris Bishop, in his *History of Cornell*, wrote of Mann, "His broad experience was reinforced by his being an insider, one of our own people."

Mann's tenure as dean lasted from 1917 through 1931. As dean, he was also the director of the Extension Service and director of the Agricultural Experiment Station in Ithaca. In 1924 his jurisdiction expanded to include the New York State Agricultural Experiment Station at Geneva, and in 1926 the direction of the New York State College of Home Economics was added. In the 15 years of his administration, many changes took place. The annual income of the colleges doubled, the size of the staff more than doubled and the College secured 80 percent of its present buildings and equipment.

During this period, there was a great emphasis placed on expansion of the College's facilities. New buildings housing the departments of plant science, dairy science, animal husbandry, agricultural economics, rural social organization and home economics were all added to the College under Mann's direction. Along with Beverly T. Galloway, who was Director of the College from 1914-1916, Mann was responsible for creating the Department of Rural Social Organization (now rural sociology).

Since he strongly believed that the College should help the state's farmers, Mann was especially interested in seeing extension work grow, and under his administration it did. In 1910, little emphasis was given to extension work, but by 1920 it was one of the College's strongest divisions.

Part of Mann's success as an administrator can be attributed to his unique sense of timing. Gould P. Colman, in *Education and Agriculture: A History of the New York State College of Agriculture* wrote, "...He awaited the opportune moment to introduce changes. He seems to have calculated in every major decision...the intensity and direction of relevant social forces." Mann's acquaintance with several state legislators and the Governor helped him to secure extra funds for the College. His achievements in Albany were called "nothing short of spectacular," by William A. Stocking Jr., head of the Department of Dairy Industry.

In 1931 Mann left his duties to become the first Provost of Cornell University. As Provost, Mann was aware of the tensions that existed between Cornell's colleges, and he worked to strengthen the relationships between them. Mann resigned his post in 1931 to work for the Rockefeller Foundation. Even though he was away from Cornell, he remained active in agriculture and alumni affairs.

When Mann died unexpectedly on February 21, 1947, President Edmund Ezra Day said of him, "For more than 40 years Dr. Mann has given unstintingly of his energy and wisdom...he brought a superb intellect and devotion to the splendid causes which he served." It was also under Mann that the College of Agriculture greatly extended its influence both nationally and internationally. The College has undergone many changes since its inception. Much of the credit for those changes is due to Dean Albert R. Mann.
FOAL-SAVING RESEARCH

by Christin Sparagana '80

Those who raise horses know that foals need special care during their first 24 hours of life. They must be immunized, or they may not survive beyond a few days. Steve Burton, '78, is working on a new method that will ensure that foals receive the antibodies they need to fight infection.

Burton, a graduate student in the Department of Animal Science, is conducting his research at Cornell's Equine Research Park. The research project includes providing a product that can be substituted for mares' colostrum. Colostrum is the first milk the mare provides for the foal, and it contains a much greater concentration of antibodies than does the mare's subsequent milk. When nursing during the first 24 hours of life, the foal is immunized by the colostrum.

The early death of foals is a serious problem for horse breeders. According to Burton, "Too many foals die within the first week of life. If traced back, the problem is often that there was something wrong with the colostrum, or the foal did not get colostrum in time." Three situations which can result in premature foal deaths are orphan foals, colostrum which lacks sufficient antibodies, and foals which are too weak to get up and nurse.

The foal must receive colostrum within 24 hours of birth or the antibodies will be digested instead of absorbed intact into the blood stream. "The serum I'm working on is like a 'homemade colostrum.' A special advantage is that the serum can be injected directly into the foal's blood stream," Burton remarked.

Many breeders now freeze colostrum for use in emergencies. Two problems with freezing the actual colostrum are that mares produce small amounts, so little is available for freezing, and that the protein structures in colostrum can be altered when frozen. Neither problem is encountered when using Burton's serum.

For his experiment, Burton collected blood from six ponies which are part of the pony herd bred at the Equine Research Park. He then extracted the serum from the blood. He recalled, "It took a month to collect the 70 liters of blood I needed." He said Dr. John E. Lowe of the College of Veterinary Medicine helped him with techniques for blood collection.

After concentrating the serum to get the amount of antibodies needed, Burton said he "freeze-dried the serum, just like they do coffee. The protein structure is not altered when the serum is freeze-dried, and the serum can be 'rehydrated' for use at any time."

Burton tried feeding the rehydrated serum to horse foals that had already received colostrum. "They drank it, so it's palatable," he concluded.

Burton said he hopes to know soon if the procedure is feasible. The serum is freeze-dried, but the research is waiting on 20 pregnant ponies whose foals will be given the serum. Burton said he will test the effects of the serum by dividing the foals into four groups and immunizing each group differently--with serum, colostrum or a combination of the two.

"Theoretically it should work because the antibodies are the same as those in the first milk," Burton stated. "There is definitely a need for the product, and it could be commercially marketable if it's successful," he added.

To be near the ponies when they foal, Burton lives in a house on the grounds of the Park with five other "horse-oriented" students. "Sometimes I have to watch the ponies during the night," he explained.

Norm Woodworth, '79, also lives in the house at the Park. He noted the potential benefits of Burton's research--"His project is unique in research today because many current projects explain things that are nice to know, but won't really change much."

Dr. Harold F. Hintz of the Department of Animal Science also said Burton's project has potential. "If it's successful, it wouldn't be necessary to store colostrum," he stated. Dr. Hintz oversees and supervises all nutrition projects at the Park.

Dr. Hintz said nutrition, drug testing, reproduction and infectious diseases are the four research categories studied at the Park. He explained, "The Park is conducted by the College of Veterinary Medicine. Dr. Lowe, Director of the Equine Research Park, coordinates all the activities and allocates the space and animals."

Burton said he first got the idea for his experiment from a friend who was trying to freeze-dry cows' colostrum. "Since mares produce much less colostrum than cows, I decided to try making a serum that will do the same thing," he explained. If the experiment is successful, Burton's results may prove to be a major breakthrough in the horse breeding industry.
Imagine yourself on the Cornell campus of 1917... 1928... 1939. Do you think you could find your way around?

The following quiz takes you back to the Cornell campus of the 1910's, '20's, and '30's. Even though most of the buildings which graced the campus 30 to 60 years ago can still be found today, many trees and walkways have disappeared. Some old buildings have come down and many new edifices have been erected. You may think all these changes are minor, but as you will see, even minor changes can drastically alter a familiar scene.

The quiz is worth 100 points. Recent graduates of Cornell will understandably have more difficulty answering the questions than will individuals who studied or taught at Cornell during the first half of the century. Therefore, readers who arrived on campus after 1950 should add five points to their final scores. Answers appear on the bottom of the next page.

1. You are on the Arts Quad. For ten points, name the two buildings on the right.

2A. We are still on the Arts Quad, but you are standing in a building which no longer exists. For ten points, name this building.

B. For ten points, name the building which occupies this spot today.

C. For ten points, name two things in this picture (other than buildings) which are no longer on the Arts Quad.
3A. A photograph taken during the '30's or '40's. For ten points, name this street.
B. For ten points, name the building on the left.

4A. Comstock, Stone, Roberts, and East Roberts Halls about 1920. Notice the garden in the lower left hand corner of the picture. For ten points, name the garden.
B. For ten points, name the building which stands on that spot today.

5A. For ten points, name this building.
B. For ten more points, name the function this building served at the turn-of-the-century.

SCORE
80-105
Congratulations. You have successfully completed a tour of the campus.
50-80
Congratulations to you, too. You got lost a few times, but at least you made it back to your car.
20-50
Stay where you are. We'll send someone to get you.
Below 20
Trees can be tricky.

ANSWERS:
Women's dormitory.
Comstock Hall, 5A; Sage Hall, 5B; It was a garden.
A. Market Hall, 4B
La. A. Minn.
Central Avenue, 3B-Willetts Street
in the middle of the photograph. 3A.
B. Five points (and the road (five points)
man Hall 2B; On Library 2C: The trees
I. White and McGraw Halls. 2A-Board.
The small, wiry man sitting on the couch leans forward, impatiently waving his hand as he makes his point. The blue eyes stare up unblinkingly from under wire-frame glasses.

His voice may be scratchy and squeak when he is excited, and his suit may no longer sport a red rose in the lapel, but age has not mellowed Frank A. Pearson's outspokenness or outlook on life one bit. The almost 92-year-old Professor Emeritus of Prices and Statistics is still holding true.

Dubbed "Happy Pearson" by his peers because of his cheerful disposition, Pearson is probably remembered by most people for working with George F. Warren, another professor in the Department of Agricultural Economics, in persuading President Franklin D. Roosevelt to take the country off the gold standard in 1934.

At the time, a controversy was raging about whether the United States should reduce the gold content of the dollar. A move to take the country off the gold standard had not been made for forty years, and although many farmers and businessmen supported the devaluation of the dollar, most of the economics professors on the Cornell campus and across the country were against the move, he explained. Pearson and Warren were not.

"Warren was down in Washington most of the time advising the President. I was up here preparing the data," he recalled. And in the end, the dollar was devalued, "causing prices to rise and taking the nation out of the depression," he said. After that, when the gold content of the dollar was reduced, "Nobody paid any attention to it," he added.

Pearson feels just as strongly about the state of the economy today. Contrary to popular opinion, Pearson is for inflation. "I think it's good for the country." According to Pearson, during an inflation, prices rise, and farmers, manufacturers, and storekeepers become prosperous. "Industry makes money and labor is employed," he explained. "The only people doing the kicking are the ones on fixed incomes."

Pearson explained that more people are on fixed incomes today and are therefore more likely to feel the bite of inflation. Professors, for example, are one group of people with fixed incomes. "There are a lot more professors now," he added with a grin.

Few people would agree with Pearson's views on inflation, but disagreement of this kind has never bothered him. In fact, Pearson likes to pride himself on his independence. Born in 1887, Pearson confesses that "I squealed the day I was born and I've been squealing ever since." When he graduated from high school in western Pennsylvania, his high school principal convinced him to go to Cornell. Pearson visited Cornell, liked what he saw, put in his application, and was accepted in 1908 in the College of Agriculture. Referring to the 4,000 students in the university he recalled fondly that "Anybody who belonged to that gang was good, the real McCoy."

After graduating from Cornell, Pearson went to the University of Illinois to become an instructor in the College of Agriculture. He taught for five years and got married. But he wasn't satisfied because the university forbade salaried persons from studying for a graduate degree at the same time. Pearson, however, wanted a degree, so he left Illinois and came back to Cornell, where he received his Ph.D. in 1922 and continued to teach here for thirty-five more years.

While at Illinois, he became interested in prices, and when he came back to Cornell, this interest was furthered...
through his acquaintance with Warren. Warren persuaded Dean Carl Ladd to make Pearson Professor of Prices and Statistics, the first in the country. Pearson and Warren started to write articles and books together, and this close teamwork eventually led to their advisory services to Roosevelt.

A popular professor by many accounts, Pearson still likes to reminisce about his greatest students. One student went to class.

Pearson made a striking picture in more ways than one. An avid photographer, he took about 1,800 photographs in his earlier days. He exhibited many of them in Warren Hall. "Every Sunday I went to Warren to change those pictures with new ones, and every Monday morning the students would pour down the halls to look at them," he said with satisfaction.

Things are different today. "You don't see that many buildings being donated because taxes are so high."

Although his heart condition prevents him from doing much else besides reading, Pearson has no complaints. "I've no reason for existing so long," he said. "The world treats me better than it should."

Maybe. But perhaps Pearson deserves it.

dent, Maloney, was a "Strapping six-foot Irishman who rose from nothing to take charge of the Borden Company in Detroit," he said. Another, Keith Murray, later became Lord Murray of Newhaven, he recalled with obvious satisfaction. To Pearson, what his students accomplished once they graduated was more important than the grades they received when they were students.

Pearson also extended his style to the way he dressed. Known for his cheerful disposition, he cut quite a figure with the red rose he wore in the lapel of his suit. He now dismisses the whole thing as a "foolish idea," but it seems he looked at things differently when he was younger. Before the Pearsons started to raise their own flowers, Mrs. Pearson used to walk from their small white house on the corner of Worth Street to Bool's Flower Shop and for thirty-five cents, buy one red rose every morning before Pear-

No questions asked, no criticisms passed—Pearson took this picture in 1953.

Pearson was just as uncompromising when it came to taking pictures. He made it a rule never to take pictures of subjects that were not photogenic in his view. He cites himself as a prime example of a non-photogenic subject, and seldom permits his picture to be taken.

Although he donated most of his photographs to the University, he has a few hanging on boards in his basement. The collection is a motley of Cornell landscapes and family relatives. To most people, the buildings in the prints look like the buildings we now see on the campus, but for Pearson, the buildings have real associations with the men they are named after. Passing by a photograph of Schoellkopf Field, he commented that Jacob A. Schoellkopf made his fortune in Buffalo. Pearson explained that many men of his generation donated buildings because "they made so much money they didn't know what to do with it."

Where is Dr. Watson? Pearson's picture of Herman Crofoot, resembles a familiar figure.
Nuclear power—just the mention of it causes controversy these days. Over 250 people, mostly students, filled Hollis E. Cornell Auditorium in Goldwin Smith April 19th, 1979 when a debate on the subject of nuclear power took place.

Three Cornell professors and a New York State Electric and Gas employee presented their concerns about the future use of nuclear power to an audience, the majority of which could be described as "anti-nuclear". Scheduled as part of the annual Earthrise celebration, the debate was sponsored by the Eco-Justice Task Force and Ecology House.

The audience became involved in the debate by interjecting questions and reactions to points made by the speakers. Constance E. Cook, Vice-President for Land Grant College Affairs and former member of the New York State Assembly moderated and introduced the topic as highly controversial and exceedingly political.

Speaking in favor of nuclear power were Bernard Rider, Chief of Load Forecasting for New York State Electric and Gas (NYSEG) and advisor to the New York State Power Pool, and Professor K. Bingham Cady of the Department of Nuclear Science and Engineering in the College of Engineering. The opposing side was taken by Professor Robert O. Pohl of the Department of Physics and Professor Duane Chapman of the Department of Agricultural Economics and former member of the New York State Energy Research and Development Authority.

"If there came a point in time in which there were no energy, what would you miss the most?" asked Rider in his opening statement. The audience responded with laughter and jeers when Rider proceeded to list necessities such as the hair-dryer, air conditioning and cold beers, which he said we wouldn't want to do without. He then asked the audience to imagine studying by candlelight and walking down dark corridors. Both suggestions were greeted by more jeers and comments such as, "This guy has to be kidding!"

Rider presented his arguments from the point of view of NYSEG. He explained that using fossil fuel to produce energy was costing the consumer too much money because as the resource depletes, the price of it rises significantly. Rider stressed that there are more appropriate uses for oil, especially within the food processing industry, therefore it should not be used for fuel when there are other available energy sources. And the "only viable alternatives to oil are coal and nuclear power."

Both Rider and Cady believe that the need for electricity is not going to wane. "The need for electricity is real," Cady explained. "And we must maintain the standard of living which we have by providing energy so that labor is productive."

There may be serious problems associated with nuclear power, but in Cady's opinion, these are less serious than those associated with coal. Coal mining is dangerous because of accidents, black lung disease and harm to the environment. These problems make it impossible to use coal as a source of energy all by itself.

What about the problems associated with nuclear power? Cady conceded a long list of the problems, including heat diffusion, power plant accidents, public fear and waste disposal. Cady believes, however, that these problems can be minimized using a strategy of combining coal and nuclear power as sources of energy.

Pohl presented his concerns with the problems of nuclear power. Fear is the worst problem, and the most difficult to minimize. Since the nuclear power plant accident at Three-Mile Island in Pennsylvania in March, 1979, people are more afraid. Not enough is known about nuclear power for people to feel safe. "The chance of an accident occurring is 6 percent, but since the actual accident at Harrisburg, we have lost confidence in predictions of low chances," Pohl explained.

As for disposal of waste from nuclear power, Pohl recommends research and further development of technology. He also feels that there are areas that can be improved, such as the treatment of liquid and solid waste. Pohl's ultimate goal is to ensure that nuclear power is a safe and viable source of energy.

The debate ended with a vote of the audience, which overwhelmingly supported nuclear power. The audience was left with much to consider as they left the auditorium.
ar power, there is no present technology to deal with it. Waste is now put in cooling pools and tanks. But a permanent method must be designed because this is only a temporary solution. The expressed need for nuclear power is doubtful in Chapman’s opinion. The consumer until now has not needed the amount of energy already produced by nuclear power plants. And he does not see a need for their use while alternatives are available.

The anti-nuclear section of the audience applauded enthusiastically when Pohl proclaimed, “Opportunities from alternatives are far from exhausted.” Although he did not go into these alternatives, he did present the sun as the perfect source of energy because of its constant availability.

Conservation of energy was also strongly supported by Pohl and Chapman. “Conservation is the only answer,” Pohl said. “If we can’t conserve our energy, there’s nothing that can help us.”

Rider claimed that NYSEG actively supports conservation of energy. Chapman confronted this with a description of the utility’s rate system which he said rewards increased energy use rather than conservation. Rider explained that the rate system includes the cost of fuel, the cost of generation and the customer charge. “NYSEG could raise rates, thereby forcing people to conserve, but that isn’t realistic because the utility would gain undue profits,” Rider said.

Students in the audience had mixed reactions to the debate. Ida Traschen ’80 was disappointed because she felt that the main danger with nuclear energy— the unseen danger—was not adequately addressed by the debaters. What would happen if another accident occurred? And if it were more serious, would lives be in terrible danger? Even though she was disappointed by the lack of attention to this issue, Traschen said that she learned more about what the other issues and concerns were from the debate.

Rhonda Shapiro ’81 was concerned with the issue of conservation. She was not as enthusiastic as Pohl and Chapman about the possibility of people conserving energy. She does not think that people will conserve unless they are made to do so. “It is difficult to make people realize the urgent need to conserve energy now. People can’t see that if we use up energy now, there won’t be any for future generations.”

“One person’s contribution of conserving seems to be minimal. But it has to be multiplied by thousands to indicate the significance,” she said.

Traschen believes that conservation is a realistic possibility because she already sees it being done on a small scale by a few individuals in their day-to-day lives. “Although people are reluctant to make a change, they will conserve when they realize the importance of doing it,” she explained.

Alternative energy sources were greatly favored by most people in the audience. They put down nuclear power because of its obvious dangers and applauded any mention of less environmentally harmful sources of energy.

Robert Spragg, ’81, did not attend the debate, but did have ideas about the issue, which was discussed later among students who had attended. “Alternative energy mechanisms take a lot of time and money to develop,” he explained. “Efforts should be put into creating these mechanisms. It’s obvious that we have to become less dependent upon oil because of the hazards involved. Nuclear power is the only other possibility at present. We have no choice until alternative, commercially feasible methods are devised.”

There does not seem to be another choice. Alternative energy is, as yet, not ready to be used on a large scale. To take action now means to conserve energy. Pohl believes it is the only answer and has a pessimistic outlook if conservation is not practiced. In the meantime, we have nuclear energy. With all of the controversy about its use, what will be its future?
Chatting with HYRAM
by Debbi Kishinsky ’79

This is a special interview with Hyram Wilkes who graduated from the College of Agriculture in 1908.

DK: I’m so glad that you were able to take time out for this interview. It’s not often that I get an opportunity to speak with a Cornellian who attended the University at the turn of the century. The first thing that I’d like to know is what were the students like back then and what types of activities were they involved in?

HW: In the first place, we were a hard-working bunch. We were required to take 12 to 18 credits each semester, including laboratories and recitations. There was always a lot of talk about the heavy workload. In fact, our student-run newspaper, the Cornell Daily Sun, ran an entire series of editorials about how Cornellians worked harder than students at Yale or Princeton.

DK: Was there ever any problem for you as a student in the College of Agriculture?

HW: Some students thought that it was easier to get a bachelor’s degree in agriculture than in the arts college. But there wasn’t a shred of truth to that. Especially since we had to take chemistry and physics right along with the arts students.

DK: Was there ever any conflict between students in different colleges?

HW: You bet! As an Aggie, I was frequently subjected to the “Cow College Yell”, in which a group of Artsies would shout: “Cornell, I yell, I yell, I yell...moo!”

DK: Even though the workload was heavy, did students still find time for many extracurricular activities?

HW: Why sure! We had the Glee Club, the Cornell Orchestra and the Mandolin and Guitar clubs for the musically inclined. Masque, the dramatics club, was quite popular too. For those students who had a flair for writing there was the Sun, of course, and the Widow, a bi-monthly humor magazine. Boy, that sure contained some wild humor! We also had Era, a literary monthly.

DK: What types of sports were most popular?

HW: Lacrosse, crew, hockey, basketball, fencing, boxing, wrestling and tennis. Even though we all wanted to be on the teams, the next best thing was to be chosen “ass manager.”

DK: Excuse me?

HW: You know, an assistant manager, the one who tends to all the details. Those athletic fraternity men weren’t the only ones who liked being involved with sports.

I remember the cider raids at the cider mill which stood on the bank of Fall Creek. Upperclassmen would sneak up to the mill at night and bring back pails of cider. Then there was the time when Professor Goldwin Smith came to stay in Cascadilla Place, where all the students lived. He left his boots outside his door before he went to sleep, expecting them to be polished in the morning. Was he ever surprised to discover that instead of being shined, they were stolen by a group of mischievous students!

DK: What was it like to be a freshman in those days?

HW: Freshmen really had it rough. We had a Freshman Banquet and was that ever wild! Three days before the banquet freshmen had to hide so that they wouldn’t be caught by upperclassmen. If a freshman was tagged, he was dressed up and painted, and forced to parade downtown and throughout the campus. The professors were annoyed by this tradition because they said that it disrupted work for the entire week.

DK: Were there any other popular university celebrations?

HW: There were the usual balls and cotillions, but the most wonderful day of all was Spring Day. Every college in the University set up booths, and for a time, Cornell was transformed into a giant circus. Yes, I have fond memories of my years at Cornell; from the day my train arrived in Ithaca until the day I was scratched.

DK: Scratched?

HW: Sometime before the end of the last exam period, a list of those students who were completing their final year of study was posted. As each student fulfilled requirements for graduation, his name was scratched off the list.

DK: Mr. Wilkes, this certainly has been a privilege. If you had the chance to interview me about what Cornell is like in 1979, what would be your first question?

HW: Are all freshmen still required to take Hygiene 1 and 2?

As I thought about an answer to Hyram’s question, I realized that although many things about Cornell have changed some things like the workload and Spring Day have remained the same.
**ANOTHER FIRST for Cornell**

by Jennifer Koch '79

"When I graduated from Cornell, I never would have believed I might one day be the first female Director of Cooperative Extension in the country," said Lucinda A. Noble with a slight smile. Twenty-five years after graduating from the College of Human Ecology, Noble accepted the unbelievable position "with humility and awe."

Her job is a challenge, requiring experience and insight. "I see myself as a steward because the effects of my job today will be evident in the 1980's," said Noble, at ease in her office in 103 Roberts Hall. "Extension must reach people not only today, but a decade from today," she added.

Noble has taken many steps back and forth between academia and extension to get where she is today. She accepted her first job as an Extension agent in Genesee County in 1954. Two years later, her responsibilities expanded to working with new agents from 20 counties. "I liked what I did then--training agents, developing programs and preparing budgets," she recalled. Soon however, Noble thirsted for a taste of academia again.

In 1959 she enrolled in Extension Administration at the University of Wisconsin for a Master of Science degree, later returning to Cornell to become Assistant State Leader of Home Demonstration agents in Albany. At that point in her career, Noble knew that she would like to work at the university level. "I wanted to work with graduate students so I decided to get a Ph.D. because if you are going to work in higher education, you need the highest degree."

In 1969, Noble received her Ph.D. in human development from the University of North Carolina and returned to Cornell as Assistant Director of Extension. Then she earned the distinction of Associate Dean of the College of Human Ecology which led to her recent promotion to Director of Cornell University Cooperative Extension in August, 1978.

Throughout her career Noble has played a major role in developing Extension in New York City, particularly in the areas of housing, urban gardening, food and nutrition. "Since one-half of the state's population is located in New York City, Cooperative Extension has recognized the need to increase its programs there," Noble explained.

As Assistant Director in 1969, Noble worked on the scene, spending time in East Harlem to meet with community leaders and acquire a first-hand knowledge of housing problems. "As administrators, we got out there and saw our programs at work. If you are unwilling to give up time and resources to insure successful programs, you may raise a community's expectations then dash its hopes," warned Noble. "If you say you are going to improve housing and it's a bust, you will ruin future programs."

Noble said one of the most gratifying programs, the HANDIVAN, was launched this spring. She described the project as a mobile unit that trains community leaders in home maintenance through classroom lectures, demonstrations and practical experience.

"Combatting child abuse...we need to inform people of the factors leading to child abuse and neglect and provide the necessary services."

Although Noble's new job has taken her away from on-the-scene to behind the scene, she is not out of touch with her programs. "I talk to coordinators of New York City programs regularly, and I am working with them to develop a city-wide advisory council," said Noble.

Denying any such thing as a typical schedule, Noble said her workday begins at 7:45 a.m. and lasts until 5:45 p.m. She might start the day by having breakfast with the head of the Science and Education Administration, then meet with members of the staff, department chairmen, deans and visiting dignitaries. Or she might discuss programs and finances with Extension leaders, not to mention taking time out to advise her graduate students. Noble has also been able to manage her time to include a part-time job as professor of Community Service Education in the College of Human Ecology.

As a female who is first in her field, Noble has encountered few major difficulties. "You just have to learn how to deal with people's expectations," she said confidently. "At first, some men act somewhat differently because they don't expect to see a woman as director. But, as soon as they adjust and accept it, we have no trouble getting down to business," added Noble.

The greatest challenge in her new job is to ensure that money and time invested today will meet the needs of tomorrow. "There are so many things that can be done to help people utilize the resources of Cornell University. It's hard to know how to establish priorities which will make the greatest difference in the years to come," said Noble.

Will she ever pull up her roots from Cornell? Probably not. "Someday I would like to teach adult education full-time at Cornell," she said. In the meantime, Noble will continue to help maintain the trust between the University and the people of New York through Cooperative Extension, by what President Rhodes called, "knowledge applied, knowledge multiplied and knowledge trusted."
The Creative COMSTOCKS

Comstock Hall and four other buildings on Cornell's ag quad may not be around much longer, because of planned construction. This realization has sparked nostalgia in many Cornellians. We often wonder about the men and women whose names the buildings carry. "Who were the Comstocks and why was a building named after them?"

In the fall of 1875, Anna Botsford made the acquaintance of John Henry Comstock when she took the Invertebrate Zoology course that he was instructing. They took nature walks together and dined at the Sage College Dining Room as their romance blossomed. But Anna is known to have remarked to her mother: "Mr. Comstock is noted for being a young man who is a sort of general friend to young women of his acquaintance but never wastes any sentiment upon them." Nevertheless, the two were married in October 1878, beginning a partnership that proved to be most profitable for Cornell. As a husband and wife team, they were responsible for the creation of two entirely new disciplines in the College of Agriculture, Entomology and Nature Study, and for the development of Home Economics.

John Henry Comstock was a poor, country orphan working as a cook on a Great Lakes schooner when he read a book on entomology that was responsible for changing his life.

Morris Bishop, in A History of Cornell, tells us that Comstock wrote on the flyleaf of the book: "I purchased this book for ten dollars in Buffalo, New York, July 2, 1870. I think it was the first entomological book I ever saw. Before seeing it, I never gave entomology a serious thought; from the time I bought it, I felt that I should like to make the study of insects my life's work." Soon after, Comstock enrolled at Cornell in order to learn more about the natural world.

As a freshman, Comstock's enthusiasm was noted by Burt G. Wilder, Professor of Neurology, Vertebrate Zoology and Physiology, who made him a lab assistant. Within one year, 13 students petitioned the faculty to allow Comstock to give a series of lectures on entomology, a subject not yet offered at Cornell. The petition was granted, laying the foundation for over 50 years of dedicated teaching.

In 1876, Comstock was made an Assistant Professor of Entomology. His courses flourished and in 1880, the Department of Economic Entomology, the first in America, was established. It was located on the third floor of Roberts Hall. As the Department's only

Anna Botsford Comstock and John Henry Comstock, after whom Comstock Hall was named.
faculty member, Comstock personally gave all lectures and directed all laboratories and field work. And under his supervision, the Departments of Biology and Nature Study were developed in 1909 and 1912, respectively.

Anna Botsford Comstock is often acknowledged by entomologists as being one of the key factors in her husband’s success, through her aid in the writing and illustration of his texts. However, she was also one of the best known authorities in the field of nature studies in her own right. The *Handbook of Nature Study* which she wrote and illustrated in 1911 was the most widely used text on the subject. It was used in teacher training programs throughout the country. Anna Comstock is especially remembered for the way her books endeared butterflies and other natural creatures to small children. In 1923, she was honored by the League of Women Voters as one of America’s 12 outstanding women.

Anna Comstock was also involved in the rudimentary beginnings of the Department of Home Economics, which evolved into the present day College of Human Ecology.

In 1899, Liberty Hyde Bailey, then Professor of Horticulture, Isaac P. Roberts, the Dean of the College of Agriculture and Mrs. Comstock, then a lecturer in Nature Study, decided that instituting a reading course for farmer’s wives would be a good idea. Martha Van Rensselaer, the only woman to hold a School Commissioner post in New York State, was chosen to lead this program.

By 1903, three courses which related to home and family life were being taught in the College of Agriculture, by Van Rensselaer and Mrs. Comstock. In 1907, Dean Bailey decided to make Home Economics a department and designated Van Rensselaer and Miss Flora Rose, an expert in food and nutrition, as “lecturers” of the new department. However, these women would not settle for second-class positions. After a bitter debate, they were awarded professorships by the all-male faculty on October 18, 1911. Mrs. Comstock had been awarded an assistant professorship in Nature Study in 1898, but had been demoted to lecturer because of trustee opinion. She was reawarded her professorship in 1913, when the faculty was a bit more progressive, and is considered to be the first woman professor at Cornell.

Martha Van Rensselaer and Flora Rose were also involved in obtaining the funds for the construction of the building which is now Comstock Hall. According to the *History of Cornell*, Van Rensselaer and Rose were excellent cooks and they often helped the administration in entertaining various distinguished guests. In March 1909, these two women fed the Ways and Means Committee of the New York State Legislature in a corridor of the fourth floor of Roberts Hall. According to Bishop, “The scalloped cabbage was particularly successful with a legislator who normally detested cabbage. When a bill was introduced in the State legislature the following January, for an appropriation of $154,000 for a Home Economics building, the gallant lawmaker shouted: “I want to vote for the women who made that salad; I want to vote for the women who taught me to eat cabbage!”

Funds provided by the New York State Legislature in 1910 enabled the construction of a Home Economics building. The building was first occupied in February 1913. Bishop tells us: “Its cafeteria, a new device and a new word at the time, immediately captured campus gourmets and spelled the doom of many a Collegetown boarding house.” The Department of Home Economics taught women to be more than good cooks. On the contrary, thirty courses were offered, some of which dealt with nutrition, house planning and management, house and clothing design.

By the late 1920’s, both home economics and agriculture were flourishing and each needed more room for growing. In June 1932, the cornerstone of Martha Van Rensselaer Hall was laid. It was occupied in the summer of 1933 by Home Economics. In the meantime, the Department of Entomology was moved from Roberts Hall into the old Home Economics building, which was renamed Comstock Hall by the Cornell Board of Trustees, in honor of John Henry and Anna Botsford Comstock.

Today, almost half a century later, the Department of Entomology remains in Comstock Hall. Its name is a standing tribute to the dedication and contributions of this amazing couple.
The Conservatory houses many different species of the palm tree. A grad student studies the growth of a spider plant.

Plants From A to Z by Pamela Edwards ’80

Some species of the palm tree can grow faster than an eye’s blink, or at least they seem to. One palm tree grew so rapidly that it broke a window of the Conservatory before anyone noticed. The Conservatory, located behind Plant Science, and the palm tree, are part of the Liberty Hyde Bailey Hortorium which was founded by its namesake, Dr. L.H. Bailey, in 1935.

At first, the Hortorium was located at Sage Place, the home of the late Dr. Bailey. In 1953, the Hortorium was moved to the fourth floor of Mann Library.

Today, the Hortorium’s library holds over 10,000 books on plants, many of which were written or edited by Bailey. The herbarium included some 700,000 plant specimens. The collection of palms may be the finest in the world. Yet, to keep up-to-date, many of the published works must be revised.

No current horticultural book collection is complete without a copy of Hortus Third, a 1,290-page dictionary of cultivated plants, which was revised by the staff of the Hortorium. The original version was written by L.H. Bailey and his daughter, Ethel Zoe Bailey. This dictionary gives the proper botanical names, synonyms and descriptions of plants cultivated in the U.S. and Canada. Previous editions of Hortus do not have as many entries as there are in Hortus Third (23,814 plant species).

Published by Macmillan Publishing Company, Inc. in the fall of 1976, Hortus Third has won many awards such as the Certificate of Merit from the Pennsylvania Horticultural Society and the Silver Medal from the Massachusetts Horticultural Society. Dr. David M. Bates, professor of botany in the Division of Biological Sciences and Director of the Hortorium, received the Garden Club of America’s Medal of Honor in 1979 for the work.

The Hortorium’s staff is now revising another work written by Bailey and some of his associates, The Manual of Cultivated Plants, which was last published in 1949. Unlike Hortus Third in which you need a plant’s common or scientific name in order to find it, the present revision is an identification manual. Keys and illustrations make it easier to identify most of the world’s cultivated plants.

The research that occurs during a book’s revision is also important. During the writing of Hortus Third, approximately 500 articles on the taxonomy of cultivated plants were published. And, in revising The Manual of Cultivated Plants, the Hortorium’s staff plans to produce a bibliography of horticultural taxonomy. This bibliography would assist librarians, scientists and the like who want to refer to the original source of the information.

A computer has recently been used to accumulate and store all the information on cultivated plants. This makes it easier to keep records up-to-date.

As members of the Division of Biological Sciences, the Hortorium’s staff also teaches and performs individual research. Among its course offerings are Plants and Human Affairs, which is taught by Dr. Bates, and Families of Tropical Flowering Plants. Dr. Harold E. Moore, Liberty Hyde Bailey Professor of Botany and the world’s foremost expert on palms, teaches this course during the intersession. Dr. Michael D. Whalen and Dr. John W. Ingram, Jr. teach basic courses in systematic botany while Dr. William J. Dress handles such esoteric subjects as botanical latin and nomenclature.

In Dr. Bates’ office, a palm tree sits innocently in a pot. I wondered if this tree would grow as fast as others have been known to. Dr. Bates assured me that it would not. Too bad. I thought maybe I could watch it grow through the fourth floor ceiling of Mann Library.
W. Keith Kennedy, M.S. '41, Ph.D. '47 provost of Cornell University and former dean of the College of Agriculture and Life Sciences, has been honored by the New York State Legislature for his many contributions to agriculture and agricultural education.

Kennedy has been a member of the university faculty since 1949. He served as director of research and director of the Agricultural Experiment Station, and was dean of the College from 1972 until 1978, when he was appointed provost of the University.

Spencer Elected Vice-Provost

James W. Spencer, B.C.E. '47, M.S. 1951 has been elected vice provost in charge of budgeting, planning and analysis for Cornell for a three-year term. A professor of agricultural engineering in the College of Agriculture and Life Sciences, Spencer has been serving as a special assistant to President Frank Rhodes during the past year, developing the University's plan to reach financial equilibrium by the 1982-83 fiscal year.

Spencer will retain his faculty appointment in the College, where he began his career in 1951 as an assistant professor. He was named professor in 1961 and was vice director of Cooperative Extension in 1970-73. From 1973 to 1978, Spencer served as associate dean and acting dean of the College.

Faculty Awards Abound

Robert R. Zall, Ph.D. '68 professor at the College of Agriculture and Life Sciences, has received a Certificate of Appreciation from the regional office of the Environmental Protection Agency in recognition of his contributions to a better environment. The food scientist was also honored with this certificate in 1975.

Zall has designed several recycling systems, including one in conjunction with two other Cornell researchers.

This system of reusing detergent solutions and hot water in cleaning milking equipment saves energy, detergent and water.

Another of Zall's recent research projects deals with the use of cold air in winter to refrigerate foods.

Zall, who received his doctorate from Cornell, also teaches courses in food sanitation and food processing.

Neal F. Jensen, the Liberty Hyde Bailey Professor of Plant Breeding, emeritus, of the College of Agriculture and Life Sciences, has been awarded a Fulbright-Hays Award.

An internationally known plant breeder, Jensen developed 21 superior varieties of wheat, oats and barley during his career at the College. He retired last fall after 32 years with the College.

Jensen is currently at the Plant Breeding Institute of the University of Sydney, Australia, as a Fulbright scholar. He will be there through December, delivering a series of lectures and conducting research on wheat genetics and breeding.

Danny G. Fox, professor of animal science in the College of Agriculture and Life Sciences, received the Young Scientist Award given annually by the Northeast Section of the American Dairy Science Association and the American Society of Animal Science.

A specialist in beef production, Fox has conducted research at the beef cattle Teaching and Research Center at Cornell since 1977. He is also responsible for the beef cattle extension program in New York.

Students Receive Honors

Five students in the field of plant science, all members of the class of '79, have been honored for their outstanding scholastic achievements.

Those honored are Theodore C. Alway, Robert A. Caughey, Peter J. Ferrante, Eric R. Hansen, and Judith G. Vanadelsberg.

According to Professor Leroy L. Creasy, chairman of the Plant Science Curriculum Committee and faculty member of the Department of Pomology, these students were selected on the basis of their cumulative averages for the two terms of their junior year and the first term of their senior year.

Linda Groner, Grad. at the College of Agriculture and Life Sciences, has been awarded a $3,000 scholarship from the National Fisheries Institute for work in food science.

Groner is working toward a master's degree under the direction of Prof. Joe M. Regenstein. As part of her graduate work, Groner will prepare a comprehensive report on the techniques and economics of using microwaves to temper and thaw seafoods intended for further processing.

Pamela Lein, '81 is the first recipient of the Bernard Friedman Memorial Scholarship. This award is offered by the Nikon Corporation and Cornell to a student in the continental United States with a professional interest in microscopy.

Lein spent six weeks during the summer studying advanced microscopy techniques under Robert F. Smith, Director of Biomedical Communications in the New York State College of Veterinary Medicine at Cornell.

Earl Ainsworth, '73 who graduated from the College of Agriculture and Life Sciences with a degree in communication arts, has been named Managing Editor of Farm Journal.

As Managing Editor, Ainsworth will supervise the entire editorial staff, including that of the Livestock Extras. He joined the livestock editorial staff of Farm Journal as an assistant editor in 1975 and was named an associate editor the following year. Prior to that, Ainsworth was a field editor with the American Agriculturist in New York state.
A Food Science Scholarship

Tribute to GRANDFATHER
by Debbi Kishinsky ’79

When Leslie Herzog graduated in 1977 from Cornell with a degree in Food Science, he didn’t forget his gratitude to the College of Agriculture and Life Sciences. On the contrary, he recently established a food science scholarship fund.

Herzog, who is now an assistant food scientist with Thomas J. Lipton Inc., received a scholarship through the Department of Food Science when he was an undergraduate at Cornell. He was so pleased at receiving this honor that he convinced his mother to join him in a ten year commitment in providing a similar scholarship.

The scholarship fund was set up in memory of Herzog’s grandfather, Albert Flegenheimer, who made many contributions to the sugar industry in this country. Herzog calls his grandfather a true businessman for dedication to his career, which was climaxed in his election as Chairman of the Board of the Michigan Sugar Company in 1963.

Herzog decided to establish the scholarship after earning his Master’s degree at Rutgers University in May 1978. He saw a need to help undergraduates who might be troubled by the rising cost of education. In addition, he hoped to encourage other students to pursue a career in food science. “I would like the scholarship money to be awarded to a junior or senior in the Department of Food Science who has shown a strong interest in the field,” Herzog said.

Herzog added that he wanted to see the money go to a student who has been active in the Food Science Club and has perhaps conducted some kind of research project. Selection will be

Leslie Herzog, a graduate of the Dept. of Food Science, is currently using his Cornell training on his job in process development for Lipton.

made by the Food Science Scholarship Committee and the final decision will be left up to the College’s scholarship committee.

During his years at Cornell, Herzog was involved in many facets of food science. He was the only undergraduate ever to have taken Food Protein chemistry 601, a course that intimidates many graduate students. “I took it because I was interested in the course material...and I was the only one crazy enough to do it,” Herzog said, adding that the class was offered three times a week at 8 o’clock in the morning.

Herzog was impressed by the close relationships between the students and the faculty members at Cornell, noting that Rutgers was a “more closed ship.” In addition to the personal involvement of the staff, Herzog noted that another of the food science department’s strengths was its flexibility and variety.

“Food science is such a wide discipline—you get to take a little bit of a lot of things,” he said. Herzog cited engineering, biochemistry, nutrition and statistics as some of the other disciplines he calls upon in his work as an assistant food scientist with Thomas J. Lipton Inc. He is currently involved with process development and eventually hopes to do work with consumer education and nutritional labeling.

“Lipton has hired five people from Cornell in the past 15 months so they must be pleased with our students,” exclaims Herzog.
NEW DIRECTIONS
Sneakermania on campus- see story on page 4
ABOUT THE ISSUE
In our last issue, we took a look at some aspects of the history of the College of Agriculture and Life Sciences. We saw how student life has changed over the years. We saw innovations which shaped the world we live in today. This issue focuses on changes taking place now, as the College searches for new directions.

EDITOR:
Pamela Edwards
Mary Elizabeth Schiek
Christin Sparagana

ASSISTANT EDITORS:
Stephen Adriance
Donna M. Case
Diane Charnley
Adrienne R. Schwarz

PHOTO EDITOR:
Lynn Jennifer Griffio

ART EDITORS:
Joann D'Emilio
David Paul Lane
Charley Nasta
Steve Rotterdam

EDITORIAL STAFF:
Mike Grogan, Mary Anne Hahn, Linda Ann Koski, Scott Lucear, Marla Sue Malkman, Virginia A. Miller, Debra Montner, Catherine Northrup, Nancy J. Okun, Karen M. Pelliccione

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Are computers leaving the lab to take up farming? Will solid state circuitry replace denim coveralls and the tractor? Lay your fears aside, the verdict on all counts is "no."

Although this threat is fictitious, research at the College of Agriculture and Life Sciences in the development of information systems for farmers is a reality. In the near future a farmer will have direct access to computerized information ranging from dairy management to crops and soils.

Some extension agents are already equipped with portable terminal units which can be attached to the farmer's phone. According to Prof. Gary Fick, Department of Agronomy, "In the future the agent will be able to go to the farmer and basically for the cost of a telephone call get the information he needs."

This service is still at the research stage. Models which simulate the many factors and decisions a farmer faces are being developed. Professor Fick is one of many researchers in this country and abroad who are tackling these factors through computers. Weather, soil classification and management are the major areas of concern in Professor Fick's current work with alfalfa models.

When considering weather factors which affect alfalfa growth a model named "Weather," developed by Prof. William Fry, Department of Plant Pathology, and Jack Bruhn, grad, is used. "Weather" was used to determine climatic factors affecting potatoes, which are seasonal. Alfalfa lives for more than one year so "Weather" is being modified to consider this and additional variables.

Models like "Weather" make the job of predicting farming variables more efficient. "Using weather history stored in the computer, you can test management over 50 years in a matter of minutes," Professor Fick said, smiling.

The formation of alfalfa and weather models is just part of a larger study, now in its infant stages. The study is entitled: "Component Analysis and Synthesis of Forage-Dairy Production Systems." Researchers in the northeast will study and form models representing a total dairy farm system. Included are models for weather, crop production and management, machinery selection and use, harvesting, storage of feed, milk production and economics.

Professor Fick and his family lived in New Zealand from the summer of 1977 through the summer of 1978. He studied pasture production and the use of the computer model in irrigation management problems with Prof. J.B. Dent from Lincoln College of Canterbury University.

Professor Dent has written about the use of "skeleton" models where individual farms can be modeled. In his paper, "The Application of Systems Theory in Agriculture," he wrote, "A skeleton model must be able to absorb the various details unique to individual farms or farm enterprises and these must affect the coupled model's performance in the same way as they affect the real system."

If this can be done, the farmer can get predictive information about his own farm.

In such a program, each component model affects the system model and the system can be tailored to work in a practical way for each farmer. Extension agents are currently training on portable computer terminal units. The use of computers and programmed models is presently a reality for a limited portion of agriculture. This sector will expand as research continues. "I think it's going to become even more important. In the long range it will be as useful as a weather forecast to a farmer," Professor Fick said expectantly.

There are, however, things that the computers refuse to do. In a recent poll of computers, the vote was unanimous against both donning pairs of coveralls and driving farm vehicles. They will graciously leave that responsibility to human hands.

Computer models are being developed in New Zealand to aid farmers in managing their pastures and croplands.
They've been called many things in their 111-year history: gumshoes, felony shoes, tennies and croquet sandals. But most of us know them by a more familiar name - sneakers! Those canvas shoes with rubber soles that our parents hated and that now account for over 50 percent of the shoes sold in the nation.

Cornellians, aggies in particular, are devout sneaker freaks. On one unusually lovely day on the ag quad, of all the students and faculty rushing back and forth from one class to another, 65 percent were wearing sneakers. And if you count rubber soled Top Siders, you can up the figure another 10 percent.

Why are sneakers so popular today? It wasn't always this way. When I was a kid, I was allowed to wear my P.F. Flyers in the house and on the ball field. If I even attempted to put them on for a visit to Grandma's, the battle cry "Over my dead body!" would echo through the house. While I never really considered matricide, I would still occasionally slip off to school in my sneakers where nobody seemed to mind, except on Assembly Days. If you wore sneakers on Assembly Days, your class would not get the commendation for 100 percent proper dress, your classmates would tie your laces together and your teacher would berate you, claiming that you would grow up to be a sneaker-clad bum.

Today, the opposite happens. Everyone wears sneakers. If you come to class sporting a pair of Thom McAn's, your classmates razz you. Sneakers, in a sense, have become the hallmark of an informal dress code on campus.

The most obvious reason for this "sneakermania" is the increased sense of health consciousness in society, in general. We are more active today. We jog, run, play tennis and overall try to stay in shape more than previous generations. This kind of activity requires the proper footwear to insure the health of our feet which is what sneakers were originally designed for. Try competing in the Finger Lakes Marathon wearing pumps; say good-bye to your feet and hello to your doctor.

Despite what mothers say, sneakers will not destroy your feet. The proper sneaker will give your foot the support and protection it needs. But if you're in bad shape to begin with, don't expect your Pumas to turn you into Jesse Owens. Only the proper care of your body can do that.

But it's only a small part of the

Specialty shops, such as this one in Pyramid Mall, are experiencing unprecedented growth due to "Sneakermania."

Sneakers are perfect footwear for many activities -- running, jogging, walking or just plain relaxing.
sneaker-wearing population that actually use them to exercise in. A lot of people wear them to give that impression, but the main reason for their popularity is a lot less athletic in nature.

“They’re more comfortable,” attests Vernon McIntyre, a senior studying agricultural economics. That seems to be the main consideration in choosing to become one of the “canvas generation.” And, indeed, they are more comfortable. They allow your feet to breathe during those long walks down Tower Road. A cushioned sole is a welcome friend to the foot running up the stairs of Bradfield Hall. And you don’t have to wear socks. Of all the sneakered aggies trekking across the quad that morning, 75 percent were sockless.

Sneakers on campus are generally

The old soft shoe -- A pair of worn out sneakers holds a special place in the heart of a sneaker fanatic.

of two types: the basketball sneaker and the running sneaker. The latter, exemplified by the Adidas three stripe series, seems to be the most popular. The basketball sneaker (Pro-Keds, Converse) was a lot more popular until folks discovered that running sneakers highlight cute ankles.

Adidas seem to be the most prevalent on campus, followed by Nike and Pony. Skips, those cheap imitations that mom would buy from a large bin in a department store, are still frowned upon by the sneaker elite. As sneakers have become a fashion statement, so have their brand names become status symbols.

And, as with any fashion, you can buy them in a choice of colors. Blue and yellow are very common colors. But basic white is still the most prevalent. Of course, if you wear white you have to have colored stripes. Blue, red and green are the most popular stripe colors. There is one sneaker that has red reflective stripes for late night trips to Louie’s Lunch Truck.

Once they are bought, the average sneaker-wearer waits anywhere from six months to six years before buying a new pair. At around 30 dollars a shot, this isn’t too surprising. But it’s something more than cost that makes people hang on to their sneakers. After the whiteness fades to gray and after the laces begin to look like something out of a Boy Scout knot tying manual, a pair of sneakers takes on a personality all its own (not to mention an odor, as well). Just like selling an old car, parting with a pair of worn out sneakers is like saying good-bye to an old friend.

Are sneakers here to stay? Will shoe shine stands in Grand Central Station soon be replaced by sneaker brushing stands? Well, it probably won’t come to that point. But sneakers have proven themselves to be the perfect footwear for today’s lifestyle, especially here at Cornell. Ellen Block, ’80 seems to fit the lace right in the hole when she sums up her feelings about the sneaker craze. “They’re fun,” she says. As a matter of fact, they’re so much fun that they’re not content to remain in our musty closets where they belong. Sneakers now pervade our entire culture as well as our feet. There are books about sneakers, sneaker shirts, paintings of sneakers and sneaker key chains. We are entering the age of “sneak chic.” But we will not have to face it alone, it seems. Adidas is currently marketing sneakers in sets of four for our dogs. At least if the dogs refuse to wear them, they’ll be able to chew on their own sneakers instead of ours.

Decisions, decisions -- A wide variety of sneaker styles and brands is available to the prospective buyer.
The students who use the Alfalfa Room are pleased with the new Lounge, but many feel that it should be made larger. Linda Seyler '81, said, “Because the lounge is much homier now, more people are coming here to ‘hang out’ and it gets very crowded. On the arts quad there are many more places to go. On the ag quad this is the only place to go, so everyone congregates here. I personally come here more than I used to. Before, I came here out of sheer desperation but now I enjoy coming.”

One student who had to eat her lunch on the floor outside the Alfalfa Room stated a definite need to expand the lounge. “It’s good they have food and couches here, but I do not especially like sitting on the floor to eat my lunch. The room should be made larger to accommodate all these people. If it wasn’t raining, I’d be outside,” said Joyce Blum, '81.

Ruth Breen, a staff member in Mann Library who has to eat her lunch standing up said, “I feel the overall convenience of the Alfalfa Room outweighs this one inconvenience. I am very pleased with the room.”

Lois Morgan, '81, brings her lunch every day but uses the Alfalfa Room to read and relax. “I would not put up with the lines for buying food. It is nice to just come here and sit, and I come here more now mainly because it is more spread out and the smoking does not bother me as much,” Morgan said.

Mahaney agreed that eventually the Alfalfa Room will have to be made larger. He said that the two long tables will be replaced with smaller tables that seat four. “The Alfalfa Room definitely needs to be expanded but I cannot see opening another lounge in the near future. First we have to see how this place does,” said Mahaney.

Ag-PAC members originally came up with the idea for a student lounge four years ago. Sue Littman, '80, an Ag-PAC member, has been working with the renovation plans for the past two years. “Without student input, the Alfalfa renovation would never have been completed. The University Unions wanted the renovation but the agricultural administration wanted a gathering of student interest in the project. Dean Call said the renovation plans were accepted when the students endorsed the tentative plans,” said Littman.

According to Mahaney, the College of Agriculture and Life Sciences gave $16,000 toward the renovation. This money was used for tearing down a wall, painting walls and providing new furniture. Mahaney said Noyes Center provided the Alfalfa Room with money on a temporary basis.

“If it weren’t for Dean Call this lounge never would have been improved. He was in favor of having a place like the Alfalfa Room for students to use,” said Mahaney.
Nutrition Comes ALIVE

by Adrienne R. Schwarz '80

Have you ever seen a carrot sing and play the piano Jimmy Durante style, or a bunch of broccoli fly through the air like Superman? Well if you watch your television closely you just might experience such sights in several nutrition PSA's (Public Service Announcements) which are now being aired all across New York State.

The series of 13 PSA's complement a program called Nutrition Comes Alive which is a set of nutrition education activity packets for grades kindergarten through six. Nutrition Comes Alive is being developed by nutritionists at Cornell’s Division of Nutritional Sciences under contract with the New York State Education Department. Funding is being supplied by the Nutrition Education and Training Program. Working closely with teachers, school administrators and students, nutritionists are developing these resource packets to bring the cafeteria and classroom together.

The supporting cast -- Vegetables, fruits and other foods help convey the message of proper nutrition to young children through PSAs.

Each level of Nutrition Comes Alive emphasizes a different major nutrition topic. Some of the topics include the origins of food, snack choice and how media affect food choice. The types of activities included in the packets vary from games and cassette tapes to slides, songs and puppets.

Martha Mapes, a Senior Extension Associate in the Division of Nutritional Sciences here at Cornell, worked on level two of the program entitled, “Be a Choosy Chewer.” The major nutrition topic for this level is snack choices. The same two lovable puppet characters, “Grandma” and her dog “Puddles” which appear in the PSA’s, will reappear in the classroom to take the students through many nutrition learning experiences.

The television spots were filmed in the ETV Center in Martha Van Renselaer Hall, under the direction of David Watkins. The puppeteering, as well as help in scripting, is done by Noreen Young and Bob Dermer who are associated with children’s television in Canada. “Grandma” and “Puddles”, used in all the spots for continuity, have a magic cupboard through which nutritional messages are conveyed by talking fruits, vegetables and even milk cartons. The message of good nutrition is virtually brought to life by a piano-playing carrot, a singing banana or a talking head of lettuce.

Mapes said these PSA’s are being used to reinforce what the children will learn about good nutrition in the classroom. Posters of the puppets are also being used so that children will choose a nutritious snack in the school lunchroom or when making selections at a vending machine or in a fast food restaurant.

The PSA’s were broadcast over a 13 week period this summer in Syracuse on the children’s show, “Saturday Showboat.” When children were asked how they felt about the spots, the responses were favorable. The spots were liked and their messages were understood. Mapes said six more “Grandma” and “Puddles” spots are going to be produced in November. In addition to Mapes, other Cornell Extension nutritionists including Susan Nelson, Martha Plass and Karen Kurowski are also working on the Nutrition Comes Alive program in the classroom resources area.

The supplementary reading resources of the Nutrition Comes Alive program will be available at the local BOCES or Community School District Resource Centers in New York State in early 1980. This worthwhile education resource offers a unique and innovative approach to learning nutrition in the classroom, by actively involving children through exploration, experimentation and experience.
Change has been an enduring theme in the history of the College of Agriculture and Life Sciences. Some modifications have affected internal policy decisions, while others have changed the exterior of the buildings.

During the early 1970's, a proposal was first submitted advocating a major overhaul in the ag quad area. This original plan sought to demolish the Roberts-East Roberts-Stone complex and Caldwell and Comstock halls. Two new buildings, termed academic units, were to be built; the first across the west end of the ag quad, closing off the rectangle, and the second building replacing Roberts and Stone halls. The proposal has been reappearing every few years and although it generates excitement, it has never progressed from its planning stage.

The issue is surfacing once again, and this time a second alternative is being considered. The new proposal, according to David L. Call, Dean of the College of Agriculture and Life Sciences, attempts to "preserve the integrity" of the ag quad by keeping the west end, parallel to Mann Library, open.

The specific layout of this new proposal seeks to preserve as much as possible, and still supply the needed modern teaching facilities. The first phase would be the construction of building #1, now to be located across Tower Road on Lower Alumni Field. The tentative completion date for this primary addition is September 1983. When this unit is completed, the entomology department will move into it, vacating Caldwell and Comstock halls. Next, the departments from Roberts and Stone halls will relocate across the quad in Caldwell and Comstock halls. During phase two, Roberts and Stone halls, by then unoccupied, will be demolished, preparing a site for the second academic unit whose tentative completion date is September 1985. At this time, the departments originally in Roberts and Stone, temporarily housed in Caldwell and Comstock, and the occupants of East Roberts, will move back across the quad into the second new unit. Caldwell and Comstock halls will be preserved and taken over by the University, thereby relieving the State of the cost of maintaining and rehabilitating these buildings. The possibilities suggested for their use include a library annex, a natural history museum and a student lounge.

The five ag quad buildings are owned by the State which supports their maintenance and utility costs. The State will not, however, appropriate any funds for increased classroom and office space. Therefore, the two new buildings will have approximately the same square footage as the original buildings.

The price for renovating Roberts, Stone and East Roberts, according to a statement by Dean Call, is nine to ten dollars higher a square foot than for new construction. The College felt this additional cost of one to one and a half million dollars was too high so they have abandoned plans for renovation. The proposal has incited much con-

The original proposal included plans to build an academic unit that would close off the west end of the ag quad at the far left of this picture. This south view shows Stone, Roberts and East Roberts halls.
trovery on the Cornell campus, and throughout Ithaca as well. Recommendations to preserve the buildings on the quad have been received from two sources. The Ithaca Landmarks Preservation Commission, headed by Vicki Romanoff, feels that the five age quad buildings, Bailey Hall and all the interconnected land should be designated a city historic district. Similar views are held by Historic Ithaca. The issue will go to Common Council for a final decision. If it is approved, the University will have to obtain a permit from the City, approved by the Landmarks Commission, before altering any of the buildings.

While Cornell is very interested in preserving its buildings of architectural value, the University's highest priority is the academic program. Constance E. Cook, Vice President for Land Grant Affairs, agrees. Cook feels that the delay in negotiations may jeopardize the entire plan and lose the State appropriations. For Cook, the issue is one of priorities, and academic considerations must take precedence.

"Cornell is lagging behind in modern teaching facilities in biology and entomology," she stated recently. "We cannot head into the next century in this condition." According to Cook, the requests for renovation and similar proposals have been brought up before. She recognizes that if the project is stopped this time, there may never be another one due to the State's tight fiscal situation.

"We can't lose our momentum now," she added. "If we do, we will be delaying the resolution to a problem that we might not get another chance to solve, because of State restrictions of funds for higher education construction in the light of statewide declining enrollments."

The University feels that the issue is a legal question. If the site is designated a historical district, the University must consult the preservation committees for any minor changes in the exterior of any of the six buildings. For this reason, the University is cautious in subjecting the state-owned buildings to outside control. At a preliminary meeting held in Albany on September 20, the State University of New York agreed to support Cornell's stand against naming the area a historic district.

"I believe this proposal to be a sensible alternative to the original," Dean Call stated recently, "and I am optimistic that the plans will go through." Call said that he senses the support of faculty, alumni and students on this matter.

This support has been expressed in a vote of the Board of Directors of the Ag Alumni Association held on September 29 in favor of the replacement of Roberts, East Roberts and Stone halls. On October 3, the faculty will act on a resolution which supports the current plan proposed by the College and University administration. The final decision may still be far off.
The black swallowtail butterfly thrives on parsnip, although the plant is poisonous to many other insects.

A parsnip sits on the podium. May Berenbaum, grad. introduces it as a weapons plant -- but without the usual assortment of pickets and protesters. Her presentation is the final stage of a contest that won her and another graduate student the 1979 Sigma Delta Epsilon - Graduate Women in Science (SDE-GWIS) award for excellence.

The award, instituted this year by the Cornell chapter of SDE-GWIS, recognizes the female graduate student at Cornell who has completed a scientific research project of the highest quality and who can best present her results to an audience.

People think of the plants in their gardens as being helpless victims of insect attack. Berenbaum said the audience enjoyed her presentation because, “They think it's wonderful that a plant can fight back.”

Berenbaum, who is in the Section of Ecology and Systematics of the Division of Biology, described the subjects of her study as “being involved in an evolutionary arms race. A plant comes up with one weapon and the insects with another to combat it.” Her research for this study was published in the August 11, 1978 issue of Science magazine.

“Most plants make chemicals and some make very special ones like caffeine or certain psychedelics,” said Berenbaum. People once thought that they were waste products of the plant. To Berenbaum and other researchers, this was not practical. “It would be like someone saving the garbage in their homes for years,” explains Berenbaum. Then, people realized that they might be important for the ecology of the plant, protecting them from pathogens or herbivores.

The parsnip, in this case, has in it a chemical which is highly toxic to many insects. When the insect eats the plant in the presence of ultraviolet light, or sunlight, the chemical latches on to the insect’s DNA which then kills the bug. The skin of the insect also reacts to this chemical by changing from dark brown to brick red.

Depending on one’s sensitivity, a person might also have a reaction after touching these plants. This was originally discovered during World War II when soldiers on camouflage maneuvers were told to cover themselves with plants. “The next day they broke out in itchy rashes and blisters and their skin turned darker where the plants had touched them,” said Berenbaum. The army discovered that it was parsnip that the soldiers had used as camouflage.

May Berenbaum working at the high pressure liquid chromatograph machine extracting compounds for study.

Some insects wisely roll the leaves of these plants completely around them, and thus avoid the infiltration of ultraviolet light. “They’ve got it made in the shade,” said Berenbaum. Without the ultraviolet light provided by the sun, the toxic chemical cannot bind to the DNA and cause the insect’s death.

There are also some insects that can survive on this generally toxic diet even in the presence of sunlight. The black swallowtail butterfly is one example. “If anything, it makes the butterfly grow better,” said Berenbaum. She explained that so far, whenever a plant comes up with a weapon to avoid being eaten, an insect is not far behind in creating a counterweapon.

Berenbaum was a biology major as an undergraduate and was always afraid of insects. She decided that “Fear stems from ignorance,” and together with her interest in botany, began to study insects that eat plants.

All the research is not done. There are two classes of the chemical that Berenbaum is studying, with different insects reacting to each one. There is the possibility that these chemicals could be used as a possible control measure for insects.

The arms race is still on. Berenbaum may be able to act as a mediator between the two adversaries to benefit agriculture and ecology in general.
1979's Outstanding Seniors

How often have you heard students argue that it is difficult to be involved in extracurricular activities and still do well in school? Probably fairly often. Well, if those students met either Mary A. Maxon, ’79, or Carol L. Zimmerman, ’79, they might change their minds. Maxon and Zimmerman, both graduates of the College of Agriculture and Life Sciences, received the Outstanding Senior Award from the College Alumni Association. The award, which consists of a plaque and a $100 check, was given in recognition of outstanding leadership and service to the College and to the University, with less emphasis on academic achievement. The Outstanding Senior Award was never before given to more than one student but the credentials of both Maxon and Zimmerman were so evenly matched that the deciding committee could not choose one student over the other.

MacMillen stated that part of the result of this award is that the winners can help “spread the word” for the Alumni Association. They can, for example, speak at regional Alumni Association meetings, and, ultimately, become actively involved in alumni affairs. Fund-raising is a large part of this function because, as MacMillen pointed out, “The state provides the essentials but the Alumni Fund provides for the measure of excellence.”

As Church noted, both Maxon and Zimmerman made several tremendous contributions. They brought Ag-PAC a long way and were instrumental in bringing about the renovation of the Alfalfa Room. He sees a need to recognize extracurricular activities as well as academic achievement. In his opinion, the Outstanding Senior Award is very appropriate for this type of recognition, and Maxon and Zimmerman were ideal candidates. These students have shown that gaining a college education can be greatly enriched through involvement in other activities. As Zimmerman noted, “When you look back at your four years of college, these activities and the friends you meet as a result of them are the things you remember.”

Mary Maxon and Carol Zimmerman stand with Dean David L. Call after receiving their Outstanding Senior Awards.
It started 33 years ago when an ambitious professor in the Department of Animal Science, Prof. George Wellington, emeritus, assisted the HoNunDeKah members in venturing into the woods to cut down two cords of hard wood. The crew proceeded to dig a large pit where they built a blazing fire. At 11 p.m. the night before the first HoNunDeKah barbecue, the fire was down to coals. The students then placed roasts of beef wrapped in wet burlap on top of the coals, and covered the pit with dirt. At 5 p.m. the next day, the beef was ready to be served.

Prof. John P. Hertel, '34, Ph.D. '38, professor emeritus of Personnel Administration and former Secretary of the College of Agriculture and Life Sciences, described the first barbecue as "quite an operation." Professor Hertel was the HoNunDeKah advisor throughout the first 26 years of the barbecue's history, until he retired in 1972. Although he has witnessed some changes over the years, Professor Hertel said the goals of the barbecue have remained the same.

According to Dr. Donald C. Burgett, '62, M.S. '67, Ph.D. '70, head of Student Affairs and current HoNunDeKah advisor, the purpose of the barbecue is to give new students a chance to get acquainted with each other and their advisors in an informal setting.

"It's the only time the Class of '83 will be together until graduation," he added.

Dr. Burgett said the barbecue may be held during Orientation Week in future years in order to increase attendance. Professor Hertel said, "The barbecue used to be the principal orientation program before the new system..."
Welcomes Later

everyone! — One thousand halves
ved to the hungry crowd.

was developed.” Of the 1,300 persons
invited to this year’s barbecue, 600
attended.

Despite a tightening budget, the
dean and directors of the College have
continued to provide HoNunDeKah
with the financial support necessary
for the barbecue. Dr. Joan R. Egner,
Associate Dean of the College of Agri-
culture and Life Sciences, said, “The
idea is excellent. It gets the new stu-
dents together and identifies them as

a unit.”

The preparation for the 1979 barbe-
cue began last spring when chairmen
for food, invitation, set up, clean up
and guest speaker committees were
chosen. The event culminated on
September 10th, where within the
walls, ceiling and sawdust floor of the
Livestock Pavilion, the 600 guests con-
sumed nearly 1,000 halves of chicken,
1,000 baked potatoes, 200 pounds of
cabbage, 1,000 cartons of milk, 600
containers of ice cream and 40 water-
melons.

Speeches, scholastic award presenta-
tions and entertainment followed the
feast. Alicia Simard, ’80, 1979 Vice
President of HoNunDeKah and general
manager of the barbecue, explained,
“The speeches and award presenta-
tions were intended to spark interest
and enthusiasm, as well as give the
new students incentive.”

Dr. Egner expressed three main
 greetings in her speech — welcome,
congratulations and thank you. The
guest speaker, Prof. George J. Conne-
man, ’52, M.S. ’55, 1974-75 Professor
of Merit, said, “People must de-
velop perspective while at Cornell.”
The theme of his speech was encom-
passed in his 10-word 20-letter mes-
sage — “If it is to be, it is up to me.”
What better advice for a new student
at Cornell?

and enjoyed the meal. Organized teamwork made clean up run smoothly.

Prof. Joseph B. Bugliari, LLB ’59
moves through the buffet line.

Michael Totta, ’80, president of
HoNunDeKah, was master of cere
monies.
George F. Warren, '03, was a remarkable man! Known as one of the fathers of agricultural economics, a scholar and advisor to Franklin D. Roosevelt, Warren as a teacher was a revered, down-to-earth, witty man.

Warren's accomplishments in the field of agricultural economics are well known. Warren was the first in his field to scientifically evaluate local as well as national farm management problems—not only as they affected agriculture generally, but as they affected the farmer directly. His work has had an important impact on the farmers of this century.

One of his many publications was the textbook Elements of Agriculture. Published at the beginning of the 20th century, it sold nearly a half million copies, due largely to his simple explanations of important principles.

While teaching at Cornell, Warren acted as economic advisor to Governor, and later President, Roosevelt. However, Warren turned down many offers to leave Cornell because he preferred "to continue at Cornell where men can think first without having to think about what everybody else thinks."

Of particular interest are Warren as student and as teacher. He was born in 1874 to Connecticut Yankee parents who were among the early settlers of the Nebraska prairie. Warren was raised on a small farm where the staple diet consisted of little more than mush, local game, sunflower seeds and dried corn. Though most farm boys' educations ended early then, Warren went on to study mathematics at the University of Nebraska. While at Nebraska, his interests led him to shift his studies to agriculture. He later entered Cornell in 1902 as a transfer student and completed bachelor's, master's and Ph.D. degrees only three years later!

While working on his undergraduate degree, Warren helped found the Cornell Countryman magazine, becoming its first editor and author of several articles.

A year after completing his Ph.D., he was appointed Assistant Professor of Agronomy at Cornell. His academic career spanned more than 30 years. Though his courses and lecture notes were felt by colleagues to be poorly organized, his humorous and down-to-earth teaching style greatly appealed to his students, especially farm boys interested in practical solutions to farm problems.

Warren's best teaching took place in informal surroundings and on a one-to-one basis. Each Tuesday afternoon graduate students, often referred to as his "disciples", met for an informal class in Warren's office. There were no assignments, no examinations nor any credit earned for this class. The only time restrictions placed on his students came when Warren's wife telephoned to remind him that he was late to dinner.

Warren lived what he taught on his 86-acre farm in Forest Home. His barns were not painted because, as he claimed, "You paint a roof to preserve it. You paint a house to sell it. You paint the side of a barn to look at it, if you can afford it." When a student asked him why he did not paint his barn, Warren replied, "The mortgage sticks longer than the paint." But when a student later noted that Warren's barn had been painted and that the mortgage must have been paid, Warren retorted, "No, I merely painted the barn so I could get more mortgage."

In 1930, the New York State legislature passed an agricultural bill which provided funds for a new building at Cornell for agricultural economics and farm management. As Governor Roosevelt signed the bill, he declared, "This bill is a personal tribute to Dr. Warren." That tribute—Warren Hall—stands today as a reminder of George F. Warren and his many accomplishments.
Farm Demonstration Schools

Swarmville, Erie County, 1917, "The men who attended this school were older than average and not especially progressive."

Weedsport, Cayuga County, 1920, "Rather difficult to get hold of the audience at first. Inclined to have a critical attitude."

East Durham, Greene County, 1919, "Community as a whole was a bit backward, but keen for advancement."

Remarks such as these, taken from instructors' reports in the Cornell University Archives, represent some College of Agriculture instructors' initial reactions to the rural people they encountered at extension schools of the 1910's and '20's. These schools, called farm demonstration schools, were a part of the College's efforts to bring more specialized academic instruction to farm people. Earlier, "farmers' institutes" had been held in rural communities with great success. These were social events which centered around lectures on agriculture and included feasts, sing-a-longs, and musical performances by local talent. With the advent of farm demonstration schools, however, extension teaching took on a more serious tone.

"An extension school is a short intensive course of instruction in some subject of interest to rural people, given in the local community, away from the College," announced a College pamphlet of the early 1920's. The extension school brings the College to the community. The instruction is fundamental and practical. The work consists of demonstration, lectures and practice periods."

To take advantage of the seasonal slack in farm work, farm demonstration schools were held during the winter months. The average school ran two to five days. A school could be held when a county agent and local community leaders determined that community interest was keen enough to make the school worthwhile.

Even though farm people seemed interested, they did not always attend the extension schools. Pamphlets on extension schools stipulated that "... forty or more persons should be definitely (sic.) 'signed up,'" but enrollment usually fell below advanced registration. The reasons cited in school reports for poor attendance included everything from bad weather and illness to poor publicity. Here are a few comments from farm demonstration school records:

Westford, Chautauqua County, 1924, "The school was a combination of farmers and high school students which again proved a very undesirable arrangement."

King Ferry, Cayuga County, 1924, "The small attendance was probably due to lack of advance (sic.) registration, though hay pressors (sic.) and ice harvest also interfered."

East Durham, Greene County, 1920, "Not very many progressive farmers in the locality. Agriculture of the community adversely influenced by summer boarding business."

Crown Point, Essex County, 1918, "An unfortunate occurrence the first day of school was largely responsible for lack of interest the balance of the week." The records do not show what this occurrence was.

Perhaps farmers were less interested in intensive courses than in the more casual "farmers' institutes" of old. Perhaps some schools failed because the innovations the College had to offer were ill-suited to local needs. During this period, the College began to emphasize specialization. It was in areas with specialized needs that farm demonstration schools were most successful.

Monroe and Orleans counties had an unusually large percentage of fruit and vegetable farmers who repeatedly asked for schools in plant breeding, plant disease, fruit growing and agronomy. Fruit and poultry schools, as a rule, were successful all over the state.

Extension school teachers occasionally ran across an unusually receptive group of individuals. In 1922, a Cayuga County school in farm management and poultry was deemed a success. "Community fairly prosperous. Wide awake with good cooperative spirit and interest in what the College has to offer." From Derby in Erie County, 1916, came the report, "There are quite a number of city men in the community engaged in farming, some of them having independent means, but all have taken an active interest in rural problems, and it is these city men who are largely responsible for the progressive spirit of the locality."

Interest in farm demonstration schools declined in the 1920's. During this same period, both the number of extension workers based in the counties and the training requirements for extension work increased. More individualized help was offered to farmers and extension schools became a less important means of disseminating information on new agricultural techniques.

By the 1930's, farm demonstration schools had become obsolete, but before, during and immediately after World War I, they served as a useful source of information for many rural New Yorkers.
The Teaching and Research Center dairy complex and shop are located between Harford and Dryden. The Center began operation in 1971.

The College’s REAL Farmers
by David Paul Lane '80

Located fourteen miles from campus between Dryden and Harford is the College of Agriculture and Life Sciences' Teaching and Research Center. The “T and R” Center is comprised of three complexes which include approximately 830 head of dairy cattle, 500 head of beef, and 1,000 head of sheep. Meeting the feed requirements of this vast number of animals is an enormous task. The job is accomplished by six full-time Cornell employees.

While it might seem hard to believe that six men can grow enough forage to meet the requirements of so many animals, they get the job done. Philip Bradt is the supervisor for the field crew. He is a 1965 graduate of Cornell and is serving his first year at this position. Prior to his current post, Bradt worked with the Department of Plant Breeding and Biometry.

With Bradt’s knowledge of agronomy and field crops, he is particularly well-suited for his new job. He cited, “The production of high quality forage in sufficient quantity to meet the requirements of the livestock at the T and R Center,” as the field crew’s primary goal. He added, “We also assist in any way with experiments at the facility.”

For the field crew, this includes weighing all forage harvested, obtaining samples from which moisture levels and nutrient values are determined and providing forage to test different storage techniques.

Also, experimenting with new and differing seed varieties and chemical herbicides to obtain maximum yields is of high priority to Bradt. The field crew has been experimenting with various tillage techniques for years.

With the help of five men, Bradt efficiently runs the Center’s farm. Ralph Dickens is the oldest member of the field crew. He has been a Cornell employee for 18 years and has worked with the field crew since the T and R Center was created in 1971.

Another member of the crew, Ed Parker, has been working at the facility for over nine years. He is classified as a motor vehicle operator and can drive just about anything on wheels. His concern with accomplishing the chores set forth for the crew goes far beyond his eight hour day. Parker’s superior handling ability with equipment and his desire to get things done have deemed him an integral part of the operation.

Also an important member of the crew is Harlan Nafziger. He is responsible for the application of chemical herbicides. Nafziger is interested in machinery innovations and keeping the crew’s equipment working at its optimum potential.

Finally, Ron Sweet and Tim Moyer are the most recent additions to the crew. Sweet's extensive farm background and Moyer’s knowledge of mechanics have made them welcome members of the crew. Sweet has been working at the center for almost four years while Moyer has been with the crew for three years.

Although the crew services and maintains its equipment, their productivity is greatly increased by Rodney Moyer and Jim Robbs. These men run the T and R shop. They maintain and

Phil Bradt, '65 -- His job includes more than supervision.
Expensive equipment -- Ron Sweet drives across a field and prepares to chop corn with a $60,000 forage harvester tractor and wagon.

Tim Mayer is unloading corn from a wagon into a cement silo.

Routine servicing -- Jim Robbs checking a tractor battery in need of repair.

Rodney Moyer was recently honored for 25 years of service to the T & R Center.

repair not only the machines used by the field crew, but all their equipment at the T and R Center. Their duties include diesel and gasoline engine overhauls, transmission repairs and body work as well as routine servicing of all machines. No piece of equipment leaves the shop (or enters the field) unless it is operating properly.

With the help of Moyer and Robbs, the field crew is able to cultivate an incredible amount of acreage quickly. Of the 2,500 acres at the T and R Center, nearly half is tillable. In 1979, 640 acres of corn and over 600 acres of hay were harvested.

Since a vast amount of land is utilized, it is almost impossible for the crew to plant and harvest the crops working eight hour days. So, twelve hour work days are not unusual. With Ithaca weather like it is, the crew must work when the weather is good or risk forage quality and quantity losses.

Since the forage requirements at the T and R facility are enormous, utilizing

1,250 acres is essential. It is through the cooperative efforts and hard work of the field crew that the forage needs of the livestock are filled.

In spite of the size of the Teaching and Research Center and the large amount of research that takes place there, many Cornell students know little about what goes on at the facility, or even that it exists. Bradt, recognizing this, commented, "I think seeing the T and R Center should be a part of the freshman orientation of all agriculture students at Cornell."
Greek society is entering a golden age at Cornell. Where interest in sororities declined in the 1960's, sororities have found themselves overflowing with members in the late 1970's. Many women in the New York State College of Agriculture and Life Sciences are a part of this growth.

Approximately 20 percent of sorority members are women in the College. A good portion of these women can be found in executive positions within their sororities such as President, House Manager, Rush Chairman and Social Chairman. One sorority has only eight ag college students but four of them are on the house's executive council. A past Panhellenic President and a former Assistant Rush Chairman for Panhel were women studying in the ag college. These offices are just a few of the key positions women in the College occupy.

The average number of members in a sorority at Cornell is 75. Most houses are large and are grouped in two sizes: 60-80 and 90-115. This is a substantial increase over the early 1960's figure of approximately 45. The houses then had no more than 80 members.

However, during the early 1960's the number of sororities dropped from 13 to seven. According to Ruth Darling, present Acting Dean of Students and past Advisor to Fraternities and Sororities, "There was less interest on the part of the students and there were more problems associated with various requirements national might have had."

The problems have since faded. Chrissie Schelhas-Miller, the present Advisor to Fraternities and Sororities, has seen some changes as a result. "More students seemed interested in traditional social events at this year's orientation. Traditional institutions are more acceptable. Sororities are one of these institutions." Over 300 freshman women attended Panhel's Big Red Barn party during orientation week this fall. This is more than have ever attended before.

Cornell now accepts a greater number of women for enrollment. This, coupled with a greater desire to join sororities, has resulted in Panhel permitting more sororities to return to Cornell. Two sororities have been added within the past five years and another may return this spring. That will bring the number of sororities at Cornell to ten.

Present national sororities' interests in Cornell are growing just as fast as students' interests in sororities. Three sororities are awaiting permission to establish themselves on campus. As a result, Panhel is now considering permitting one sorority a year to return. The desire for this return is present but no definite plans have been made to change the alternate year acceptance period to a yearly one.

If the attendance at this year's Big Red Barn party is any indication of things to come, rush will be stronger than ever this spring. Panhel has changed the rush format to accommodate the upswing. Instead of two formal rush periods of two weeks in the fall and spring, only one rush will be held. It extends from September to January and is comparable to the fraternity rush system. Informal rush, consisting of open houses and informal parties, ends this month. A moratorium is held in December. Formal rush will start with the return of students in mid-January and will last two weeks.

Sorority members are showing increasing involvement and leadership on campus. Panhel is joining with the Interfraternity Council to sponsor more events on campus. The events include things such as Fun in the Sun during orientation week. An increasing amount of lectures and social events are sponsored by Panhel and the IFC. A newspaper, Greek Columns, has started production this year with many ag college men and women contributing to it.

The present upswing in sororities is expected to continue. An increasing number of ag college women are causing this surge in interest. The more sororities grow, the more women in the ag school will contribute to Cornell.
For years Cornell’s College of Agriculture and Life Sciences has been the target of taunts and jeers from opposing football and hockey fans. Until last year, when the Big Red gridders went 5-3-1, a Cornell football fan could only sit back and mutter while a rival band marched into a “M-O-O” configuration playing “Old MacDonald.” It is psychologically difficult to retort in like fashion when your team is losing, and from 1973 to 1977, Cornell and winning football were seldom mentioned in the same breath. In that dismal five-year span, the Big Red mustered a total of 10 victories, although the picture is much brighter these days.

In hockey the derision of Cornell’s aggies has been even more intense. The intense rivalry with Harvard, for example, began in the 1969-70 season when a live chicken was tied to the Big Red goal before the start of the third period in a game at Cambridge. The Crimson’s pep band chipped in its rendition of “Farmer in the Dell,” which has since been modified to “Farmers from Cornell” by some schools. The fact that Cornell won that game (3-1) was overlooked by the Harvard hecklers. When Harvard came to Ithaca the following year, Big Red hockey fans would not be outdone. Two live chickens awaited the visitors, along with an abundant supply of fish.

But amidst all the mockery, opposing fans seem to have ignored a rather glaring fact: more often than not, Cornell’s “farmers” have beaten their adversaries. In fact, Cornell has more wins in NCAA Division I play than any team in the country.

The winning tradition at Cornell began in 1965 when second year coach Ned Harkness took his team to a 19-7 finish. It was Harkness who introduced Canadians to eastern college hockey play, and for a few years, Cornell had a monopoly on recruiting up north. Today it would be nearly impossible to find a hockey powerhouse that did not rely heavily on imported talent.

Just how big an effect have aggies had on Cornell’s rich hockey tradition? Take 1970 when the team was national champion with a 29-0 record. Of the 22 members on that team, 16 were enrolled in the ag college, including current head coach Dick Bertrand, ’70, and Cornell women’s hockey coach Bill Duthie, ’71. Other ag students from that team can now be found with positions in business, sales management, teaching, law and medicine, to name a few. This diversity of careers is a prime recruiting weapon of Bertrand’s. “The beauty of the ag college is that it has so many different programs,” explains the coach. “You can move around within the school itself or within the University to find just what you’re looking for.”

Of course there are several other considerations which lure athletes to the ag college. A big factor is the tuition cost in Cornell’s statutory colleges, which is much lower than tuition in Cornell’s endowed divisions, or at any other Ivy schools, according to Bertrand. Add this cost factor to the college’s diverse program offerings, Cornell’s natural beauty, Ithaca’s proximity to Canada and the University’s top sports reputation, and it is no wonder that athletes are drawn here.

Although he is a staunch supporter of the College of Agriculture and Life Sciences, the nine-year coach does not force his allegiance on recruits. “We can’t and don’t push anybody into a particular school here,” says Bertrand. “But I believe in the ag college. If asked, I recommend it whole-heartedly. Or if we have a kid in limbo as to what he wants, we make him aware of some general programs available.”

Bertrand himself was among the original string of Canadian talent attracted to Cornell in the mid ’60s. He enrolled as a business management and marketing major in the ag college in 1965 at age 24, and was a tri-captain of the 1970 championship team. After that season, while still a senior, he was picked to replace Harkness, who had accepted a job as general manager of the Detroit Red Wings in the NHL.

“I just continued the trend of recruiting in Canada,” says Bertrand. But while he was breaking into the coaching ranks, so were a number of other young coaches, with hungry eyes on the Canadian hotbeds of talent. Cornell’s monopoly vanished, although the winning heritage has not suffered.

The 1979-80 season promises to be an exciting one. Some experts rank Cornell as a top contender for the national championship.

“A couple of times I thought we were only one or two men away from a national title,” the coach said. “This year might be the season when we have some of those holes plugged. I’d love to bring home some national hardware.”

Perhaps it’s only a coincidence, but in scanning this year’s roster, one finds an awful lot of names that can also be found in registration files in the College of Agriculture and Life Sciences. Indeed, 75 to 80 percent of those on the varsity roster are aggies, including standouts like Brock Tredway, ’81, Doug Berk, ’81, John Olds, ’82, and goalie Brian Hayward, ’82.

Let the hecklers in the crowd jeer and scoff all they like. If Cornell’s “farmers” have their way—and they usually do—it will be Big Red hockey fans who have the last laugh.

There is still fowl play when Cornell’s aggies meet Harvard on the ice.
New High Yield Wheats

by Linda Ann Koski '81

After 18 years of extensive research, Cornell scientists in the Department of Plant Breeding and Biometry at the New York State College of Agriculture and Life Sciences have developed two new strains of soft white wheat which give higher yields and are more resistant to disease than other strains.

Purcell, named in honor of Robert W. Purcell, '35, who is a Presidential Councillor at the University, will be placed on the purchasing market for farmers in two years. This fall, ten percent of the New York acreage will use Houser. Next year, there will be an unlimited supply of this soft white wheat grain.

The Houser strain has been planted and harvested for the past two years. This wheat was named in honor of Harry Houser Love, a retired professor and breeder of many cultivars at the Ithaca Station. Neal F. Jensen, who retired from the Department of Plant Breeding and Biometry during the fall of 1978, is the developer of these two superior wheats.

Although both wheat strains produce high yields, Purcell has a higher test weight or weight of grain per unit volume. High test weight is welcomed by purchasers because the wheat yields more flour and wheat products.

Cereal, food and baking industries are especially interested in Cornell’s soft white wheat. Primarily, soft white wheats are used in flake cereals, crackers, flour for cookies, cakes and donuts. They are also found in livestock feed. The protein content of Purcell and Houser is approximately 12 percent. This is considered average among soft white wheats. According to Prof. Mark E. Sorrells in the Department of Plant Breeding and Biometry at the College, raising the protein content of soft wheat is not desirable for baking and milling. Other popular wheats include hard red wheat that is used in bread flour, soft red wheat used in pastries and durum wheat which is used in pastas.

The planting season for winter wheats is mid-September to mid-October. After the initial planting, the seeds must go through a cold treatment during the winter. Within this period of at least six to eight weeks the temperature must be less than 40°F. The cold catalyzes the reproductive stage. By spring the wheat is rapidly growing so that harvesting is possible during the first two weeks in July.

Primarily, soft white wheat is grown in New York, Michigan and Ontario. Houser has been experimentally harvested in Canada and it is expected to become licensed; as yet, Purcell is not licensed in Canada. Professor Sorrells commented that the wheat

In the H. H. Love Field House, Prof. M. E. Sorrells, Department of Plant Breeding and Biometry, uses a machine for determining the test weights of various winter wheat grains.
Cornell researchers have developed new soft white wheat grains that will increase production yields.

strains developed in New York State are not grown extensively in other countries with the exception of Canada. Every country has different soil and weather conditions or preferences for different strains which are produced by their own researchers.

New York State is a favorable place to grow such strains as Purcell and Houser because of the moist climatic conditions. These strains are also adaptable to the soil and require relatively little fertilizer. Wheat needs less fertilizer than corn or potatoes. Purcell and Houser are expected to become leading cash crops for New York farmers. Professor Sorrells said, “These wheats aid the farmer in crop rotations, labor requirements are more evenly distributed and wheat requires minimal amounts of pesticides and input of energy when tilling.” Overall, the two new wheat crops are quite efficient since they can save a farmer valuable time and money.

Efficiency of Purcell and Houser is furthered by tolerance to disease. Common wheat fungus diseases include smut which transforms the kernels and spile into a black spore mass, mildew that is visible on leaves in the form of gray powder, bunt, a fungus that replaces endosperm with bunt spores and leaf rust that forms rust colored pustules. The two new strains were developed specifically to be resistant to these diseases. Purcell is tolerant of leaf rust and mildew and resistant to smut. Houser is also tolerant of leaf rust and resistant to smut and mildew.

Disease is one of a farmer’s concerns. Damage done by animals, especially birds and deer, is quite another problem. Liberian graduate student Roland Massaquoi, who is enrolled in the Department of Plant Breeding and Biometry, remarked that bird and deer damage last spring affected the results of experimental crops. The deer eat the spike and break the stems while roaming. Deer do not like the odor of human blood and human hair. Birds contribute to the crop loss by eating kernels before maturity. Unfortunately, many kernels fall to the ground, rot and then deteriorate. “We put a wooden owl in the fields to scare the birds. It worked for awhile but then the birds became used to the owl and were no longer afraid of it,” explains Massaquoi. Bird poisons and noisemakers are prohibited by law. Professor Sorrells added that other techniques such as netting the field or hiring labor to chase the birds are too costly. But these are only temporary deterrents and the animals soon return. Keeping watch while working on the fields is most helpful.

The budget for this research project is provided by three main sources. One is the federal Hatch Act, legislation that gives financial support to land grant institutions. In addition, salaries are given through the State University of New York. Finally, industries provide a small amount of money for equipment.

“Houser is one of the best wheats in our breeding program. It has outyielded all other cultivars,” states project director Sorrells.

Plant breeding certainly requires a long period of time. It took Cornell scientists 18 years to develop Purcell and Houser. Cornell researchers will continue to strive in new directions, improving wheat production more than ever before.

This room is used for weighing and packaging winter wheats, and hanging individual plant selections for drying.
Not Just Water Over the Dam

by Catherine Northrup '80

The 400-foot-drop from Beebe to Cayuga Lake may soon provide the Cornell community with electrical energy once again. In light of the recent energy concerns and rising fuel prices, Cornell is planning a renovation of the old hydroelectric plant in the Fall Creek gorge. Robert Clawson, Associate Director for Energy Management in the Department of Utilities, said the $1.2 million project will include replacements of the old machinery and repairs to the building and buried penstock built early in the century.

From 1794, when the first water powered grist mill was built, until quite recently, the creek has supplied energy for the residents of East Hill. Through the 1800's water powered a succession of flour and wood working mills, tanneries, and even the gunpowder company that eventually became Ithaca Gun Company. In one of the first tunneling projects for hydro-power in America, Ezra Cornell and a five man crew built the beginning of the penstock still useable today. Another first in the field came in 1878 when Cornell Professor William A. Anthony fashioned one of the first hydroelectric schemes in America along Fall Creek.

In 1904 the present hydroelectric plant was built, replacing Anthony's pulleys and cables with turbine generators. The plant originally included two Pelton machines, with a superior Francis machine added in 1914. These ran with little trouble until 1967 when one of the generators burned out, and repairs were viewed as uneconomical. The plant was closed late in 1969.

After ten years of dormancy and several incidents of vandalism, the plant will be operating again if all goes as planned. In September the Executive Committee of the University's Board of Trustees authorized the administration to start the project. It is slated for completion in 1981.

After renovation, the plant will be upgraded from its original capacity of 750 kilowatts to 1,200 kilowatts, producing 6.5 million kilowatt hours a year. Only 40 years ago this amount of energy would have met the requirements of the entire campus, but now it represents only about five percent of Cornell's energy demand. At first glance five percent may seem small, but energy manager Clawson feels that, "Even five percent of a large quantity like Cornell's total energy consumption is still a substantial amount." The amount is so substantial that at the projected cost of $1.2 million, the plant will pay for itself in 11-12 years, said Clawson. With a life span of 40-50 years, the plant will provide substantial savings after the initial investment is paid off. The plant production costs will remain constant over the life of the plant, but the value of the energy generated will increase in direct proportion to the prevailing electric rates.

Plans have not been finalized yet because the project must go out to bid, but preliminary specifications call for replacement of all machinery and repairs to existing civil works. Even though these repairs will be costly, Clawson feels that Cornell is fortunate to have these facilities. "To reproduce them now would cost a couple of million dollars, if we could do it all," said Clawson.

Repair, instead of replacement, of the machinery was considered at one time, but high cost coupled with questionable reliability discounted that idea. Depending on what the contractors propose in their bids, the old turbine generators may be replaced with new Francis turbines, or a cross-flow system. Replacement with these models offers superior performance for a longer period, and will allow for greater exploitation of the potential of the creek. The energy generated by the plant at completion will be equivalent to that used in 1,000 private homes.

Cornell will enter into a seven year, no-interest grant agreement with the New York State Energy Research and Development Administration for $348,000 of the project's cost. The University has also applied to the U.S. Department of Energy for a partial grant that Clawson said may amount to $190,000.

With help from the past, and an investment of $1.2 million dollars, Cornell will update an old idea and reap timely benefits. The University will soon have an anti-inflationary source of energy, and the power in the 400-foot-drop to Cayuga Lake won't be just water over the dam anymore.
Ainslie Given Extension Award

Prof. Harry R. Ainslie, dairy extension leader at Cornell University, has been awarded the 1979 DeLaval Extension Award for his significant contributions to the dairy industry. He was specifically cited for his work with the dairy herd improvement program in New York State which has become a model for other states.

Professor Ainslie has been with the Department of Animal Science in the College of Agriculture and Life Sciences since 1950. He has been a consultant for the Food and Agriculture Organization for the Far East and Asia as well as for the Joint Commission on Reconstruction in Taiwan. He has also taught at the University of the Philippines' College of Agriculture.

Prof. Leroy L. Creasy, B.S. '60, M.S. '61, of the College of Agriculture and Life Sciences has been elected president of the Phytochemical Society of North America for a one-year term. The society is dedicated to the promotion of scientific investigations of plant biochemistry. Creasy is the first Cornell scientist to head this group since its establishment in 1961.

A member of the Cornell faculty since 1965, Creasy is on the staff of the College's Department of Pomology. Before joining Cornell, he was a National Science Foundation Post-doctoral Fellow at the Low Temperature Research Station in Cambridge, England.

Kenneth L. Robinson, M.S. '47, Liberty Hyde Bailey Professor of Agricultural Economics in the College of Agriculture and Life Sciences, has been elected a fellow of the American Agricultural Economics Association.

An important contributor in agricultural policy and prices, Robinson has been involved with teaching, research and cooperative extension work. He is co-author of the popular text "Agricultural Product Prices".

Gordon C. Webb, supervisor of the radio center in the College of Agriculture and Life Sciences and the College of Human Ecology, received the Pioneer Award from the Agricultural Communicators in Education.

Webb has supervised the radio center from which consumer and research information is made available to radio stations. He was recognized for his contributions to the high professional standards of communication "in keeping with the spirit of pioneer agricultural communicators."

The media services staff for the two colleges won 12 awards of excellence, including six Certificates of Superior Performance, three red ribbons, and three white ribbons.

Prof. Ronald Usborne, B.S. '59, was named Chairman of the Department of Food Science, University of Guelph, as of July 1, 1979.

Usborne's research interests have included meat chemistry, meat composition and grading, and meat processing. He has been active at both the local and national levels in the Canadian Institute of Food Science and Technology. In addition, his advice is often sought by the Canadian meat industry.

Prof. John G. Seeley, Ph.D. '48, of the Department of Floriculture and Ornamental Horticulture at the College of Agriculture and Life Sciences, has been named to the Floriculture Hall of Fame. He has taught commercial floriculture at both Cornell and Pennsylvania State University for 34 years and was head of the department here at Cornell from 1956 to 1970.

Seeley is author and co-author of 34 scientific papers and college bulletins and more than 160 articles in florists' trade papers and magazines.

He won the 1950 Leonard H. Vaughan Memorial Research Award from the American Society for Horticultural Science.

Bailey's Biography is Back

The biography of Liberty Hyde Bailey by Philip Dorf, B.S. '24, famed horticulturist and pioneer in agricultural education, has been reprinted in paperback by the DeWitt Historical Society.

Bailey was dean of the New York State College of Agriculture, now the College of Agriculture and Life Sciences, at Cornell from 1903 to 1913. Prior to his death in 1954, at the age of 96, Bailey had written and edited more than 100 books.
Vegetables Get Window View

Are you interested in having a ready source of fresh vegetables year round at almost no cost?

This might sound impossible but, according to Mike Aranoff, '80, it can easily be done. For his Organic Gardening term project, Aranoff designed a small garden that can easily be installed in any of the windows on campus which have angled-inside wind-breaking glass (see photograph). The novelty of the window box garden is that almost no construction is needed to install one. "The garden saves energy, makes the office more home-like and saves money on fresh vegetables. If someone is having lunch, he or she can just reach into the garden and get something fresh for his or her sandwich," adds Aranoff.

Windows facing south or west are best suited for window box gardens because they receive more direct sunlight than those facing north or east. Carrots, New Zealand spinach, parsley, certain types of lettuce (i.e., bibb), kohlrabi, a member of the cabbage family, and radishes can be grown successfully in western windows. But dwarf tomatoes and other vegetables grown for their fruit require the full sunlight usually provided in southern windows and will only flourish during the spring and summer.

Aranoff said that installing a window box garden takes between forty minutes to an hour. All that is needed are two pieces of treated, exterior plywood (approximately ½" x 12" x 25½" depending on the size of the window), several seeds or small seedlings and some special Cornell Peat-lite Mix. According to Roger Kline, an Extension Associate in the Department of Vegetable Crops, this mix is half peat moss and half vermiculite with small amounts of fertilizer, lime and superphosphate. Aranoff says, "The Cornell Peat-lite Mixture is especially good for container-gardens because it is very light and holds water nicely."

Another advantage of the window box garden is that it needs very little care. The owner must keep the artificial soil moist but should be careful not to over-water it. And if one is constantly using the plants for food, as in the case of lettuce, the outside leaves should be removed first. After all of the edible parts of the plant have been taken, the plant should be removed carefully from the garden so that the roots of other plants will not be disturbed. Another plant or seed can be put into the empty spot.

Aranoff says that the window box garden in Roger Kline's office is the only one of its kind on campus. He feels that installing these gardens in all of the old buildings throughout campus would produce a fair amount of vegetables and would contribute to the beautification of Cornell. If any member of the Cornell community is interested in installing a window box garden in the office, Aranoff will be glad to help you out. You can reach him at the Prospect of Whitby Coop at 228 Wait Avenue, Ithaca.

How does your garden grow? -- Roger Kline's office is the only place on campus where vegetables grow inside an angled-inside wind breaking glass.

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EDITORS
Stephen Adriance
D. Scott Lucear
Diane Charnley

ASSISTANT EDITORS:
Charley Nasta
Debra Montner
Virginia A. Miller
Mike Grogan

ART EDITORS:
Marla Sue Malkman
David Paul Lane
Mary Elizabeth Schiek
Nancy J. Okun
Virginia A. Miller

PHOTO EDITOR:
Linda Ann Koski

EDITORIAL STAFF:
Steve Rotterdam, Mary Anne Hahn,
Christin Sparagana, Joann D’Emilio,
Karen Pelliccione, Pamela Edwards,
Donna M. Case, Catherine Northrup,
Adrienne R. Schwarz.

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CONTRIBUTING WRITERS:
Diane Charnley
Joann D’Emilio
Sue Malkman

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ABOUT THE ISSUE
Next to inflation energy is probably the biggest concern our nation faces today. As supplies dwindle and prices soar many Americans are preoccupied with finding ways to save energy. In this issue we take a look at some of the interesting ways the College of Agriculture and Life Sciences is trying to supplement and conserve this vanishing commodity.

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One ton of recycled paper is the equivalent of 17 large trees. This statistic may not sound very impressive until we consider that 10 tons, or the equivalent of 170 trees, of paper are recovered each month from the academic buildings at Cornell -- and the potential is even higher.

Paper recycling began at Cornell over a decade ago when Greg Morris, Ag '68, a basketball player, took it upon himself to set up a program here. He went to 12 buildings, mostly in the agriculture college, and showed people how to sort paper. Though about 60 buildings participate currently in the recycling program, the total of paper recovered remains the same.

The major reason that more paper is not recycled appears to be apathy, according to Anita Welych '80, the Recycling Coordinator at Cornell. "When recycling started, there was a lot of interest but it was hard to sustain. We're trying to make it a habit so it won't feel like extra work," said Welych.

The recycling program practically runs itself. Usable paper is put into trash cans on campus in participating buildings and picked up once a week.

The paper is sold to Ithaca Scrap Processors and the revenue generated is returned in the form of trash cans, plastic bags and publicity for the program.

There are many problems with the program. The garbage cans provided for the collection of recyclable paper have a way of disappearing. Contamination is another concern. "When you're sorting through paper for various grades, you don't want to have to sort out peanut butter and jelly sandwiches," said Ida Weber, owner of Ithaca Scrap Processors.

After the paper is baled at Ithaca Scrap Processors it is brought to paper mills where it is mixed in large blender-like vats. There is a filtering system that removes contaminants like paper clips and staples. From there it goes through felt rollers that flatten it into sheets. The sheets go through a series of dryers where most of the water is evaporated. The final product is wound onto rolls averaging 10 to 15 tons each.

Recycled paper is used in stationery, containers and even cars. Every automobile has 300 pounds of scrap paper in it in the form of gaskets, side panels and other interior structures.

The recycling logo of a continuous circle of arrows gives a good idea of how the recycling process works. An item is manufactured, used by the consumer, recycled by a mill for use in another product and sold back to the consumer.

As a result of this process, the public may benefit. Millions of trees are left standing which can provide us with better air quality, a control for erosion, shade and natural beauty. Add to this the huge quantity of material saved from landfills and we may have greater impetus to recycle paper and other materials.

With the cooperation of a greater number of people the savings could be much more extensive. There are several buildings at Cornell that are not participating in the recycling program. As in all movements that require our consciences, recycling depends on each person. That 170 trees saved each month by Cornell could be 300 or even 500 with the appropriate commitment. We need to establish the right habits and the rest should come easily.
"It is exciting... adventurous... and one of the most beneficial experiences of my college career!" These are some of the comments from midshipmen on board the China Doll. The China Doll is a fifty-foot ten-inch luxury yacht capable of berthing ten people.

The uniqueness of this boat begins with its unlawful history. Just two years ago in international waters off the coast of Fort Lauderdale, Florida, the United States Coast Guard captured the China Doll. On board were several thousand pounds of marijuana for which the boat was impounded and later confiscated by the United States government. Ownership of the China Doll was traced to a nonexistent owner.

Through the efforts of Commander Joseph M. Quigley, Executive Officer of the Naval R.O.T.C. Unit at Cornell, the China Doll was turned over to the R.O.T.C. Unit. "China Doll represents an effort by the Navy to stress seamanship training. This is the basic element in professional development of naval officers," explains Commander Quigley, who has been sailing since 1964 and is in charge of maintenance, safety and training on board the China Doll.

The last chore of the day is completed by Andy Logan '81, as he lowers the fenders and ties the boat to the pier.

A guided tour provides a glimpse of the vessel's beauty. Enthusiastic midshipmen work vigorously many hours a week to brighten and seal the exterior teak decks. In the interior there is more teak wood to be waxed, carpeting to be cleaned, brass to be polished and an engine to be maintained.

Electrical engineering students are repairing the electrical system and a spirit of cooperation can be witnessed everywhere. Physical exertion coupled with new skills learned by experience add to a sense of pride. This is further enhanced by knowing that training on the China Doll will become a Cornell tradition.

Students involved with the operations aboard the China Doll represent a cross section of the University. Any midshipmen or civilians who obtain N.R.O.T.C. permission are permitted to sail on the boat. N.R.O.T.C. juniors are required to take Principles of Navigation, a course offered in the Department of Agricultural Engineering. The course content includes the principles of marine navigation, piloting, which is coastal and shore navigation, navigational astronomy, which uses the stars to fix the position of a ship at sea, electric navigation (omega) and a navy navigational satellite system which is also used for fixing position at sea.

One distinct advantage of taking this course is that material covered in class can be applied to practical experience on board the China Doll.

On the waters of Cayuga Lake the midshipmen have the opportunity to experience challenges which may arise when at sea. Imagine the thrill and responsibility of navigating a ship up a channel and on the lake. Through sailing experience, one gains a sense for visual maneuvering. Lights, buoys and other markers exist and are not just points on a chart in class. According to Navy Lieutenant Bart Finegan, the instructor of navigation, "Correlating what is on the chart with what one sees is the most difficult part of piloting. It requires the most skill and judgment."

The China Doll is quite economical. The diesel fuel for approximately sixty sailing days a year costs less than $100. The 120 horsepower diesel engine is very efficient and no fuel is burned when utilizing sails. "Three to five miles per gallon of fuel for a boat that displaces 26 tons is considered very economical compared to a power boat," added Commander Quigley. In contrast to an outboard motor which pollutes the lake because unburned fuel in the exhaust is mixed below the water surface, the China Doll poses no such threat to aquatic life on the lake. The China Doll emits no smoke or exhaust expelled into the water and the cooling system returns only a small amount of hot water to the lake. With assistance from the wind, only a minute amount of fuel is needed to get out of the one-third-mile-long marina to the lake.
The Navy has a reputation for producing the most highly trained and skilled navigators in the world. When midshipmen are training, mistakes are made and by learning from these mistakes they gain the professionalism necessary for their naval careers.

A verbal Personal Qualification Standard Test is given to individuals operating the boat, who must answer questions with few mistakes. Certification is then awarded stating that one has a working knowledge of the material.

Commander Quigley was the navigator for the China Doll's first navy voyage from Miami, Florida, to Ithaca, but none of the present midshipmen crew had any previous experience with navigation on a large boat. Andy Logan, a junior in the College of Agriculture and Life Sciences, started sailing this fall on the China Doll and thoroughly enjoys the opportunity to learn navigation. Jim Luchs, '79, did not know how to navigate a boat, but after completing the training trip from Florida, he is now the boatkeeper and crew trainer out on the lake. Mike Case, a senior at Cornell and chief engineer of the boat, started sailing with friends on Cayuga Lake and last December was on board a naval vessel that sailed from Hong Kong to the Philippines. As a result, the midshipman became interested in gaining experience by navigating a large boat. Lt. Finegan states, "The Navy feels the best seamanship experience for future naval officers is offered on large sailboats. There is a lot to learn about the ways of the sea, weather, ship handling and navigation."

Future trips that midshipmen may be involved in include voyages to Wells College and a possible ten-week summer cruise to the Great Lakes, Nova Scotia, Boston, New York and back up the Hudson to Ithaca. Student navigator Jim Kent, '81, is planning the summer cruise. "I never realized how much planning there was until I had to do it," exclaims Kent. He is using the course material in navigation to make the preparations. It takes many hours of planning and skill but the thrill of sailing on the open sea, breathing fresh salt air, feeling the brisk wind rush across your face and maneuvering the cruiser is more than an experience, it is a tale of the sea.

Planning voyages is a tedious process -- Lt. Finegan prepares a navigation lecture for students.

Midshipmen wrestle the sail which uses the wind to power the China Doll across Cayuga Lake.
"Don't sit under the apple tree with anyone else but me," is a line from a popular Glenn Miller tune, encouraging the faithfulness of wartime wives. In the fields of computer graphics and landscape architecture, trees are currently being studied as the object of another kind of relationship, plant materials and energy conservation. Assistant Prof. Marc Schiler, M.S. '79, Department of Architecture, studied the density of trees as part of his master's thesis. In his paper, "Foliage Effects on Computer Simulation of Building Energy Load Calculations," he explains the shading value of different tree varieties. Using computers and mathematical models that accept these measurements, Schiler can form perspective scenes which create a variety of shading and air movement combinations.

Foliage simulation -- A photograph of a scope display shows a new analysis tool.

Using proper planting design and thoughtful combinations of tree varieties, a building can be made more energy efficient. With deciduous trees, for example, a home can be shaded in the summer by the tree's leaves and in the winter warmed as sunlight passes freely through its bare branches. Trees planted strategically can divert the wind over and around a structure or act as insulation by creating "dead" air spaces between plants and wall.

Energy conservation using plant materials does not follow a simple formula which can be applied identically in each situation. Every site has a combination of elements which must be considered.

One way to pull these elements together is by computer simulation. This work is of vital importance, but the possibilities have just begun to be explored. "The simulations performed to date represent the tip of an iceberg," writes Schiler.

According to Prof. Arthur Lieberman, '52, M.S. '58, Landscape Architecture Program, "In the whole area of environmental function of plants there's a need for quantitative research." He believes that research is needed to provide further insight regarding current concepts involving the use of plant materials such as wind diversion, shading and noise attenuation.

Professor Lieberman believes that the functional uses of plant materials, beyond esthetic values, should be investigated. Specific research is a necessity to give factual meaning to these uses. "In the area of energy conservation, as with other functions, initial strides have been taken," said Lieberman, "but much further effort is needed."

Schiler acknowledges the need for further research and is currently co-authoring a book which relates this expanding field to the layman. He hopes to follow this up with a book addressed to professionals as research of plants and energy continues. He believes that trees may provide an inexpensive and lasting solution to the energy situation. "For about $20 you can get started with a tree. Unlike other energy devices (solar, mechanical) it becomes more and more effective as the tree grows," says Schiler.

The joy of sitting "under the apple tree," and other varieties, may become popular once again as we all wait expectantly for research results which develop plants as a practical solution to our energy needs.
The conservation of energy and resources is a nation-wide concern and the College of Agriculture and Life Sciences at Cornell University has made a valuable contribution. Researchers have developed a new method of cleaning and sanitizing milking equipment for dairy farmers. The objective of this innovative cleaning system is to reduce cleaning costs by recycling the detergents and hot water used in the process.

Milking equipment consists of an extensive pipeline system. The milk from each cow is collected and travels through a series of small tubes. These tubes lead into a main pipeline which culminates in a storage tank. Milking is done twice a day, which means that the pipeline apparatus must be cleaned and sanitized twice daily as well.

Before any specialized method of cleaning was developed, the entire pipeline was disassembled, washed by hand in a large basin and reassembled before the next milking. Growth in the dairy industry has made this procedure both impractical and time consuming, although it is probably the most energy-efficient method.

More recently, in place of this previous method, an automatic clean-in-place (CIP) washing system has been used. The new concept enables the pipeline system to be flushed out and cleaned while still assembled. The CIP method saves time and labor, but increases the use of detergents, sanitizers, water and heat energy. Large quantities of water and detergent have to be heated twice a day for cleaning.

Prof. Donald R. Price, agricultural engineer, Prof. Robert R. Zall, food scientist, and research associate A. Theodore Sobel combined their efforts to combat this energy-inefficient process. Their newly developed recycling system is estimated to reduce the cost of electrical energy required to heat water by 70 percent. In addition, as much as 75 percent of the detergent can be saved and the amount of water needed can be cut in half. This is accomplished by attaching the recycling system to the existing cleaning equipment.

The recycling system automatically captures and stores warm cleaning solutions which can then be reused. The detergent solutions are stored in an insulated tank where they are heated from about 110°F to 150°F. Therefore less energy is required to heat the salvaged solution to 150°F, which is the optimum temperature for cleaning. In this way, the same quality of cleaning can be obtained with a reduced expenditure of energy.

The milking parlor -- Individual collection bottles and pipelines must be cleaned.

A schematic of the CIP system shows how detergent is stored and reused.

The cleaning solution is recycled for one week, and can also be used to wash and sanitize the exterior surfaces of the automated milking apparatus. The additional service is made possible by passing the liquid through spraying nozzles hooked up to the water storage tank.

Professors Price and Zall have finished their research in this area, for the most part, and now must tackle the problem of distributing the information and technology to farmers who can adopt a system for their own use. The researchers report a potential total savings of about 3,000 billion watts of electricity, equivalent to five million barrels of oil, that could be conserved by dairymen annually if recycled cleaning systems were used on farms. Along with the energy savings, 100 million pounds of detergent could be saved as well. Current yearly consumption of 6.5 billion gallons of water could be cut in half.

Professor Zall considers the milking process to be similar to the harvesting of crops. "In either case," he asserts, "we ought to have an efficient collection system from which we maximize output, as in any business." Zall hopes that he and his colleagues have contributed to the betterment of the dairy industry, but speaks simply of the trio's accomplishments.

"Our research is the spin-off of ideas from the interaction of three slightly different perspectives, all coming together by doing some basic homework," he said.
Is this the future? -- Corn fields near Mecklenburg, New York may someday yield their stalks for fuel.

FUEL FROM ALCOHOL

Would you put fermented agricultural waste products in your car's gas tank?

That's not as bad as it sounds. Ethyl alcohol (ethanol) can be manufactured from a wide variety of organic materials including corn, wheat, rice, potatoes and sugar beets, and also from crop residues such as corn stalks.

According to Senator Birch Bayh, chairman of the National Alcohol Fuels Commission, widespread use of "gasohol" (commonly a mixture of gasoline and one-tenth ethanol) could allow us to become less dependent on foreign petroleum sources. He and other gasohol proponents also maintain that American farmers would benefit through increased crop plantings and more economical use of waste matter.

Most vehicles can run without any modifications on a fuel mixture with ten percent of 200 proof ethanol. Besides replacing gasoline, the ethanol also boosts octane by a few points. But the slightly increased engine performance is offset by a small drop in fuel economy.

It might seem on the surface that the future of the horseless carriage lies in the vast corn fields of the midwest. After all, gasohol advocates point out that if we replaced all our gasoline with a 90/10 gasoline-ethanol mixture, we would cut our total gasoline consumption and reduce oil imports substantially.

This all sounds deceptively simple. But Prof. Larry P. Walker of Cornell's Department of Agricultural Engineering is less optimistic about gasohol's promise as the "salvation of America." He and others in the department have determined that to enact such a national program almost half of our annual corn harvest would have to be converted to ethanol. This would cut down feed stocks significantly, and drive beef and dairy prices higher.

Another sobering consideration is the cost of gasohol vis-a-vis conventional gasoline. It was thought that as gasoline prices soared, ethanol fermentation (which runs about $1.40 to $1.65 per gallon for ethanol produced from corn) would become competitive if its price remained relatively stable. But it takes energy for farmers to produce corn, including a sizeable amount of fossil fuels. Costs of wages, building materials and energy to farmers have all risen more than 100 percent since 1967, and they show no signs of leveling off. Thus, on a national level gasohol may never become competitive with gasoline without massive subsidies of billions of dollars per year.

Of course, there are other sources besides corn for the "biomass" needed to produce ethanol. Crop residues were at first thought to be particularly attractive. According to entomology Prof. David Pimentel and food science grad student Walter Vergara in Advances in Energy Systems and Technology, Vol. 1, these residues have beneficial roles in agriculture which "far outweigh their direct energy potential." Removal of crop remains from the land often results in increased sediment runoff, soil erosion and loss of essential nutrients which then have to be replaced by products derived from non-renewable fossil fuels.

These and other drawbacks indicate that gasohol is a more promising fuel on a regional level than nationwide. While countries like Brazil are capable of producing huge amounts of sugar crops to convert to alcohol fuels, the U.S. has a more complex and unpre
dictable crop harvest. If we commit a substantial portion of our grain reserves to fuel and a grain shortage develops like the one in 1974, competition between energy and food users would no doubt become highly inflationary. New York State already has to import one-third of its grain from other areas, so alternative biomass sources would have to be used.

Professor Walker and his colleagues recently received funds from the ag college to investigate the use of apple peelings, cheese whey and other organic feed stocks for alcohol conversion. However, additional research is needed to assess the viability of such plans. Professor Walker notes that, unfortunately, federal funding such as that from the Department of Energy is basically "mission oriented," and the funds for basic speculative research have been cut back at a time when perhaps they are needed most.

Locally, Professor Walker is currently preparing a proposal in a related area. He intends to determine the practicality of small-scale alcohol and methane production (from plants and animal wastes) on the farm, as a means of achieving some degree of energy self-sufficiency for the individual producer. For example, diesel tractors could be modified to use a dual fuel system in which they would start and idle on diesel fuel and run on straight alcohol. In this application the alcohol does not need to be 200 proof as it does in gasohol, and distillation costs could be reduced. It should be emphasized that although there are serious questions about the advisability of producing large amounts of ethanol for fuel, gasohol and other alcohol fuels have already been successfully substituted for gasoline in a variety of motor vehicles. In fact, at the other end of the automotive spectrum from farm equipment, all of the Indianapolis 500 race cars this year were powered by a form of methyl alcohol. And in Brazil, all six million vehicles have been running on gasohol for over three years. The Brazilian government plans to eventually replace all gasoline powered vehicles with ones that run on straight alcohol. While such a radical move may prove sound due to Brazil's favorable crop situation, it appears evident that any similar attempt by the United States is at present inadvisable. Gasohol probably has a promising future in some regions of our nation, but we would be unwise to view it as an easy path to national energy autonomy.

It is hoped that research like that being undertaken currently at Cornell will continue in the interest of improving the potential for gasohol and other alcohol fuels as realistic alternative components in America's energy picture for the 1980's.

A viable alternative?

by Charley Nasta '80

Turbocharged Porsches like this one ran on gasohol during the Watkins Glen six-hour endurance race this past summer.
AG TEAMS
Lend a Hand
by D. Scott Lucear '80

It is dawn on an island somewhere in the Caribbean. As the sun slowly rises over the small fields and forest that make up the little island, a farmer emerges from his small home. He yawns and stretches, then pauses for a moment to contemplate the day's work ahead.

This day will be different from others. On this day the farmer will be joined in his fields by two newcomers to the island. The strangers move out into the field with the farmer and begin to help him with his work. These newcomers will do much more than just aid the farmer with his chores. They will give him advice on how to increase his crop yield and show him new methods to raise healthier animals. The two strangers are members of a very special type of company. This company is dedicated to the cause of helping the poor to help themselves and it is called Agricultural Teams Incorporated.

Basically, Agricultural Teams is a minority-oriented, non-profit firm that provides technical assistance to poor farmers who cannot afford it otherwise. In the words of Richelle Dade, the firm's administrative assistant, "Ag Teams is a technical assistance firm and also a consultant firm. We give technical assistance and training to poor farmers and organizations in the U.S., the Caribbean and Africa."

Still in the fledgling state of development, Ag Teams was founded five years ago by four black Cornell graduate students: Makaza Kumanyika, his wife Sheriki, Winston Carroo and Nathaniel Quick. In its five years of existence, the firm has grown from a local outfit run out of Kumanyika's home in Ithaca to a firm that has offices in three cities: Ithaca, Washington, D.C. and Eutaw, Alabama.

The firm now has a staff of 10 full-time employees and about 150 others who are used on a "as-needed" basis. These "as-needed's" are the backbone of the organization. They are the specialists who go out into the field. They have degrees in such fields as animal science, animal nutrition, plant science and other agricultural disciplines. These people also have one other thing that cannot be learned in any classroom: a burning desire to help the poor to help themselves.

The services that Ag Teams provides for subsistence farmers are varied. In addition to improving crop yields and animal nutrition, they perform soil analyses to determine the nutrient value of the farmers' soil. Feasibility studies are also done for poor farmers and small local organizations such as food cooperatives. These studies are important to help farmers determine the best ways to use the resources at their disposal such as growing a new kind of crop or raising another type of animal with the stock they already have.

Ag Teams does not get paid for the services it provides. It is a totally non-profit organization. It depends upon contributions and grants to keep its operations going. Members of the firm have discovered, however, that non-profit organizations have a hard time getting funds in America, especially from the government. Says Dade, "All the things we are doing are very worthwhile...but you have to really prove to the government that they are." Ag Teams has managed to get some funding from Uncle Sam. One of their projects, "Farm to Market," is being partially funded by the Community Services Administration. The bulk of their funds must be solicited from other sources, however. Churches that have programs to help the poor have been their biggest backers. Funds are sometimes received from the governments of the different nations they work in also.

Even when adequate funds are obtained, working in other countries is not always easy. Sometimes Team members are looked upon with suspicion while working in foreign countries. "Whenever you tell someone you're an American, they naturally are suspicious of your motives," says Dade. Ag Teams, however, pushes no political lines or philosophies. "We don't go in with any political ideologies," remarks Dade. "We go in to help people." After team personnel have been in the area for a week or so, the doubts fade away and the business at hand becomes the main issue.

The central thrust of the organization for this year will occur in Florida, with the project "Farm to Market." In a nutshell, the purpose of this project is to unite the produce of the poor farmer with the stomach of the poor urban consumer. One part of the plan is to provide the farmer with transportation so he can get his goods to the inner city. In the city Ag Teams hopes to set up food cooperatives that are run by people in the community. These cooperatives would buy the food from the farmer at a fair price and sell it to the consumer at a price he can afford.

The members of Agricultural Teams ultimately hope to foster the creation of a world where the poor can become self-sufficient. As long as there are people like those in the Ag Team family, attaining that goal may not be an impossible dream.
A vast number of college students across the nation are finding that, in order to make ends meet, they must lead double lives as full-time students and part-time employees. Having to hold down a job while going to school can be a handicap. It can infringe on study time, limit one's social life and add still another pressure to those of prelims, paper deadlines and lab reports.

Students in the College of Agriculture and Life Sciences are not exempt from the crunch of inflation. The College, however, offers unique alternatives in the area of employment. As a leader in many forms of research, the College has an abundance of laboratories and research programs constantly in operation. A look inside these laboratories reveals a number of undergraduates -- students who are both earning paychecks and enriching their education through part-time jobs. These enterprising students have found work connected to their majors. They are laboratory employees.

Amy Rumsey, '80, is an agricultural economics major with a special interest in food industry management. Besides her studies, she works ten hours a week for Professor Richard Austin and research associate Chris Calvert in the Department of Poultry Science in Rice Hall. In the course of her work Rumsey makes buffers which are used to analyze amino acids. What does she like about her work?

"I like the people, the diversion from my schoolwork," she says. "I suppose if I could afford to, I wouldn't work. But the job offers me an alternative to my studies."

This feeling is echoed by Nancy Bogen, '80, who works under Dr. Harold H. Willson of the Department of Entomology as an extension aide.

Bogen contends, "I like working in my field. There are so many things in my work I would not see in a classroom situation."

Bogen calls herself an "atypical entomologist" as her interests do not lie directly in entomology, but in agriculture. Her ideal job after graduation would be with the pest control division of a firm. She states that her job as an extension aide gives her invaluable experience towards this goal.

"Basically, I do odd jobs. I identify insects from pheromones and plant light traps. I take insect surveys. That's when we tally what kinds of insects we find in various counties." The information Bogen compiles, besides being used in Willson's research in crop protection from insects, is also used in Cooperative Extension newsletters.

Another student, John Spilsbury, '81, finds that his job under Dr. Richard Soper in the Boyce Thompson Institute is also related to his major. A plant science major, Spilsbury works approximately 10 hours a week with fungi that control insects. He was interested in crop protection prior to taking on this job, but the work has cemented his fascination with this field.

"I don't see as much of where my research is going as I'd like to," Spilsbury concedes, but he admits that he enjoys his job nonetheless.

Does his work interfere with school? Spilsbury doesn't think so. "You really learn more there than in class. You learn lab techniques and you see how things work."

Lynn Conway '80, says that her job, taking care of research rats and rabbits for Dr. Bruce Currie, in the area of reproductive physiology in the Department of Animal Science, does not hurt her academically. "Things get hectic," Conway feels, "but I've always worked. My hours at this job are flexible."

Conway keeps records on the mating and births of the animals. She finds that she can connect her job to her animal science major. "I think that if you ever go into research in this field, you're going to be responsible for animals. The only way research can be valid is if you keep healthy animals," she explains.

The students all share the same opinion about working and going to school. Budgeting their time between work and studies is essential.

"You get into a routine," Rumsey relates. "Sometimes I stay up late to get things done. Sometimes I get up early -- sometimes both!"

Working part-time while going to school can be an unwelcome necessity. But as these undergraduates have shown, it can also be a beneficial addition to life at Cornell, and a way to lay the groundwork for life after graduation.
The results of four weeks of photographic frustrations and triumphs were displayed last month in a photo show put on by the students of Education 401, Our Physical Environment. The Photo Salon was an exhibition of 11" x 14" enlargements developed and printed by the members of the class, most of whom had had no previous darkroom experience. Many had taken pictures before, but only three of the 20 students in the course had worked in a darkroom. The rest learned through the instruction of Professor Verne N. Rockcastle and through much trial and error in the darkroom.

The main objective of the unit on photography and the course as a whole was to give students a "hands-on" approach to learning. To read about the photographic process helps a student understand it, but facing the problems that crop up in the darkroom guarantees that he will understand it.

The Photo Salon was judged and critiqued by photographers from the
Cornell community. Howard Lyon, Marcia Kelley, Ann Elliot and Bill Brown picked the outstanding prints and gave helpful hints and tips to all of the entrants. All the judges are experienced photographers specializing in different aspects of photographic images. Howard Lyon is a phototechnician and visual aide in the Department of Plant Pathology, and has received many national awards for excellence in scientific photography. Marcia Kelley who has had her work shown in many photo salons works for Photographic and Microfilm Services in Day Hall. Ann Elliot is a lecturer in freehand drawing in the Department of Floriculture and Ornamental Horticulture. Bill Brown is the assistant manager of the photographic department of the Campus Store. Brown echoed the feelings of all the judges when he said, "I am thrilled and surprised with the prints."

Was it worth the trials and errors? Students in the course say yes. If you look at the results, I think you'll agree.

Second Place Winner -- Jim Aesch '80, crafted this beautiful shot.

Students and Photo Salon judge discuss one of the entries.
Heating Water with the Winds

by David Paul Lane '80

In years past, it was not unusual to see a windmill on almost any farm in the mid-west. Most often, wind power was used to pump water. Recently, harnessing the wind as a source of energy has generated new interest.

Cornell’s College of Agriculture and Life Sciences is participating in a program sponsored by the United States Department of Agriculture and the Department of Energy to develop applications of wind energy in rural areas. Currently, Professor Wesley W. Gunkel of the Department of Agricultural Engineering is directing a wind energy project. The goal is to design an economically and mechanically feasible means of producing hot water for dairy operations.

"Approximately 25 percent of the electrical energy consumed on dairy farms is expended for heating water for washing and sanitizing milk handling equipment," said Professor Gunkel. With such an enormous hot water requirement, a shortage in electrical supply could have serious consequences on the dairy farmer and consumers.

For this reason, the direct application of wind energy to heat water is of particular interest to researchers. The wind turbine system prototype, which is now operational, is not used to generate electricity. Instead, it converts mechanical energy into heat energy. A commercial wind turbine and associated equipment constructed by Professor Gunkel and his staff is designed specifically to produce hot water.

"There are possible applications in dairy operations and home heating," predicted Professor Gunkel.

Since wind power technology is still in the experimental stage, many problems had to be overcome in constructing the full-scale prototype. Obtaining a wind turbine was a difficult task. The Windmill powered generator heats water for dairy use at Cornell.

Researchers Randy Lacey and Viswamattuvetty collect data from a turbine.

engineering project was limited by the funds available to purchase a turbine and also by the specifications required. A Cycloturbine manufactured by the Pinson Energy Corporation was finally purchased.

The Cycloturbine was chosen although it was of a smaller scale than originally proposed. Professor Gunkel cited the Cycloturbine's unique design and its adaptability to the system as primary reasons for its acquisition. The turbine is mounted on a 40-foot-high tower. A hexagonal building was designed to fit around the base of the tower. The building protects equipment and serves as a data center.

"Originally," explained Gunkel, "we set up the project to heat water for the dairy complex at Cornell's Teaching and Research Center," located on Route 38 between Dryden and Hartford. Randy Lacey, a research engineer working on the project, commented that the original location was unsuit-
It won’t be a stylish marriage—
I can’t afford a carriage,
But you'll look sweet upon a seat
Of a bicycle built for two.

Either history does repeat itself or
back in 1892 composer Harry Dacre
had a good idea of what life in the
1970’s was going to be like. The cost
of a car, including its maintenance and
fuel, has led many people in the Cornell
community down the path to bicycle
riding.

According to the Cornell Department
of Public Safety, 2,400 bicycles have
been registered on campus since 1972.
Out of this number, 778 bicycles have
been registered for the two-year period

The transition from car or bus to two
wheels has not been an easy one for
many bicyclists. Wes Tree, Director
of Cornell’s Radio-Television-Film Sec-
tion in the Department of University
Relations, began to ride seriously
last spring. He made several attempts
before that, but quickly gave up. “The
first time I tried biking to Cornell I
ever thought I’d make it back home.
I gave up after two days and returned
to using the bus,” Tree said. After put-
ing on some weight, however, Tree
decided to try bike riding again and
soon became an enthusiast. “The first
week every muscle in my body ached.
You just have to stick to it.”

Not all alternate forms of energy
have to be in the form of 10-speed
bicycles. One in particular is a black
three-speed Sears model which was
purchased five years ago for $35 by
Jim Griffith, manager of the Visual
Communications Section, said that the
exhibit was a success in that it showed
people how much energy is really re-
quired to produce electricity. Griffith
said they found it was much harder
than just flicking on a switch.

Jerry Wilcox, Assistant Director of
the International Student Office, has
been riding his 10-speed Fuji Sports
Ten from West Hill for over a year.
Wilcox said, “Before I started riding I
figured out how long it would take me
to pay for the cost of my bicycle in
terms of the money I saved by not
taking the bus. As it turned out, it
would take me five years at 50 cents
a day, but I really like the exercise so
it’s worth it. During my first year of
riding I cheated. I used to walk my bike
up the hill without putting my feet
down I felt a quiet sense of ac-
complishment.”

Leeming said that once he was stopped
by a campus patrol officer when he
turned his bicycle up East Avenue
during the hours which are unlawful
for use by cars.

According to Leeming, riding a bi-
cycle does have its advantages, though.
“When traffic is backed up and I don’t
feel like waiting in line I just hop off
my bike and become a pedestrian. I
have found that at times there is an
adversary relationship between motor-
ists and bicyclists. When I am in a car
I hate bicyclists and when I’m on my
bike I hate motorists.”

It is almost as difficult to find an
empty bike stand as it is to find a park-
ing space at Cornell these days. Two-
wheeled vehicles are becoming so
plentiful that “No Parking” signs may
soon appear on tree trunks and chain
link fences around campus.
Incoming freshmen in the College of Agriculture and Life Sciences are suddenly overwhelmed by a steady stream of mail. They receive course listings, the name of their advisor and publications such as Keep Me. Upon arrival on campus, they report to registration in Barton Hall, where a friendly row of ladies stamp, seal and officially sign everyone in. During senior year, letters arrive requesting students to drop in to take care of senior businesses, and finally, each person is handed a diploma. Has anyone stopped to consider who handles all of these transactions? Well, it is not a band of elves. It is a group of people who work in 192 Roberts Hall, otherwise known as the Office of Instruction.

Sitting at the first desk to the right of the entrance to 192 Roberts Hall is Mary DeLong. Mary’s official title is Records Clerk, which involves handling student records, mailing and various other tasks. Mary is an extremely devoted worker, as well as a sincere and helpful person. Any disheartened student would be comforted after a visit with her. As Mary stated, “Most of the students are extra nice. They are interesting and a joy to work with.” Mary has spent a total of 30 years working at Cornell - with the past 11 in the Office of Instruction. Equally devoted to her own family, Mary has raised four children. In her spare time, she does volunteer work, such as knitting, for the Church of the Immaculate Conception, and enjoys pastimes such as refinishing furniture.

If a student needs to check on a grade change, Mary Rightmire can lend a hand. Also a records clerk, Mary spends much of her time making grade changes, working on student petitions and Summary of Record sheets. Mary has worked about six years in the Office of Instruction, always with a warm and friendly manner. Mary enjoys working for the students because “They keep me aware of what’s going on.” Crocheting, reading and embroidering are among Mary’s leisure time activities.

Rita Wanner is the person to see regarding financial aid questions. She is the very spry secretary to the Associate Director of the Office of Instruction. She handles a multitude of responsibilities aside from her regular secretarial duties. Rita has worked with this office since 1968. She helps the Associate Director with the coordination of several ag college programs. She is a neat, organized person who is always more than willing to help.

This may seem like a tremendous amount of work for one person, but, as Rita said, “The students keep me young and needed. Students are the real reason we are all here on campus.” Rita also enjoys hockey, tennis and horse racing. She attends to a large collection of antique dolls and costumes in her spare time.

The pleasant lady working with the adding machine is Jan Preston, Administrative Aide. Jan takes care of the budget, payroll and personnel appointments and records for the office. She has worked in Roberts Hall for 17 years, the last nine of which have been in room 192. Although Jan has somewhat less direct contact with students than the other workers, she said that, “With very few exceptions, I have enjoyed my contacts with stu-
I am impressed with their open-minded attitudes and their ability to cope with the problems they encounter in today’s society.”

Jan has three children. The youngest has several horses, which Jan is presently taking care of.

Ruth Stanton, College Registrar, is perhaps the person most often sought after by the students who visit the office. Ruth has worked in 192 Roberts for 12 years. She is responsible for the supervision and maintenance of accurate and complete records for students enrolled in the College. This tremendous task involves checking on students’ progress toward their degrees, availability of transfer credit and more. Ruth is an extremely hard worker, as evidenced by the fact that her work day often extends far beyond five o’clock, when she brings work home with her in order to stay on schedule.

Ruth feels that working with students is an ideal situation, because, as she explained, “It keeps me up to date on trends. I feel it gives me a better insight with regard to the problems young people face today.”

What little spare time Ruth has is spent attending various sports events. She is a particularly avid fan of Cornell hockey, football and lacrosse.

Diane LaLonde is the secretary to the Director of Instruction. Diane has been working in 192 Roberts for about two and a half years. She is a quick, efficient worker with a pleasant disposition, all essential qualifications to keep up with the many responsibilities her job demands. Some of these include setting up appointments for the Director, preparing memos and typing reports. Diane’s main involvement with students is through the Master of Professional Studies (MPS) Program.

And last, but definitely not least, is Beth Mullenhoff. Beth has been working as a clerk in the Office of Instruction for seven years. A person of varied skills, some of Beth’s jobs include working out credits from other schools, preparing Summary of Record sheets and keeping up with incomplete and missing grades. Beth is a warm and friendly person who really seems to enjoy her interactions with the students. Beth is very Cornell-oriented, and with good reason. Her husband, Paul Mullenhoff, is a research support specialist in poultry science. Three of her four children are Cornellians: Jeanne, ’76, who was commodore of women’s crew, Mark K., ’78, Law ’81 and Paul, ’82, who is presently playing varsity football. Beth’s daughter Nancy will graduate from St. Bonaventure University in May, 1980. Beth loves working with the students, because, as she noted, “All the students are really nice, polite and interesting each with their own story to tell.”

It is difficult to truthfully describe the endless amount of energy and cooperation circulating among the people who work in 192 Roberts. Rita Wanner very aptly described the attitude reflected in the office when she said, “Our mission is to work for and with the students at all times.”
Exceptional Cornell students can save time and money while obtaining both a bachelor's degree and a Master of Business Administration (M.B.A.) degree in only five years. Although the combined degree program is open to all University students, the majority of applicants from the College of Agriculture and Life Sciences have traditionally been agricultural economics (ag ec) majors.

Mark Wilson, B.S. '79, M.B.A. '80, explained, "You have to fulfill most of your undergraduate requirements during your first three years. You apply for the five-year program during your junior year, and if accepted, you're a double registrant your senior year. During that fourth year, you take business courses in the Graduate School of Business and Public Administration (B.&P.A.) in place of your undergraduate electives. At the same time, you finish your bachelor's degree and graduate with your class. During the fifth year you finish your M.B.A. in B.&P.A."

According to Prof. Richard D. Aplin, Department of Agricultural Economics, "The ag ec students automatically receive 11 credit hours of advanced standing when accepted into the program. This advanced standing is a result of the excellent background the students have upon entering the program."

Professor Aplin advises all ag ec majors who are double registered during their senior year. "I have an obligation to the College and to the students to see that each student completes his B.S. requirements in eight semesters," he stated.

"The five-year program has become more selective recently. A few years ago, all the ag ec students who applied and were worthy of admission were accepted. Today, that is no longer true. Last year, two of the 11 accepted into the program were ag ec students. Applicants have to be realistic about the situation," Professor Aplin stressed.

He explained, "The increased selectivity is due to an increased interest in M.B.A. programs all over the country. Everybody wants an M.B.A., right? And Cornell's B.&P.A. reputation is improving. These factors are causing a considerable increase in applications."

The numerous benefits of this program explain its popularity. Aplin listed the benefits: "First, the students save a year of tuition. Second, they save a year of their time. Third, their starting salary is generally about $6,000 to $8,000 higher than someone graduating with a B.S. Fourth, their summer job opportunities while still in school are outstanding, both financially and in terms of providing valuable experience."

Craig Buckhout, B.S. '79, M.B.A. '80, emphasized the advantage of having more job opportunities, responsibilities and challenges available upon completing the program. He explained, "You have more flexibility regarding where you can start and what you can do..."

Buckhout also mentioned one major disadvantage of the program. "By working to fulfill all the requirements in a compressed time period, you miss out on taking free electives you may want for your general education," he said.

Many financial institutions are looking for personnel qualified in both agriculture and business related fields. Combining the two, a duo known as agribusiness, is an attractive option for five-year students. Buckhout cited possibilities such as working in agribusiness departments within banks, managing farms and working in food industry management.

Professor Aplin said, "The benefits of the five-year program are great. But to get into this program, students need high test scores as well as high cumulative averages. The candidates also need strong recommendations and a record of other supportive activities. They have to be very special people who have held responsible positions because the selectivity process probably will not change in the foreseeable future."
Music calms the savage beast... and the Cornell student. Since the University was founded, songs have been sung at social, sports, formal, informal and fraternal events. Not all the songs are soothing, some even poke fun at a particular college or group. But most songs bring students together as has been the case here at the College of Agriculture and Life Sciences since 1900.

For example, there is a song that describes the student in the College of Agriculture during the early 20th century. "To dig up Greek and Latin roots, We do not come to college, But of the earth and all her fruits, To get a store of knowledge. Our thoughts to beef do mostly turn, To cabbage and tomatoes, We want the cheapest way to learn, Of raising big potatoes. And when we've found out how to grow The rich and luscious pumpkins, We'll take our sheep-skins home with us, And shine among the bumpkins."

This is one song that was included in College Songs, a book prepared by the students of the New York State College of Agriculture in 1909. Liberty Hyde Bailey, the dean of the College for many years, wrote the foreword of this song book. He wrote, "I am glad that the students in the College of Agriculture are preparing a new song book. Every enterprise conducted in common adds to the social unity of the college, and it trains persons to work together in the world. I am sure that these good songs will help many students to derive more joy and satisfaction from life, and they should contribute much to the fellowship of the college."

And that is just what these songs did. The College of Agriculture considered itself distinct from other parts of the University and yet, still connected with it. Dean Bailey encouraged the students to feel this way. During the early stages of the College of Agriculture, the students and faculty were busy developing an identity and these songs were a unifying force.

In the year 1909, there were approximately 600 students in the College. The members of the faculty knew most of the students. In College Songs, the lyrics of one song entitled "The Old Farm at Cornell," were written by Anna Botsford Comstock, the first female professor in the College and the University. The first verse and chorus of this song are as follows: "When dawn her bowstring drew, When her brightest arrows fell, They touched the meadows green, That surround our fair Cornell. Hov'ring rains blew gently o'er, Winds their secrets to tell, To the grass and the bending grain, On the old farm at Cornell."

Yet, not all the songs tell of the joyous days at Cornell. "At Eight Upon the Hill" describes quite a different aspect of early mornings. "The golden sun within the heaven is rising more and more, The clock has just been striking seven, The coon knocks at the door. I lie in bed and curse my fate And try to swear my fill--At those who haul me up at eight, On that accursed hill. (Chorus) At eight upon the hill, At eight upon the hill, It's getting late, I'll miss my eight o'clock upon the hill."

The second verse of this song tells of the students' blessings toward the professors of early classes. "The Faculty who live in style Upon the hill together, They're not compelled to walk that mile In every sort of weather. God grant that in some future state, They may receive their fill-May it be always nearly eight, and half way up the hill."

Another song, entitled "One, Two, Three, Four", describes a student's woes at report card time. "One day a freshman to Cornell came, With resolutions to study hard, He got to loafting and in December I saw him counting the hours on his card. (Chorus) One, two, three, four, Oh, how I wish there were more, Ein, zwei, drei, vier, I won't be back next year, Yet, nee, sam, see, Dumb as a heathen Chinee, No more I'll roam Away from home, One, two, three."

These songs tell of the students' lives in the College of Agriculture "way back then," but it is nice to know that times have not changed drastically. For it seems that one can still hear the old song, "And When I Die" at many of today's fraternity parties. "And when I die...don't bury me at all,... Just pickle my bones...in alcohol...Put a bottle of booze...at my head and feet...And buy me a shroud...Then I will keep."
"We are burying an energy source: garbage. If it can be proven economically feasible to the University and the counties, it is logical to use this for fuel, rather than non-renewable energy sources presently used," claims James W. Ray, Tompkins County Board Representative (R-Enfield-Newfield).

Four counties—Tompkins, Cortland, Cayuga and Tioga—have fostered the logic of city and regional cooperation by focusing on the long-range planning and development of a solid waste incineration plant with heat recovery.

The Multi-County Solid Waste Recovery Study has been considering Cornell University as a potential buyer of steam produced by the plant since 1978. Consultants employed by the counties revealed the economic complexities involved in building such a large and expensive plant.

The proposed plant site would be located behind Cornell's existing heating plant at the intersection of Route 366 and Judd Falls Road.

One supplier of such plants, Consolidates of West Virginia, is under consideration to install 12 waste-to-energy units at this centralized location to which garbage will be hauled.

The following technique is used in solid waste incineration. Burning stews the garbage in an oxygen-deficient chamber. Methane gases from the process are not burned here, but fed to a pollution control chamber. Here, the gases are mixed with air to maintain a proper air-to-fuel ratio and temperature before entering the heat exchanger where steam is produced. Gases are then released through the energy stack. When ejected, the solid waste material from the combustion process is reduced to 15 percent of its former volume. This inert material can then be hauled to a landfill for final disposal.

Stack emissions do not seem to pose any considerable pollution problem, when controlled by conventional techniques.

With the exception of large cumbersome objects, glass and metals will not be pre-sorted. These charred materials must be disposed of in landfills.

After much deliberation, Cornell still feels that a decision to proceed is premature. Henry Doney, Director of Utilities, said, "We are not really prepared to give a decision--it's a complicated economics problem. Buying steam, instead of burning fuel, has the potential of saving money for Cornell University. Theoretically, the life of equipment not used will be increased and capital equipment will be saved. Installation of additional equipment and future expansion or retirement of older equipment in the current plant could be avoided in part."

Cornell's current plant is multi-fuel (oil, gas, coal, wood). The expensive fuels (oil, gas) are used to meet the campus daily peak demand because they are more responsive.

For some reason, peak garbage production occurs in the summer. In the winter, when demand is higher, heat production would be lower.

It has been determined that the counties cannot supply all of Cornell's steam requirements; therefore, Cornell must maintain its present plant to some extent.

Oil and gas boilers would still run in tandem to compensate for the swing in demand. Yet, seasonal limitations restrict fuel versatility. Coal cannot be run in the summer because the large boiler far exceeds campus demand, so expensive fuels are burned in the summer.

Rising landfill costs provoked the counties' concern in the proposed project. They were united politically by the availability of 45 percent funding from Albany to support the project and to confirm their commitment they were asked to fund $210,000 toward a preliminary design phase of the project.

According to James Ray, "The project decision will be made in late 1980-90 if the engineering plant, environmental impact study and negotiations between
The University and counties all prove to be positive. The decision now is to proceed to the next planning stage.

If the plant is built, the counties stand to gain a vastly reduced landfill problem. Increasing Department of Environmental Conservation regulations on landfill operations will escalate costs in the future.

At the moment, Tompkins County is generously endowed with landfill sites. It will become the repository for the remaining inert material to be landfilled, thus providing the counties with sites to dispose of their waste.

If steam is sold to Cornell at the lowest price proposed in the county study, net disposal cost over a 20-year period would be $3.7 million. The equivalent landfill cost has been calculated at about $54 million.

Plant cost for the counties is estimated at $15–18 million in 1979 dollars. The county proposal suggests that revenues collected for the steam produced will offset the capital and annual operating costs of the plant. Operational cost, in a 20-year period, is estimated at $128 million and debt service at $33 million, giving a total annual cost of $161 million. To break even in 20 years, they would have to sell Cornell $100 million worth of steam.

The plant would have to process an estimated 60,000 tons of garbage per year. As mentioned, supply is lower in the winter. The counties have thus selected wood chips as an alternative fuel to supplement the steam capacity at peak periods. The use of wood cuts down the use of other parts of the Cornell University plant. A proposed 40,000 tons of wood chips would be burned to keep production uniform.

Dr. Ray Oglesby, in the natural resources department feels that, “The University should consider its own operation for wood chip production, based primarily on the thinning of woodlands. By finding a balance between harvest and production, wood chips, as a fuel supply, would never be exhausted.”

Wasted heat recovery is under speculation by both Cornell and the counties. “We can generate electricity profitably from waste steam, but we can’t afford, in today’s market, to make electricity from burning coal,” claims Doney.

“One would have to calculate the capital cost of electrical power generation equipment compared to the output and determine economic efficiency.”

Concerning wood production, internalized expenditures could be of economic benefit to the region. Managing a fuel supply based on local fuel sources can create an ‘economic cushion,’ which is safer, surer and a means to increase New York State revenues.

An array of problems surrounds a project of this nature. Without proper timing and planning, ecologists see air pollution, odors and truck traffic as potential problems.

Another unresolved detail presents itself. Will this plant be a public utility or run by Cornell?

Cornell is taking responsible action on an issue of major concern—locally, regionally and nationally. The decision to invest in a solid waste plant of this magnitude requires an in-depth analysis of equipment and operational economics and efficiency, availability of garbage as a renewable energy source and a cost versus benefits analysis.

Institutional and county cooperation is still in its preliminary stages of development. Much unresolved detail requires further study to determine if it is an economically sound deal for both the counties and Cornell University.
Ruth Rice McMillan, '23, daughter of Prof. James E. Rice, '90, of poultry husbandry, remembers sitting on the sleeping porch of their Wait Avenue home as a little girl and listening to the strains of a waltz being played for skaters on Beebe Lake. One night every year, during the festive week in February between terms, known as Junior Week, the frozen Beebe Lake was strung with colored lights so skaters could whirl into the night, serenaded by musicians.

The event was known as the Ice Carnival and it was held regularly between the years 1900 and 1950. Sometimes, though, a February thaw would come along (it can happen even in Ithaca) and the ice would melt, ruining the carnival plans. McMillan said she remembers only one carnival being held when she was an undergraduate student at Cornell. As a child she looked forward to the event and was so disappointed when one carnival was cancelled that she wept.

Information about the carnival is hard to find in Cornell literature. In one book, At Cornell, author O.D. von Engeln gives the following account:

"The absence of fancy costume detracted not a whit from the attraction... and did much to prevent the roughness and disorder which have characterized former affairs of this kind," the Sun reported.

The 1940 carnival was presided over by Satan, who arrived in a glider. The program that year included demonstrations by professional skaters and members of the Cornell Figure Skating Club.

With the outbreak of World War II, though, Junior Week festivities were limited and the carnival was abandoned. "With the festivities limited to two days, with no Ice Carnival or prom, Junior Week, 1942, is but a shadow of its former self...." sadly commented one Sun account.

The Ice Carnival never recovered its former greatness after the war. In 1948, the festival was allotted only one hour of afternoon time and in 1949 it was cancelled because of bad ice conditions and inadequate preparation. In 1950 the Junior Week schedule made no mention of an Ice Carnival.

Many alumni, especially McMillan, still hold fond memories of the magical Ice Carnivals. "People just liked the chance to skate to music and have a good time," she said. "As a youngster I used to think how glamorous it all was."

In our modern age, filled with technological wonders, one might doubt that the simple joys of the Ice Carnival would find acceptance on today's campus. But it was not the carnival's lights and decorations that captivated the student body--more than anything it was being together and relaxing that students enjoyed. Although the Ice Carnival is not planned for a comeback, its pleasures were those that any generation could appreciate.

CARNIVAL on the Lake

by Joann D'Emilio '80

"During Junior Week, when the undergraduates entertain their feminine friends with house parties and dances, there is one night set aside, always, for the Ice Carnival. This is a gala occasion on Beebe, for the ice is specially lighted, and a canvas-walled enclosure is decorated with festoons of color and evergreens. A band is secured, and no one knows of such a thing as fatigue while skating to its strains."

McMillan said she remembers that the bandstands had heaters so the musicians could warm their fingers in between songs. There was also a heated shelter where the skaters could go to warm up. Most programs lasted from 8 to 11 p.m. Afterwards, fraternities would offer refreshments and dancing for brothers and their dates back at the houses.

But no two carnivals were ever exactly the same. Plans for the 1908 carnival made headlines in the Cornell Daily Sun because of their radical departure from tradition. It seems that the Ice Carnival committee that year declared that no one was to appear in costume for the event. Skating contests, a hockey game and more electric lights would be added to the carnival. According to reports in the next day's Sun, the new ideas worked well.

Setting up for the Ice Carnival (1913) meant building a bandstand and a canvas rink -- a horse watches cautiously.
Award Winners

Robert E. McDowell, professor of international animal science in the College of Agriculture and Life Sciences, has been awarded the International Animal Agriculture Award by the American Society of Animal Science. For more than 30 years, McDowell has worked on the identification and solution of problems concerning livestock production in tropical areas of the world. His work on cross-breeding of dairy cattle has been of great value to the United States and in developing nations. McDowell teaches the international aspects of animal science, has written a book Improvement of Livestock Production in Warm Climates and serves as consultant to many international organizations.

Dale F. Baker, ag engineering, James P. Lassioie, natural resources and Todd R. Caso, Media Services, have received one of the top awards of the American Society of Agricultural Engineers for the production of their 23-minute color film, titled “Home Heating with Wood.” Winning entries were cited as outstanding in their originality and effectiveness in improving educational materials for the general public and farmers.

Royse P. Murphy, Ph.D. ’42, has been named professor emeritus in the Department of Plant Breeding in the College of Agriculture and Life Sciences. Murphy is one of the leading breeders of forage crops in this country and varieties developed under his leadership have been predominant in forage production in New York and other northeastern states. In recognition of his contributions to agriculture, Murphy received the 1970 Science Award from the New York Farmers, Inc.

C. Arthur Bratton has been named professor emeritus in the Department of Agricultural Economics in the College of Agriculture and Life Sciences. Bratton retires as his department’s extension leader and professor of farm management after 35 years on the faculty. Bratton’s major research deals with dairy farm income and farm labor management. Related to his research interests are the development of agricultural economics extension programs in farm business management and farm partnerships. He is the author of more than 200 articles for extension publications and farm magazines.

W. Shaw Reid has been promoted to professor of soil science in the Department of Agronomy in the College of Agriculture and Life Sciences. Reid is the department’s extension leader and currently has responsibility for the extension and applied research programs concerning soil fertility for field crops in this state.

Jane Gibson has been promoted to professor of biochemistry in the Section of Biochemistry, Molecular and Cell Biology in the Division of Biological Sciences. Gibson, who studied at Cambridge and London universities, teaches a lecture and laboratory course in cell biology for undergraduates. Her research has included work on the regulation of growth and photosynthesis in photosynthetic bacteria.

Jeffrey A. Winton, ’80, a senior in the College of Agriculture and Life Sciences, is the recipient of a $250 Alpha Zeta Scholarship granted by the National Alpha Zeta Foundation of America Inc. Winton is one of 29 agriculture students on 26 campuses across the country who received a scholarship.

Gerald F. Combs Jr., an animal nutritionist in the College, has received the 1979 Poultry Science Research Award from the Poultry Science Association. The award is given for outstanding research published in the Association’s journal in the past year.
Over the past ten years an impressive range of graduates have received master’s degrees from Cornell's Department of Communication Arts, but they earned a degree with a unique background. Now gaining recognition throughout New York State, few realize that the concept of the Master of Professional Studies (M.P.S.) degree was born in that department.

During the 1960's the communication arts department tried several times to win approval to offer the Master of Science degree, but was unsuccessful. Seeking to mollify critics, the department developed a plan for a Master of Communication Arts degree, which won approval from all levels on campus and within the S.U.N.Y system. The State Department of Education blocked the degree, however, because of concern that too many new degrees were springing up. The communication arts department searched for an alternative and found it in the M.P.S. degree.

"We were looking for a degree specialization which could cover a number of fields within the College of Agriculture and Life Sciences," explained Prof. Royal D. Colle. "The M.P.S. is an umbrella degree. It very nicely bridges the various fields of study in the College under a general degree."

The proposal for an M.P.S. degree was approved in Albany in 1969. In 1970 the ag college offered two new degrees: the M.P.S. (Communication Arts) and the M.P.S. (Agriculture). M.P.S. is the broad designation with a student’s concentration listed in parentheses.

Unlike a Master of Science degree, the M.P.S. is not intended as a stepping stone to a Ph.D., though 20 percent of the M.P.S. (Communication Arts) graduates have gone on for doctoral work. In most cases an M.P.S. trains a student to tie research together, and then apply the knowledge in problem-solving situations.

"If you want to direct television programs, don’t come to Cornell," Prof. Robert H. Crawford warns prospective M.P.S. candidates. Crawford was communication arts' Graduate Faculty Representative from 1970 to August of this year. "We don’t knock that kind of career choice; it’s just not what we’re trying to do," he adds.

The uniqueness of Cornell's focus attracts students from backgrounds that may or may not have involved communication study or work experience. First-year graduate student Bill Altman, for instance, earned his Bachelor of Arts degree at the University of Pennsylvania last year.

"Before deciding on Cornell I was looking at the communication programs offered by Syracuse and Penn," Altman said. "But I had already had extensive hands-on experience (and Syracuse is media-oriented) and the concentration on theory at Penn didn't appeal to me."

"At Cornell we don’t have all the equipment we would like, but at least we don’t have theory stuffed down our throats," Altman added. "The emphasis here is on strategic applications, which is perfect for what I want." Altman plans to work with a large corporation as a communications facilitator.

The communication arts department now offers the largest M.P.S. program in the ag college. Furthermore, the M.P.S. concept has spread to several other colleges at Cornell, and even to other universities.

Despite the program’s success, the communication arts faculty still seeks a Master of Science program. "We like the M.P.S. program very much," said Professor Colle. "People come here specifically for the formula we have developed, and we’ve had good success with it."

But because the M.P.S. program has been fairly flexible, some students have done research normally associated with an M.S. degree.

"If we could offer an M.S.," said Colle, "it would more accurately reflect the range of choices available, with some students doing research while others are carrying out 'project-type' activities."

The communication arts faculty hopes that in the near future the department will be able to offer both degrees. This would not alter the present program, but it would expand the options for incoming students.

No matter what changes may evolve over the next few years, Cornell’s M.P.S. (Communication Arts) program will continue to offer students a unique opportunity for communication study.
AT LAST, A FARMER!

Ag College Humor - PAST and PRESENT

CORNELL COUNTRYMAN

VOL. LXXVII JAN./FEB., 1980 NO. 4
ABOUT THE ISSUE
With the cold and gloom of winter upon us, this issue of the Countryman may lift your spirits. The chap on the cover comes from The Widow, a former Cornell humor magazine, and is a sample of our look at campus humor -- past and present.

Correction: In the November article, "Not Just Water Over The Dam" we implied that the University power plant could generate power resulting from the 400 foot drop in elevation from Beebe Lake to Cayuga Lake. The only head available at the plant is that from Beebe Lake to the plant, about 150 feet.

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In 1876, the East Ithaca Train Depot was built at 140 Maple Avenue. One hundred years later that same depot now stands on Judd Falls Road and serves Cornellians in a different way. The one-time train depot is now The East Hill Depot, a tavern-restaurant which is owned and operated by two Cornell graduates.

Ken Wormser, a 1971 graduate of the College of Agriculture and Life Sciences and his friend, Scott Anderson, a 1974 graduate of the School of Hotel Administration, bought the old East Ithaca station from Cornell in 1976. The pair hoped to establish a restaurant business and were also interested in renovating the old building. Because of a problem with zoning regulations, Wormser and Anderson arranged to have it moved off its original foundation to its present location, 1876 Judd Falls Road. The address represents the year it was originally built.

"The building needed a great deal of restoration, both inside and out, but we wanted to keep as much of the original depot as possible," Anderson explained. "We did much of it ourselves. Walls were repainted, the wooden floors were sanded and varnished, the beams, which are the originals, were rubbed down. We even helped with the building of the foundation. After all this, we then had to install the plumbing and electricity."

There were times the two owners questioned what they were getting themselves into. Anderson explained that the land the Depot is now on was originally used as a path for water drainage onto Judd Falls Road. "We had this huge hole dug at the start of building the foundation. It was in March and the snow was just beginning to melt. We arrived the next day to find the entire hole filled with water. We couldn't work for one month. People used to kid us and ask if we were building a swimming pool. It wasn't funny then but I can laugh at it now when I see the slides," Anderson said.

Even with the renovation, the basic layout of the building has been left unchanged. What was once the waiting room and ticket office is now the dining room. The baggage and freight room has been turned into the Parlor Car Room where there now stands a bar. The only addition to the building is the kitchen area in the rear.

The Depot was opened for business on September 1, 1976, but as a bar only. Two months later, food was being served.

Many of the people at Cornell consider the Depot their home away from home. It is known as an aggie hangout and perhaps justly so. Most Depot customers are graduate students in the ag college and students from the College of Veterinary Medicine. Other patrons include Cornell professors and working people in the surrounding area.

"Most of our customers are regulars. Some come here every day for breakfast or lunch or just to discuss research projects they might be working on," Wormser explained.

Because the two owners bought the Depot exactly 100 years after it was built, they have used the original date 1876 in their address, telephone number and sandwich specialty, the Depot 76er. "It was funny. A man from the United Parcel Service threatened to fine me ten dollars because the Depot's address was out of sequence with the rest of the Judd Falls addresses. We had permission from the Post Office, however, so nothing came of it," Anderson said jokingly.

Wormser and Anderson are pleased with the outcome of the Depot but after ten years in Ithaca they feel it is time to move on. The business is currently up for sale. "We feel too confined by the business. We have done just as much as we can with the building. What we would like to do is buy old buildings, renovate them and then rent them out. In this way, we're constantly doing something new and learning more and more as we move ahead," Anderson said.

The next move Anderson, Wormser and their new partner, Chris Babcock, Ithaca College '80, intend to make is towards the southwest, possibly to a larger city. Wherever the three decide to go, they take with them some memorable Ithaca experiences and yet leave behind an historical landmark, The East Hill Depot.
The Merry WIDOW Portrait of

Affectionately nicknamed “Our Lady in Mourning” by early staff members and “the Little Old Lady in Black” later on, the Cornell Widow reigned as the University’s humor magazine from the autumn of 1894 until 1962, when publication ceased. The Widow, a trademark first designed by Walter Wilder, ’96, was a charming and fashionably dressed cartoon character who graced the covers of many issues, appeared among the pages and made editorial comments throughout the years. The editors, calling themselves “The Widowers,” included such distinguished Cornellians as Willard D. Straight, ’01. When women joined the staff during the 1920’s and the “widower” distinction for editors was dropped, the Widow character remained with the magazine named for her through its final issue.

The Widow established herself as a highly opinionated magazine from the start. Through the decades she followed University and local affairs, changing fashions and morals and national news.

The Widow herself graced the cover of many an issue, always dressed in fashions reflective of the time period.

Because of the immense social upheaval that accompanied the 1960’s, the Widow found it difficult to maintain the detached cynicism for which she was known, and the magazine folded. Brief attempts to revive her in the mid-1960’s and again in the mid-1970’s failed, probably for the same reason. The Widow’s memory lives on today, however, in the stacks of Olin Library.

What were students’ complaints in 1895? See if you can identify with the following segment of a poem in the October 17th issue of that year:

When, after gulping down our hash, we up the campus creep,
We sweat, and swear no other hill was ever quite so steep.

How about this comment concerning red tape, presented in joke form two weeks later:

Student (in Registrar’s office): Please, Sir, I spoilt that petition blank you gave me yesterday. May I have another? I want to petition the faculty.
Registrar: No. You’re only allowed one blank a term. If you want another you’ll have to petition the faculty.

So red tape and Libe Slope are nothing new to Cornellians.

As she grew in size and circulation, the Widow searched for more institutions to criticize. Almost immediately the magazine singled out her competitor, The Cornell Daily Sun, making it the brunt of many jokes and stories. Here is a segment of an “Entrance Exam” printed in the Widow “for the benefit of prospective members of the Class of 1900:”

“If there be 50 sewer-builders in town, each working for $1.15 per day, and of whom three can read English, which one of the other 47 is the Sun’s proofreader?”

In 1962 the staff referred to the newspaper as “The Daily Done,” further proof that a 67-year tradition still prevailed.

Eventually, nothing missed the Widow’s eagle eyes. She had views on everything. In 1907 it was women’s rights:

Mr. Simpson: Ah, Miss Sharpley, don’t you often wish you were a man?
Miss Sharpley: Yes—and you?

Traffic control in Ithaca drew this 1931 comment: “We might begin with Stewart Avenue. This alleged thoroughfare gets most of the traffic on the hill and...holds the all-time motorists’ profanity record.”

The country was also in the midst of the Depression in 1931, and the Widow could not resist saying something about that. “With the World’s Series finally over, maybe some of the country’s higher officials can sit down and get serious about a few other things.”

On gangsterism in 1937 the Widow remarked, “And when somebody yells ‘fire’ in Chicago, people don’t run for the nearest exit; they duck.” Prohibition, World War II, the atomic bomb—not a moment in history passed the Widow unnoticed.
Cornell University, however, remained the biggest source of the Widow's anecdotes and the prime target of her wit. The first issue of each year was primarily reserved for freshmen. "Once again," a staff member wrote in 1907, "merrie autumn has fallen upon us, with its usual crop of dead leaves, near-dead freshmen, and other things." The staff in 1931 was more kind in its opening remarks: "To those of the entering class, the Widow expresses her customary greetings and good wishes. The greetings may be of little practical benefit, but the good wishes are likely to come in handy...during the next four years." In an issue a few years later, this joke appeared: "Found on a freshman's registration card--Name of parents: 'Mama and Papa.'"

Fraternities did not escape unscathed. The Widow recounted how one co-ed said she was going to marry "a Kap and a gentleman," to which another girl replied, "You can't. That's bigamy."

Professors and courses attracted their share of the Widow's abuse. One aspiring poet had this to say in the autumn of 1932:

Why is it professors can wear purple ties,
Haphazard haircuts, and coats the wrong size;
Trousers too short, and color-schemes vile.
Yet bust me in English because of my style?

Ten years later, the Widow told a particularly interesting story about a professor. Some students, it seems, felt that their professor was too smooth a talker and that they were not learning enough from him. One day they left a "sedimentary deposit" on the floor of his lecture room, and a shovel on his desk for him to use. On witnessing the prank, the professor took the shovel and left the room. He soon returned, and to the students' dismay, sitting on the blade of the shovel was a stack of corrected prelims!

No doubt the College of Agriculture received its share of the magazine's attention. The Widow pointed out in September of 1940 that required courses in the College included "Mking 12" (which was "good to the last drop"), "Marriage Lab" (which included a two dollar fee) and "Dumb Apples 4." A must for students in veterinary medicine, the Widow said, was a course entitled "Meat Chopping 5."

One College professor is purported to have asked, 'From what kind of animals do we get milk?' A student supposedly answered, "Female!"

"Why does Geraldine let the boys kiss her?" another joke asked. The reply was, "She once slapped an Ag student who was chewing tobacco."

"You know, Pop," a student in the College is chronicled to have said, "I think I'll raise chickens." To which his depressed father replied, "I think you'd better raise bats. Their hours will suit you better."

The slogan for the Cornell Widow, which remained with her through her last issue, was "Men may come and men may go, but I go on forever." After closing the final issue, one can only feel a bit sad that the slogan did not ring true. The Widow, in her way, had captured the best and worst times of the University and the country.

For Cornell historians, she is a gold mine of information. For more casual readers, she is a marvelous lady who found something to laugh about in everything, from passing concerns to problems that still wrinkle the brows of students today. Perhaps this joke, in a 1932 issue, best exemplifies how the Widow described life at Cornell:

Parent: Tell me, have you learned anything at college?
Son: Well, I've been taut quite a bit.
I imagine, somewhere, the merry Widow laughs still.
Chester H. Freeman: From Student to Professor

Cornell University has been the focal point of the life of Prof. Chester H. Freeman, BS ’39, MS ’45, for almost 45 years. Freeman received his undergraduate and graduate education at Cornell University and has been teaching here for 34 years. In that time span he has seen the Department of Communication Arts grow from one course to a department. He hopes to help in furthering its growth with the knowledge he has developed since the fall of 1935.

Before enrolling at Cornell, Freeman had spent his whole life on a farm outside of Constableville, New York, where he was born in 1915. When Freeman reached grade school age, his father became ill and could no longer work the farm. For the next two winters he lived in a lumber camp where his parents were cooks and his mother taught him reading, writing, and arithmetic.

After graduating from high school in Constableville, Freeman expanded his knowledge of the three R’s when he entered Cornell. He studied rural education for four years, followed by one year of graduate work in agricultural economics. During these years he became a member of Alpha Zeta and was active in the Kermis Club, an upper campus drama club.

At this time he was reintroduced to his future wife, Irene Schoff, Home Economics, ‘40. According to Freeman, “I met my wife originally in high school. But we were both going out with other people. As a matter of fact, she used to go out with my best friend. When I came to Cornell, I finally got the courage to go out with her.” Freeman took Irene to seven house parties, a record for his fraternity.

About the same time he rediscovered Irene Schoff, he took a public speaking course in a department that was then called Extension Teaching. Freeman also entered the Eastman Stage Public Speaking Contest. After his second try, he won the contest.

With his interest in speaking and extension work flourishing, Freeman finished his master’s studies in 1940. However, he claims he did not receive that diploma until 1945. “My degree was dated ’45 because I needed the 20 dollars at the time. I just couldn’t pay for the diploma until then. My wife finally sent the money in when she knew I was coming back from the war.”

After graduating in 1940, he became the Assistant County Agent in Cayuga County. He married Irene in 1941, and a little later went on to work for the Department of Commerce in the field of Zoning and Planning. Later that year, Freeman was given notice by the draft board, but decided to enlist in the Air Force instead.

Freeman encountered one problem while enlisting. “I was ten pounds underweight and had only two weeks to gain the weight. The morning I took my physical I must have had eight or nine pounds of bananas and water. That did it. I got in.” He entered and completed the Aviation Cadet Program and was sent overseas to the Pacific Theater. He flew B-29’s from the island of Tinian. It was from this island that the first atom bomb was flown.

Shortly after this, Freeman came back to the States. He clearly remembers, “It was October 22, 1945. I landed in California. My wife sent me a telegram the next day. It seemed Prof. George Peabody of extension teaching

Professor Freeman instructs a student in proper darkroom procedure.

wanted to know if I wanted an assistant professorship at Cornell. They needed qualified teachers to handle the influx of G.I.’s returning to the States.”

Freeman wanted to accept but there was the minor problem of getting out of the Air Force. They told him his military specialization was still essential and he could only get a 45-day leave. Freeman decided to take a chance and return to Cornell. He started teaching on November 1, 1945, just ten days after coming stateside. Luckily, towards the end of his leave, he was taken off the essential specialization list. Freeman joined the Department of Extension Teaching and Information, which had been formed by Prof. William B. Ward the previous April.

Freeman worked and received his associate professorship in the early 1950’s. By the early 1960’s he received a full professorship. He taught what was then called Extension Teaching 101 and 102 (now Oral Communication and Parliamentary Procedure, respectively). Seven to eight years ago he started a photography course.

Other changes occurred during this time. In 1964 the department’s title was changed to the Department of Communication Arts. According to Freeman, “There was a high rise in interest in the academic end of communication in the 1960’s and especially the 70’s.” There was a split five to six years ago between the media services and the academic areas. It was during this split that Freeman became chairman of the academic department.

Freeman will retire this July. He plans to maintain his ties with Cornell and continue teaching on a part-time basis for two or three years. He would also like to help start an enlarged photography program if it is feasible.

The Countryman wishes Prof. Chester H. Freeman the best of luck in his ventures. He has taught Cornellians for 34 years. His determination to do more after his retirement symbolizes a true sense of dedication to the academic world.
We've all been in the situation. Whether we are students or out in the work force, it really doesn't matter. We end up faced with a task that must be completed, usually relatively soon, but we just don't want to do it. It can be anything from a term paper to calling dad about the wrecked car to explaining to the boss why the company's profits have sunk lower than a pregnant centipede crawling on the ocean floor.

If you think about it long enough loss as the semester has progressed. You then separate the pens into their respective colors and arrange them very nicely in your coffee cup. You notice the heap of clothes lying in a corner of your room. They have been there ever since you washed them two weeks ago. Isn't it about time you hung them up? You call the operator to make sure you have the right time. As you put the receiver down, you notice dirt caked in around the mouth-

A CORNELLIAN’S GUIDE TO

PROCRSTINATION

by Steve Rotterdam '80

(and avoid more important things to do) the answer becomes clear. We procrastinate to avoid guilt. Face it: you have already decided not to do your biology homework. If you just sit around and do nothing, the guilt of that fact can eat away at your insides and make you miserable. But if you stay busy then at least you can feel as if you've accomplished something, regardless of whether or not that something had to be accomplished in the first place.

There are two basic types of procrastination that I have come across in my own attempts to put off today what can be accomplished tomorrow. These are the short-term, pre-task completion delays or Phase I techniques and the cold-day-in-hell, long-term postponement impulses or Phase II techniques.

The Phase I techniques are precursors of the Phase II techniques or can be complete procrastinational experiences within themselves. We all perform Phase I techniques at one time or another.

You are sitting at your desk with 25 case studies to read and a summary to write. You really don’t want to do them, but you know you have to sooner or later. So you opt for later. You begin counting your pens and pencils and noting the trend in writing implement piece. You find the Lysol and clean it off. You check out the T.V. listings, but all your favorite characters on your favorite shows have been replaced and you just can’t follow the story anymore. You spot the deck of cards on your desk. One or two games of solitaire won’t take very long, will they?

All of the Phase I techniques have one thing in common. They are designed to give you anywhere from five to 60 minutes of respite before you decide to finally finish your work. They should not be employed unless you predispose yourself to actually completing your task once the procrastination technique has been dispatched. But if you have a real hatred for the task awaiting you and are looking for a more elaborate means of escaping your responsibilities, then you shouldn’t even waste your precious time with Phase I. Move directly into Phase II.

The Phase II techniques are long-term creative activities which can almost always be manipulated into alibis to hand your superiors, since it is inevitable that your work will not be completed by deadline. You should not embark upon a Phase II technique unless you can look at yourself in the mirror and say, "You'll get it done... You'll get it done... You'll get it done..."

but not today." Otherwise the guilt can be overwhelming. Bearing this in mind, I submit 15 surefire Phase II procrastination techniques for your use:

1. Sit back in bed, reflect upon the past and wonder about the future. Avoid the present.

2. Build that swimming pool you've been promising yourself.

3. There is a great Bogart triple feature playing. The fact that it's in Philadelphia shouldn't bother you.

4. Defrost your refrigerator, clean the pieces of food off your can opener, remove all the hair from your blow dryer and make sure all your warranties are up to date. This is also a good time to remove the excess toothpaste from your toothbrush.

5. Invite the Business School over for a Monopoly party. Be sure to have plenty of dip.

6. Stop by a friend's room to talk about all the Saturday morning cartoons you watched as kids and try to make sense of them all.

7. Relace your sneakers. (This is especially effective if your sneakers are in your girlfriend's apartment.)

8. Your best friend's birthday is coming up and you want to buy him some clothes. Drive to L.L. Bean's in Freeport, Maine. Open 24 hours a day, 365 days a year. Great coffee.

9. Buy a jigsaw puzzle. Turn all the pieces upside down and complete the puzzle while blindfolded.

10. You have worked hard and you owe it to yourself to be fully rested to tackle the challenges of the coming day. Go to sleep for 12 hours...

Unfortunately it is impossible for me to go into the other five techniques at this point. It's not that I don't want to. I do. It's just that I...er...I have to go feed the cat.
It may seem like the cost of everything is going up, but two things that will not go up this winter are the temperature and the cost of cross-country skiing. The long cold Ithaca winters may seem dreary, confining and even boring. After all, who wants to drive on ice and snow or go out in freezing temperatures? Well, if you are looking for exercise, lots of fun and an activity that is relatively inexpensive then cross-country skiing is for you.

Many people have always wanted to cross-country ski but never budgeted their time to do it. Unfortunately, many people have been misinformed or believe myths about the sport. First, cross-country skiing can be enjoyed by anybody. An individual’s age has no bearing on performance; people of all ages ski. Sharon Vaissiere, a Cornell physical education instructor and women’s crew coach says, “Everyone gets his own enjoyment out of this sport. It is very personalized and can be recreational.”

A second point involves skill. If you consider yourself nonathletic or uncoordinated this may affect the efficiency with which you ski, but exploring the outdoors can still be enjoyed. For beginners, cross-country skiing does not involve much skill. The motion is most often compared to walking and gliding. Technique is important only to those who wish to become proficient. It is not absolutely necessary, but often beneficial to find someone who will help for an hour. Experienced skiers can aid in selecting equipment, recommending paths and advising how to prepare physically.

Conditioning for this winter sport may become a chore or an exciting event. Some athletes remain in excellent condition year round. Those individuals achieve this by jogging, cycling, hiking and lifting weights. Other novices may simply condition their bodies by cross-country skiing. The exercise involved when touring improves the cardiovascular system. Leg muscles are also strengthened.

For this reason many members of the men’s and women’s crew teams cross-country ski during the winter. Many of the same muscles are used in these two sports and it gives the athletes a chance to enjoy winter. Fred Chapman, a sophomore in the College of Agriculture and Life Sciences comments, “It gives you lots of good physical training. Skiing is smooth. You never have any shin splints that you get from running on pavement.” Also, running outdoors in the winter can be dangerous because ankles often become injured by slipping on ice and snow.

Many calories are used while cross-country skiing. The combined effect of the exercise and your body’s attempts to stay warm will tend to trim off the unwanted extra pounds. After touring, look forward to hot food. You will have quite an appetite!

During inflationary times, cross-country skiing can offer many more benefits than alpine (downhill) skiing. Cross-country skiing equipment is relatively inexpensive when compared to the cost of alpine equipment. The best cross-country ski equipment may not be best suited for your needs. Get advice by talking to skiers and dealers who have expertise.
Clothing is casual for cross-country touring. In contrast, alpine skiers have become commercialized into buying a "jet set" image. The important thing to remember is to layer clothing, not to wear the latest coordinates. Certain nylons should not be worn since the fabric does not allow moisture to escape. Moisture from perspiration causes a cold and clammy feeling. Wool socks, knickers or pants, light tops and a sweater will maintain warmth. Gloves will protect the hands and a hat or head band prevents a large loss of body heat. Vaseline may protect exposed skin, but will not protect a skier in all conditions.

Exerci$e$, have fun and enjoy yourself. Cross country skiing is for everyone!

One of the dangers of touring is not knowing how to regulate the body temperature. Frost bite and hypothermia can result. Ideal weather conditions for cross-country skiing are clear sunny days, a temperature of $20^\circ$-$25^\circ$F and fresh, fine dry snow.

Other advantages of cross-country skiing include no charge at most resorts, no time limit on skiing, no waiting in lines and virtually no chance of getting cold since the body is moving constantly. Most of all, cross-country skiers enjoy being out in nature either by themselves or with their families. "It's quiet. You are by yourself and still you get a peaceful feeling. You can stop and listen," describes Andrea Dutcher, a Cornell physical education instructor and women's alpine and cross-country ski coach. Dutcher often skis in her backyard where animals roam freely.

Many animals can be observed in their natural habitat. Deer are plentiful, occasionally pheasants are seen and a rare appearance by a red fox was noted by one skier. Ag student Sherry Weeks, '81, was an avid alpine skier, but now puts her efforts towards cross-country skiing. "I like being alone out in the woods. It is surprising more people do not do it. When it is sunny out the reflection of the snow is beautiful," says the crew team member.

Ithaca and the surrounding area provide ideal places for touring. There is the golf course, Stewart Park, Trumansburg, Greek Peak and many open fields. Many people even ski in their backyards. Most communities have citizens' races for all age groups.

The University has an annual cross-country ski race, open to everyone, which always guarantees a lot of fun for participants. For serious competitors there is the prestigious Canadian Ski Marathon in Canada. This is a two day event of 50 miles each day. Many Ithacans participate in this challenging, yet enjoyable event.

Now winter has some meaning, some purpose other than to chill our bones. The winter wonderland has arrived! Forget about life's daily pressures. Go out and explore nature. Then stop and think. You may learn something about yourself. That is what cross-country skiing is all about.
There is a house at 640 Stewart Avenue that appears quite ordinary from the outside. When passing by, most people think it is just another fraternity or co-op living unit. It is no such ordinary place, however. I know.

I work there. I'm Adrienne Schwarz, secretary. My place of employment--the Communication Arts Graduate Teaching and Research Center.

I started part-time work in October after working full-time last summer. I shared an office with Karen Allen, Administrative Aide and Joan Burgett and Pat Gray, the center's two full-time secretaries. Back then I was a quiet, shy, normal kind of person. Karen, Joan and Pat used to tell me I was too quiet and worked too hard.

So I decided to try and be more like them: talkative and easy-going. By now the three women probably think they've created a monster for I certainly have opened up. But honestly, I don't think there are many places you can joke with your boss the way you would with friends, and at the same time, like and respect her.

Don't get the impression my job is all fun and games. Oh no, no, no! I knew things were getting serious and that I was really needed when my name was put on the building directory: Adrienne Schwarz--Secretary. Then, while working full-time over the summer, I knew I had reached the pinnacle of importance. I was given a brand new office on the first floor to share with Karen. I was even given a stapler and a tape dispenser to call my own.

Besides opening up my personality, the job at the Grad Center has prepared me with some skills I can always fall back on, should I fail to graduate from Cornell. My primary expertise lies in photocopying. I can copy something for you front and back, right side up or upside-down. One week over the summer I think I made over 7,000 copies. Despite the bad case of "Xerox finger" I developed and all the headaches that copying gave me, I was able to catch up on my sleep every 100 copies or so.

In addition to perfecting my photocopying abilities, I have also been given the opportunity to polish my telephone techniques. With at least 15 staff members and 25 graduate students to take messages for, things can get quite hectic. My favorite event occurs when all four lines on the telephone are lit up and I've just buzzed a professor on the intercom, but I can't remember which line his long distance call from Guatemala is on. Usually I just pick a button and hope for the best. When I get home from work I often find myself forgetting where I am and answering the phone with, "Communication Arts..." Just a hazard of the job, I suppose.

With five professors working at the Grad Center, there is always someone with something to be typed. For instance, Associate Professor Njoku Awa generates enough work for five secretaries. Unfortunately, he has only Karen and me. A few weeks ago we had so much typing to do for Prof. Awa, Karen and I were seriously considering sending him away on vacation. That way we would know that he wasn't at home writing! I'm not complaining about the amount of typing I do; it's great practice. But why is it that the times I spend all day typing at work always seem to coincide with those nights I have to type a 20-page paper? Just luck, I guess.

The one attraction working at the Grad Center had to offer me that my former job at Day Hall lacked was excitement. Whether it's a birthday party, a broken steam pipe or just an interdepartmental feud, there's never a dull moment. I've learned more about communications and lack thereof in my one year at the Grad Center than I have in all four of my years at Cornell.

Whatever I might have said about my job at the Grad Center to make it seem less than perfect, I have said with the utmost affection. Sure, sometimes it's a problem when I'm on Stewart Avenue at 11:10 and I have a class on the ag quad at 11:15, but I wouldn't give it up for anything. By working at the Grad Center I meet new people and learn new things every day. But the most precious thing I've found in working there are three of the best friends I know: Karen, Joan and Pat.

What more could a person ask for than three mothers to count on in a place considered a home away from home? Just more luck, I guess.
Would YOU Believe...

by Mike Grogan '81

Over the past 20 years one scene has become a traditional experience for Cornell students. As Thanksgiving break approaches a grueling series of tests and papers have yet to be conquered, so tensions are high on campus.

One Friday morning a student rises for his 8:00 class despite the loud protests of mind and body. Before doing anything else he asleeply reaches for the morning paper. Glancing at the front page his eyes suddenly pop wide with horror.

Cornell Will Adopt C Curve
Fall Grades to Be Lowered

Soon the roommate and half of the dormitory have been alerted to the shocking news. Many of the students rush straight to their phones to call parents, friends, advisors or one of the numbers listed in the paper. Finally, unable to contain himself any longer, the floor's resident advisor bursts into laughter and explains that this is The Sun's annual Fall Weekend joke issue.

Many freshmen, and even some forgetful upperclassmen, have been duped by The Cornell Daily Sun's traditional hoax edition, but they shouldn't feel too ashamed at their gullible reactions. Cornellians have been falling for Fall Weekend spoofs since 1958. Each year the hoax differs from its predecessors but a pattern has evolved which binds the special editions into a common tradition.

The first step in the spoof formula is to conjure up a suitable topic. A leading staff writer is then picked to blend contrived facts with invented quotations. The result is typically a believable news story ringing with authority. To spice things up the front page often features related stories, diagrams, photographs or phone numbers for further information. Sensational headlines are a must. Add an editorial about the late-breaking news, have the sports department write its own spoof, throw in a Monday morning disclaimer and you have a genuine Sun joke issue. The November 13, 1964 Fall Weekend publication is a good reflection of the traditional mold. The issue's top story reported that the University had adopted major revisions in the academic calendar. One disheartening effect of the revision was explained in Sun writer Barry Cutler's lead:

The approval of the new University calendar has forced the University to withdraw from the Ivy League, Director of Athletics Robert J. Kane announced last night.

Kane went as he explained the necessity of the sudden action...

The corresponding editorial took a dim view of the news and Monday's retraction blamed a "mechanical error" for the fabrication.

There have been many other amusing front page and sports spoofs over the years. For example, in 1968 it was reported that mandatory ROTC training would be reinstated. In 1970 plans were approved for a subterranean park.

Crystal ball time -- The 1976 Fall Weekend issue of The Sun reported the demolition of Roberts Hall and three other major buildings.

A 1972 sports story reported that Canadians had been declared ineligible for eastern college hockey play. Of course Cornell's team was predominantly Canadian.) In the pre-Astroturf days of 1969 the site of the weekend's football game against Brown was to be switched to Barton Hall because of a swapped and muddy Schoellkopf Field. The story quoted director Kane: "Due to the fact that that floor is pretty hard, the game will be played under the rules of the National Collegiate Touch Football Association."

The history of the Fall Weekend spoof actually begins before 1958. In 1954 a group of mischievous Cornellians journeyed to Syracuse, the Big Red's final home opponent in football that weekend, and substituted 3,000 copies of a parody issue of The Daily Orange for the actual Syracuse publication. Noted writer and broadcaster Dick Schaap, '55, the editor-in-chief of The Sun that year, was a ringleader in the prank which the Syracuse Post-Standard called, "the biggest hoax ever to accompany an intercollegiate football rivalry."

The following year Cornell's daily paper placed its regular Friday edition inside a parody of the New York Daily News and sold the combined issue on Fall Weekend. The Cornell Daily News, as it called itself, contained lampoon-style satires of local and national events.

There was no follow-up on the hoax or parody idea for the next two years, but in 1958 the Fall Weekend edition reported that a Hotel student was slain in an early morning duel over a weekend houseparty date.

Today the spirit that moved the original 1954 pranksters can still be detected at The Cornell Daily Sun. No Iran did not offer Cornell $15 million for surrender of the Shah and no, student Bursar's payments were not lost in a huge computer malfunction, as The Sun reported last November 9. Indeed, it is because these stories did not really happen that the Fall Weekend tradition is still going strong.
Nestled snugly among the trees behind the Andrew Dickson White Museum is a building unknown to some Cornellians: the Big Red Barn.

This versatile facility has been used as a stable, carriage house, garage, storehouse, alumni center and meeting place at different times over the course of its 105-year existence. The Big Red Barn was built in 1874 at the same time as first President Andrew Dickson White's house. Cornell's second president, Charles Kendall Adams, also used the Barn for his horses and carriages, but with the advent of the automobile it was converted into a garage. Presidents Schurman, Farrand and Day all made use of the Barn in this way.

In 1951, when newly-inaugurated Deane W. Malott decided not to live in the President's house, the Big Red Barn was relegated to serve as a storehouse. Soon thereafter, however, President and Mrs. Malott realized there was a need for a special meeting place on campus for returning alumni (especially those unaffiliated with fraternities or sororities).

After visiting a friend's reconverted barn, the Malotts became convinced that the Big Red Barn would be the perfect site for an alumni center.

Allan H. Treman, '29, and a group of alumni raised $30,000 to renovate the Barn. Heating, plumbing, electricity, a fireplace and a kitchen were all added. The "new" Big Red Barn officially opened with a luncheon on May 24, 1956. That summer saw the Barn in use for class reunions, and on football weekends in the fall there were pre- and post-game get-togethers.

In 1969 the Barn was turned over to the care of the Willard Straight Hall staff by the Alumni Association. Since then it has become much more than just the scene of an occasional alumni gathering. One of the Big Red Barn Supervisors, Joseph M. Rogan, Arts '80, observes "I've worked everything

Barn facilities include an outdoor covered barbecue pit. Inside, among various artifacts, are a fireplace and upright piano.
from wedding receptions to Chilean song-fests at the Barn.” Nowadays the Barn is in use regularly for a variety of meetings, banquets and parties. Many alumni have donated artifacts to the Barn over the years. These are on display throughout the building. Upstairs in what used to be the hay-loft are several carriages and sleighs, including a wonderful Russian droschke, a sleigh with gorgeous burgundy velvet cushions, which was given to the Barn by William H. Ball, ’18.

Downstairs are many sets of riding tack, harnesses, bridles and bits which once belonged to Levy P. Morton, former governor of New York and United States vice president. There are paintings and World War I era posters, farm implements and wagon wheels. Last but not least, just inside the front door is the Big Red Barn’s mascot, “Truman.”

“Truman” is a dappled grey papier-mâché horse who stands solemnly hitched to a vintage buggy, eyeing all who enter the Barn. His real name is Silver Dan, and he was made in France around the turn of the century. William P. Biggs purchased the horse to show

off harnesses in his Trumansburg department store (thus the nickname “Truman”). It stood in the second floor display window of the Biggs Co. until the store was sold in 1953. Robert E. Treman, a former Cornell trustee, bought “Truman” for $350 and his widow later donated the horse to the University.

Incidentally, the last item on the Big Red Barn Supervisor’s daily checklist reads “Kiss Truman good night.”

What’s in store for the Big Red Barn? Among other ideas was a proposal developed recently by Cornell Dining to convert the Barn into a lunchtime dining facility, which would have helped alleviate the mid-day crowd pressures at Willard Straight and Sage Halls. The Barn’s location and atmosphere would have been ideal for such a function, although certain modifications to the building were deemed necessary to meet various regulations. Ultimately, disagreement over these modifications led to the rejection of this particular proposal, and Willard Straight Hall Director Hope B. Spruance does not anticipate any major changes in the near future.

But no matter what its destiny, the Big Red Barn will continue to stand proudly as a reminder of past times when the pace of college life was more relaxed; a lasting tribute to the “good old days.”

The Big Red Barn’s spacious interior is ideal for banquets and parties. The kitchen area is quite large and well equipped.
At 3 p.m. on the quiet, rainy afternoon of September 14, 1936, two weeks before fall classes were scheduled to begin, a short, sad-faced man in his mid-sixties approached the Cornell campus—with a shotgun. Dressed in work clothes, his pockets bulging with 12 gauge cartridges, the man entered Wing Hall, which then housed the Department of Animal Husbandry.

Several people later remembered seeing an anxious-looking man pacing about the building’s first floor corridor, but apparently his behavior was not unusual enough to warrant a second glance. After a few minutes of hesitation, the middle-aged man entered the office of Prof. Frank B. Morrison, Head of the Department of Animal Husbandry, and quietly asked to see him. When the secretary told him Professor Morrison was not in, the cheerless man left the office. No one, not even Professor Morrison’s secretary, noticed that he carried a gun.

Downtown in Ithaca that afternoon, the State Theater was running a matinee of Anthony Adverse, starring Frederic March and Olivia de Havilland. When the feature ended, movie patrons left the theater to discover that the most thrilling drama of the afternoon had been played up on the hill, at the University.


The man with the shotgun, 66-year-old Harry W. Jeffrey, had been out of work for a year and a half when he finally made good his threat to “get even” with those he felt were responsible for the loss of his position as a custodian in Wing Hall. Jeffrey and his wife had owned and operated a farm near Virgil, N.Y. for nearly 20 years. With the death of his wife in the late 1920’s, Jeffrey’s fortunes changed. He moved into a boarding house in Varna and obtained a job as janitor in Wing Hall at Cornell. Jeffrey worked in the animal husbandry building for six years. Then in 1935, he lost his job because he had become incompetent.

Harry Jeffrey returned to Wing Hall on that rainy September 1936 afternoon, intent on revenge. When he discovered that Professor Morrison was not in, Jeffrey walked across the hall and into another office where financial clerk Viola Elver was working with stenographer Martha Salsberger and student Raymond A. Miller. At this point, the drama in Wing Hall took on the dimensions of a 1930’s film.

“I’ve got a gun,” Jeffrey said to Elver, who sat working with her back to the door.

Elver glanced away from her work. “Oh yes,” she said, refusing to take him seriously. Then she turned back to the work before her.

“And I’m going to do to you what you did to me.” Jeffrey raised the shotgun and sent a cartridge into her back and through her heart.

Miller, the student, rushed at Jeffrey and tried to take the gun away from him.

“I’ll do the same thing to you,” Jeffrey said.

Here the resemblance to movie drama disappeared as Miller ran out the door.

Professor Morrison’s secretary, Madeline Bower, heard the shot and saw Raymond Miller run past the office.

“Call the police,” the student said to her as he dashed down the corridor.

Bower walked out into the hall just in time to see Jeffrey sit down on a bench, clutch the barrel of the shotgun to his chest, and pull the trigger which ended his life.

MURDER IN WING HALL

by Mary Elizabeth Schiek ’80
There's murder waiting in the wings -- Wing Hall, as it appeared shortly after construction.

The police found two notes on Jeffrey's body. One was quite mysterious. It had come from the office of Governor Alf M. Landon of Kansas, Republican Presidential Candidate for 1936. The letter read as follows:

"This will acknowledge your letter to Governor Landon. He is glad to have your suggestions, and appreciates your thoughtfulness in writing." Signed, Willard Mayberry, Secretary to the Governor.

A second letter revealed that Jeffrey had contemplated revenge for some time. The envelope bore the message,

"Kindly call Mr. Perkins, undertaker of Dryden, N.Y. Give him this note." Dated June 30, 1936, the letter began with, "Dear Friend."

"I was up to see you about four weeks ago. Told you to lay me to rest. You took it as a joke. But I had planned this."

"I made up my mind to get even with the liars, if I was obliged to use the gun. So here it is."

"You will find clean clothes on my bed where I board. Kindly ask the Brothers to forgive me. But it's a bore in my mind. I can't help it... Say goodbye to McWaters for me."

By "Brothers", Jeffrey meant fellow Masons. George McWaters was a former neighbor. Earlier that afternoon, when Jeffrey left Varna, he had told his landlady that he was taking the shotgun to McWaters because he had no further use for it.

Though the letter to the undertaker was dated June 1936, Jeffrey had considered taking measures to "get even" as early as December 1935. At that time, he told his attorney, Bert T. Baker of Ithaca, that Elver and Professor Morrison had falsely accused him of petty thefts and of being intoxicated on the job. Jeffrey dropped legal pro-

ceedings, however, and began devising a more violent means of getting revenge.

The near tragic figure in this tale is, of course, Professor Morrison. That Morrison chanced to be out that September afternoon was purely accidental. Earlier that afternoon, Professor Morrison had attended a "Pasture Field Day" that was being held at the College of Agriculture. During this outside excursion, the weather became, to say the least, inclement, and Professor Morrison went home to change his clothes, thereby missing a fatal encounter with Jeffrey.

Apparently, no one ever wrote Alf Landon to inquire as to the nature of Harry Jeffrey's suggestions. Whatever they were, Jeffrey evidently felt he was entrusting them to a better presidential candidate. The Social Security Act of 1935, passed in August, came too late for Jeffrey, who had been dismissed by then. Franklin D. Roosevelt's New Deal was no deal for Harry Jeffrey.

All the quotes and information contained in this article were taken from accounts of the incident which appeared in the Ithaca Journal.
Footwear for the ACTIVE Horse

Cornell University's Equine Research Park is hidden in an area beyond the greens of the golf course and the plots of the Turfgrass Research Farm. There, on the 165 acre complex complete with barns and offices, ring and racetrack, one of many projects being carried out by Cornell scientists is the development of a new kind of footwear for the performing horse.

"Sneakers" is the nickname given to a new type of pad placed on the horse's hoof between the sole of the foot and the shoe. It is designed to protect the sole and frog of a horse's foot by distributing the weight on them evenly no matter what surface the horse is on, according to Dr. John Lowe, D.V.M. '59, manager of the Equine Research Park and director of the project. "Instead of looking for good ground, with the sneaker the horse carries it around with him," explained Lowe.

Currently, different kinds of pads are being used on horses' feet with varying degrees of success. The sneaker project is funded by Hanson Industries of Boulder, Colorado, a ski boot company whose directors felt they could improve on such products already on the market, said Lowe. They became involved when one of their vice-presidents, whose daughter rides a great deal, began working on the problem. Colorado State University researchers are working in conjunction with Cornell and Hanson researchers on the project.

The sneaker itself consists of a black, hoof-shaped urethane pad. The bottom of the pad has a raised tread which provides the horse with extra traction. In the middle of the other side of the pad, which touches the horse's sole and frog, is a bag of creamy material called "fio."

Fio, the trade name for the material, is what makes the sneaker different from other pads being used, said Lowe. It consists of microscopic glass beads in silicone or oil. "They act like ball bearings," he said.

To test the durability of the sneakers, six horses wearing them are ridden for one hour each day by Cornell students. Two horses are sound while the other four being tested have "navicular bursitis," a foot disease which leads to degeneration of a small bone deep in the foot. These horses need the protection of a device such as the sneaker.

Diane Kilmer '80 rides one of the horses involved in the project.

So far the sneaker has been used for pleasure horses -- hunters, jumpers and quarter horses. But that does not rule out the potential use of the sneaker on other kinds of horses in the future. "However, the sneaker is not ready for widespread use yet," commented Lowe.

Of the six horses being tested, Lowe said four of them kept the sneaker on for the first six weeks of the project. Problems plaguing the researchers are that the packs with fio break or the entire pad tears off. "The horse is just a little too strong for what has been designed so far," said Lowe. At a walk a horse exerts 600 pounds of pressure on one foot, and the galloping horse may exert up to 3,000 pounds.

Stepping in mud, which causes a suction on the hoof, also shortens the lifetime of a sneaker. "None of the pads are foolproof," said Lowe, adding that if the sneaker would last a horse six to eight weeks he would consider it satisfactory.

During the cold winter months riding will be suspended to allow Hanson designers to take another look at the sneaker. "The mechanical problems are going to need solutions before we try another design on the performing horse," said Lowe. The third model of the sneaker incorporated the fio into the urethane pad, in an effort to prevent it from tearing off or breaking. Lowe said he and other Cornell researchers will work with the Hanson people on the next design.

Work on the sneaker goes on, then, at the Equine Research Park. Although it may have an intriguing, even comical nickname, it is a serious project with potentially great benefits for our four-footed friends.
CRASH COURSE
by David Paul Lane '80

I have never really professed any great love for motorcycles. I'm sure I'd never own one. Actually, I don't even have a license to operate one. That's what I told the police officer when it happened. I distinctly remember the disgusted look he gave me as I lay on the hard asphalt of Route 366 and informed him of my predicament. After all, it is against the law to operate a motorcycle without a license.

The entire incident might never have taken place except for a few extenuating circumstances. I'm a communicating arts student at the College of Agriculture and Life Sciences at Cornell. I was employed last summer at the Animal Science Teaching and Research Center in Harford, N.Y. Although the center is located 17 miles from the main campus, I decided to continue to work there this past fall semester because it was good experience and I enjoyed the work.

I had been working the night shift on weekends, milking and feeding cows. Normally, transportation was not a problem because I have a car. A few days before the accident my car broke down. My roommate offered me the use of his motorcycle. I was left with no alternative so I accepted.

The next day I was at the motor vehicle office attempting to secure a learner's permit. After waiting in several lines I was informed that there was not enough time to take the written test. The woman behind the desk said, "If you come back Monday morning..." But Monday would be too late. I needed the permit to drive to work that night.

So I made the bold decision to ride the bike to work without a permit. Friday night there were no problems. There were a few anxious moments as I passed the State Police barracks at the intersection of routes 366 and 13, but I made the trip safely. Saturday night was different.

With the cold fall weather, I dressed warmly. I wore overalls over my jeans, various shirts, my down vest and a parka. As I kick-started the 350 cc Yamaha I remembered my best friend's words, "Drive carefully." With more confidence than I turned onto Dryden Road and began my journey.

Route 366 was empty of cars. I ventured into Varna unmolested. A glance at the speedometer revealed my speed of 40 miles per hour. I saw the car pull out in front of me. I saw the look of shock on the driver's face when he realized what he had done. There was the sound of steel colliding against steel. The numbness which enshrouded my body seemed to last for hours as I lay sprawled out on the highway, though it actually lasted only a few moments.

When the numbness subsided I felt a sharp throbbing pain on my left side. The driver rolled down his window as I screamed, "What have you done to me?!" The driver of a second car was also pulling out of the parking lot at Ballard's Tavern and had seen the accident. Together the two drivers removed the crinkled remains of my roommate's motorcycle from the street. The fender of the car scraped against the tire as the car was driven into the parking lot.

Finally my cries for help were answered. A woman placed her coat under my head. I sank my teeth deep into my suede leather gloves. Suddenly everything was quiet. I realized that I was unhurt aside from the incessant pain in my lower left leg.

The flashing lights of a police car filled the sky. The loud voice of a trooper asked, "What happened?" A solemn voice asserted, "I didn't see him." "Are you hurt?" the policeman asked. "I think his leg is broken," a woman kneeling beside me replied.

Then the driver of the second car reappeared. "I saw you move that leg before," he insisted. "You're all right."

An ambulance appeared. Again I was asked where it hurt. A woman attempted to take a blood pressure reading, but found it impossible because of the vast layers of clothing between my arm and her instrument. My pulse was taken and my pupils checked.

A splint was placed on my leg and again my leather gloves were wedged firmly between my teeth. "Does this hurt?" someone inquired. I could feel every imperfection in the highway on the way to the hospital.

While waiting for the doctor in the emergency room I became aware that I was not the only person to have been injured that night. I listened to the screams of a young woman who had broken her leg. I heard the doctor say to her, "Don't cry until it hurts," as he set her broken bones.

My doctor appeared with a picture of my leg in his hand. "You've fractured your tibia and fibula," he announced. "We'll put you in a cast and in three months you'll be as good as new." I was in shock. Three months of hobbling around on the Cornell campus through the snow and ice didn't appeal to me. I asked if I might have something for the pain. I waited, anticipating the pill that would end my misery. When the nurse entered with a hypodermic needle I debated which would be the more painful of the two. I took my medicine.

Monday night I searched the Ithaca Journal to see if they mentioned the mishap. They did -- sort of.

State Police said the accident occurred about 6:50 a.m. when a woman... pulled out of a parking lot into the path of Lane's eastbound motorcycle."

I was positive it had happened a little before 12 o'clock on my way to work and that I was hit by a male driver.

Several days later I was eating lunch in the Brooklyn Diner with my girlfriend when I noticed a young woman sitting with her husband at the counter. As I noticed her mechanical arm I remembered something my father told me on the telephone after the accident. "Things are never so bad but that they could be worse."
Dr. Erl Bates devoted most of his life to the betterment of the American Indian, and because of his help and influence he became an honorary chief of many Indian tribes and was known as the Little White Father of the Six Nations of New York state. Bates learned about the Indian's daily life and needs as he traveled many trails with the Red Man. Through his work, he became one of the nation's foremost authorities on the race he referred to as "the real Americans." His aim was to make the Indian a better Red Man instead of an imitation White Man, through training in farming and the trades.

To achieve his goals, Bates came to Cornell in 1920 and spent many moons (40 years) working as an ethnologist and advisor in Indian extension at the College of Agriculture. In 1920, passage of a state bill appropriating $10,000 to the College for Indian extension work supplied the necessary funds. Bates then began providing services to the inhabitants of the 87,000 acres of Indian reservations within the state.

According to Bates's papers in the Cornell University Department of Manuscripts and University Archives, the general plan of his Indian extension work was: "To seek the personal cooperation of the Indian farmers and their wives in order that they may have better farms, better homes and better communities without participating on the part of the extension forces in their religion or politics." Bates's papers included the following rationale for his work: "The Indian is a human being and capable of working out his own salvation if we give his children practical education in the trades, farming, commercial subjects and homemaking."

The extension plan was divided into three major parts. First, the extension service worked to help Indians achieve more productive farms. The Indians were educated in plowing methods, soil care and seed varieties. Second, the Indian wives taught skills to improve their homes. They learned about home-grown products, health improvement and child care. The extension workers also explained home finances, including household and farm expense.
accounts. To achieve better communities, Indians came directly to the College to take “short courses” in leadership skills.

As advisor in Indian extension, Bates formulated a list of suggestions for the extension workers. He explained in his papers, “The need for more thorough understanding of Indian’s problems and a more sympathetic treatment of them is necessary to the successful treatment of Indian affairs.” His list of suggestions included:

-- Always encourage; remember the Indian is a product of five generations of discouragement.

-- Use examples from nature and local conditions.

-- Encourage interest in their history, customs, and ancestors.

-- Always listen to their stories of injustice, but end with “How about your children and their tomorrows.”

-- Remember in Indian country, you are under Indian Law.

Bates felt the right approach to Indian education was vital to its effectiveness and acceptance.

Throughout his manuscripts, Bates continually emphasized the Indian’s acceptance as a Red Man who is proud of his race and culture. To increase the Indian’s self-pride, the Little White Father created the Six Nations Indian Fair, known as Indian Village, which is held at the New York State Fair. For many years, Bates planned, coordinated and directed Indian Village.

Bates’s influence on Indians reached far beyond Cayuga’s waters. During the Hoover administration, he was given leave from Cornell to reform the Indian administration of the national government. To increase his knowledge of Indians, he conducted a tour in 1930 of over 100 tribes in 40 reservations.

In challenging the federal government’s present plan, Bates addressed the Cornell Liberal Club with the following comments:

“The Indian represents our oldest national human problem and from the days when Washington, Franklin and Jefferson tried to create a humane solution, our best minds of the nation have sincerely endeavored to build the Red Man into a self-supporting, self-respecting citizen of the nation. Selfish White Man, seeking fertile Indian lands, caused clashes in the winning of the West. One must remember, therefore, that when the White Man won, it was a glorious victory, but when the Red Man was successful in defending the home land of his forefathers, our historians call it a terrible Indian massacre. ...If the parks, the trees, and the rivers of the nation have a permanent policy, it is right and fitting that the human Indian, the real American, deserves at least some measure of the same foresight and planning.”

The federal government sought Bates’s knowledgeable aid in formulating a more extensive national educational program for the Indians. Bates provided for the importance of education throughout his assistance in the reorganization of the Federal Bureau of Indian Affairs. His plans for Indian education received the New England Medal in 1921. In 1931, Bates won the Tyler medal, which is awarded each decade for the outstanding contribution to the knowledge of a primitive society.

Bates perpetually strove to improve the life of the Red Man through increasing national awareness of the American Indian. Among his numerous accomplishments in bridging the gap between the Red Man and the White Man was his book Tell Me An Indian Story. Throughout his encounters with Indians over the years, Bates listened to the themes of their stories, and compiled a book from what he learned. In his book, he wrote: “May these stories teach Jonathon (Bates’s son) as well as all my young readers that the word ‘friend’ reaches its highest perfection in the soul of an Indian and that the real American deserves an American chance in his own America.”

The book includes selections such as “Indian Summer,” “Blueberry Moon,” and “Shooting Stars.” One story entitled “What the Trees Gave the Children” includes Bates’s observation: “The real Americans say that one should measure a gift not by its size or its value but solely by the effort of the giver.” On the basis of effort, the “gifts” Bates gave the Indians throughout his lifetime were immeasurable.

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**WHY SNOWFLAKES DIFFER**

The gray clouds hang low and heavy over the lake and valley and a thick blanket of leaves cover the home of the woodchuck. The Great Bear high up in the sky is sleepy and in an awful yawn blows his cold breath across the sky and down come the first snowflakes.

Since the last snow fall in late March, the seasons of Spring, Summer, and Autumn have come and gone and the Red Children on earth have planted the corn, picked the strawberries, cultivated the beans and squashes, and have witnessed the golden harvest. During the warm periods, many harsh words may have been spoken in anger, but many, many kind words of helpfulness have also been spoken throughout the long Summer.

All of these words, of both kinds, have gone skyward; and when the first snowflakes come down in little hard balls that pelt you on the face, the Indian believes they are your harsh words returned to you. Then come down, too, the soft feathering kind that show as pretty patterns on your dark garment, as you catch them on the trail. The Red Man sees in these designs of beauty, the kind words you uttered in the summer.

From Tell Me An Indian Story, 1932

Erl A. Bates
Jerry E. Passer: voice for the Big Red.

"My major responsibility to Cornell is that of legislative liaison. I deal directly with members of the Senate, the Assembly, the Governor's staff and the Lt. Governor's staff on legislative matters, such as specific bills or ideas that may become bills, for the purpose of understanding their implications for higher education and their potential impact on our University," explained Jerry E. Passer of his job duties.

Passer is Executive Staff Assistant in the Office of Land Grant Affairs and reports directly to Vice President Constance E. Cook. Passer's office is located in Albany only one block from the State Capitol Building where he spends much of each working day.

Most of the legislation that Passer deals with relates directly to the statutory colleges. He continued: "I make a careful review of existing or proposed legislation, gather available information about it and forward that information through Vice President Cook to the administration, staff and faculty at the University. After that information is reviewed, meetings may be held with those groups or individuals for further discussion. Some bills of major significance to the University are deliberated by University trustees and they determine what the University's position will be. The University counsel and his staff are also very much involved in this process on a continuing basis."

Based on the discussions with faculty and administration or a trustee determination, the University will usually take a position on a bill and that position will be made known to legislators and their key staff people. In other words, as Passer explained, "We let them know whether the University favors a particular piece of legislation or opposes it. If we oppose it, we have to explain our reasons. Two ways to do this are by meeting with legislators directly or by attending committee meetings at which time our position can be stated. Sometimes this action results in an amendment to a bill."

"I become involved in all of the steps that a bill goes through on its way to becoming either a law or vetoed. I track the progress of bills through various committees, and when a bill makes it to the floor (before the full Senate or Assembly for a vote), I monitor the action." If the bill passes both houses of the Legislature, it goes to the Governor's office where the Governor's counsel eventually determines whether the Governor should sign or veto it.

"Should a bill that we oppose pass both houses of the Legislature and be forwarded to the Governor, we can register our opinion with the Governor's counsel. That represents the final step that we can take prior to the time that the Governor is required to approve or veto a piece of legislation."

Not many people are aware of the University's need for this kind of legislative effort. Passer is registered as a lobbyist with New York State. Lobbying is strictly controlled in New York State through the Temporary Commission on the Regulation of Lobbying which requires anyone who engages in influencing decisions concerning legislation to register as a lobbyist.

Passer feels that the generally negative impression of lobbying has undergone a positive change because lobbyists have become more effective and more reliable. He explained, "Legislators are often understaffed and deal with a wide variety of issues. They rely on input. Lobbyists are one of the best sources of continuous input."

"Now, a lobbyist realizes that if he uses false information or admits invalid evidence, the legislator, upon finding that out, will no longer trust him. The word will then get around to other legislators and that lobbyist will no longer be of any use to his employer. So, lobbyists have learned that to be effective on a continuing basis, they have to be accurate, they have to be honest and they have to do their 'homework' and be fully prepared when meeting with a legislator, or speaking before a committee meeting."

It is easy to understand just how important the legislators' need for input is when one considers that more than 18,000 bills were introduced during the current session. Of course, not all of those bills will be acted upon by the full Legislature. However, as of September 1, 1979 the Legislature had passed only 822 bills which were sent to the Governor for action. The Governor had signed 726 of those bills into law and vetoed the remaining 96.

Currently, Passer has about 50 bills on his 'watch' list that the University considers may have some important impact on it. He said, "If I were to get involved in all the agriculture bills, civil service and public employment bills, health and safety bills, the list might go to several hundred. So, we try to select the ones that will have the most impact on Cornell and I follow them."

There were several pieces of legislation of importance to Cornell that were passed by the Legislature this session. Two were particularly important. One was County Law 224 which pertained to funding for Cooperative
Extension. The legislation raised the minimum funding per county and also provided an automatic 'escalator' formula. This provision will eliminate the need to go back to the Legislature every three or four years for further increases, and thus will keep those funds in line with inflationary increases.

The other significant piece of legislation passed provided funding to the State Agricultural Experiment Station at Geneva for grape research to be conducted at the vineyard lab in Fredonia. That research will concern the various effects of air pollution on grapes. This research is important because, as Passer explained, "Other legislation has made it possible for small farmers and small vineyard owners to begin to make, process and sell their own wine. More and more people are getting into the wine industry in various areas of New York State, such as the lower Hudson Valley and Long Island. When you go into different geographic areas of the state, you encounter different air pollution factors."

Currently, two important bills under consideration by the Legislature seek funding for research in the College of Agriculture and Life Sciences. The golden nematode bill concerns research to develop disease-resistant strains of potatoes. This research is considered important since in terms of the cash value of all agricultural products in the state, potatoes rank fourth at more than $50 million annually. The sewage sludge bill deals with the land application, as fertilizer, of the sludge. Since sewage sludges contain varying ingredients, such as heavy metals, toxic compounds and possibly dangerous chemicals, their effects on the soil are little known.

In addition to informing legislators, the Governor's and Lt. Governor's staffs about Cornell and its needs, Passer is in daily communication by telephone with Vice President Cook in order to keep Cook informed of the latest legislative actions. At this time, he is also able to keep informed of Cornell's latest needs and priorities. Passer also keeps Cornell informed by holding meetings and seminars with various staff members and administrators. At these meetings, he describes the legislative process in Albany as it relates to Cornell's legislative interests and how those interests are pursued. To that end, he offered a workshop at the annual meeting of the Cooperative Extension Service last December.

Passer also emphasized that continuing contact and assistance from various organizations and state agencies, such as the Council of Agricultural Organizations, the Farm Bureau, the Agricultural Resources Commission, the departments of Agriculture and Markets, Environmental Conservation and Commerce are extremely important to Cornell's legislative efforts.

Passer's position is a relatively new one at Cornell. Prior to that time, such efforts were carried out by various people on campus on an ad hoc basis. The benefits of having one person, located in Albany, to coordinate most of the University's activities pertaining to the legislation which affects it, are obvious. Passer concluded: "Our presentation to the Legislature is much better organized than it was before. I think that we are now more credible and more effective, and this, in turn, has led to greater success in obtaining favorable legislation for Cornell University."

Passer discusses the issues with Constance E. Cook, '41, law '43, vice president for land grant affairs.
Before the parade passes by --
Mann Library ominously awaiting the start
of another day.

STUDENTS on PARADE
IN MANN LIBRARY

by Karen M. Pelliccione '80

"An uncommon diversity in styles,
get-ups, carriage, demeanor and atti-
tude -- the parade of characters... is
like a fashion show." No, this does not
refer to Fifth Avenue, and it has nothing
to do with the Mardi Gras. This de-
scribes the students in Mann Library
as Thomas Clausen, '73, a six-year
reserve desk veteran, sees them. The
people who work behind the desk in
Mann witness a wide range of interest-
ing and sometimes comical events.
The students and little animals who
frequent the library are unique sub-
jects for observation, as the desk at-
tendants can testify.

The theory that people are creatures
of habit is strongly supported by the
conduct of library-goers. According to
Bill Pakkala, who has been a library
assistant in Mann for 15 years, "Some
students come to the library just about
every day, and spend so much time
here, you would think they're full-time
employees." The desk people find that
during the first few weeks of classes,
most of the people who come in are
graduate students and freshmen. The
freshmen often make their status clear
to the staff by coming up and asking
where the reserve desk is.

As the semester moves into high
gear, the desk people note that stu-
dents get more frantic and look for the
quickest way to do their work. When
a prelim in a large class draws near,
the staff is confronted with long lines
of students, all asking for the same
reserve material. Jeff Diver, '68, Senior
Night Supervisor, feels that the stu-
dents are usually as friendly as always
in a big pressure situation, but some of
the other workers see it differently.
As one stated, "Around exam time,
the students tend to revert to dog-eat-
dog tactics."

The staff has witnessed another
trend, this one appearing most often
around finals time. Heather Nichols,
'80, desk attendant for three years,
explained that "The students all seem
to have circles under their eyes and a
cup of coffee in their hands," as finals
approach. She noted that some stu-
dents are so tired they can't remember
their own addresses. There is, how-
ever, a distinction between fall and
spring semester finals. As the end of
the semester rolls around in December,
the students take a serious approach
to their studies, while the end of spring
semester brings with it a more relaxed
attitude. This can be attributed in part
to the sun shining on the ag quad, as
well as to the fact that another year
has come to an end.

These are the more standard occur-
rences the desk people experience.
But, as Jeff Diver pointed out, "The
greatest disturbances are often those
the students don't even know about."

Imagine, for instance, being behind the
desk at closing time when you notice
a stream of steamy water heading
straight toward you. This was the pre-
dicament some of the desk staff found
themselves in one night when the pipes
exploded in one of the rooms. Fortu-
nately, Safety Division came to the
rescue before any real damage was
done, so the desk survived the crisis.

The desk attendants also get occa-
sional requests which extend beyond
the call of duty. A very distressed
woman once called the desk in search
of her husband, who had been gone
days. She seemed sure he was
there, and wanted the staff to find him.

It took a bit of explaining to convince
her that searching for him would be
rather difficult.

Some students also believe that the
reserve desk is the source of all in-
formation, including, for example, Girl
Scout pamphlets and course materials
which do not exist. Bill Pakkala recalled
an incident where "A student literally
swore up and down that a certain item
was on reserve, and said he wasn't
leaving until he got the item." After
Bill argued with the student for 20
minutes, he called the professor of the
course in question and quickly cleared
up the discrepancy.

Students are not the only "creatures"
of habit who spend time in Mann.
Many of God's furry little creatures
also visit the reserve desk from time
to time. A raccoon once strolled in,
seeking information for a term paper.
Squirrels stop in frequently to glance
through periodicals on their way to
class. As with most other places on
campus, dogs of every size and shape
abound in Mann. Some have barking
contests, while the more studious ones
go straight to the desk, put their paws
up and hand the attendant a call num-
er for a book. Recently, a mouse scurried
into the McKay Reading Room,
but he left quickly because a com-
motion in the room was preventing
him from doing his work.

Although the workers at the reserve
desk have had some problems with
students, overall they find them fairly
easy to get along with. As Thomas
Clausen said, "For the amount of pres-
sure they are under they seem to main-
tain a good-natured belief for living. Duress breeds its own com-
pany and Mann leads on."
College Promotions

John P. McKeown has been promoted to cost accountant at Cornell. McKeown, a 1973 graduate of the College of Agriculture and Life Sciences, earned his MBA in 1974 from Cornell's graduate School of Business and Public Administration.

McKeown has previously worked as budget analyst at Cornell for past two years. He will now be in charge of developing policies and receiving community reaction to them.

Linda Brewington Berk, M.P.S., '76, has been promoted to Associate Director of Admissions. An assistant director at Cornell since 1976, she is a graduate of the College of Human Ecology and holds a master's degree from the College of Agriculture and Life Sciences.

Berk will handle the regional recruiting efforts of the middle Atlantic states—Pennsylvania, West Virginia, Maryland, Delaware, New Jersey and Washington, D.C.

Thomas A. Zitter, a plant pathologist with the University of Florida, has been appointed associate professor of plant pathology with tenure. Zitter joined the College of Agriculture and Life Sciences on July 1.

Zitter is a specialist in virus diseases affecting agricultural crops. Now at Cornell, he will devote 70 percent of his time to extension work and the rest to researching diseases of field and forage crops. Since 1968, he has been a faculty member of the Agricultural Research and Education Center of the University of Florida.

Pauk Retires After 24 Years

Walter J. Pauk was named professor of education, emeritus, upon his retirement. He was a member of the faculty of the College of Agriculture and Life Sciences for 24 years.

Pauk's contributions to the University include the establishment of the Reading and Study Skills Center, of which he was the director. He was also involved in training executives, labor leaders and administrators for the schools of Industrial and Labor Relations, Business and Public Administration.

Harry W. Seeley, Jr. retired from the faculty of the Department of Microbiology in the College of Agriculture and Life Sciences, and has been elected professor of microbiology, emeritus.

Seeley served as a chairman of the Division of Microbiology, Division of Biological Sciences, and in 1977 was appointed acting chairman of the newly-formed Department of Microbiology. He is a recognized authority on the physiology and taxonomy of streptococci and related bacteria. Seeley has received many awards for his research in this field, and most of his publications deal with this subject.

Gordon L. MacCaskill and Woodrow W. Hoffman are retiring from the Department of Agronomy at Cornell. MacCaskill is a research technician who has spent the last 33 years at Cornell. He is best known for his work in the agronomy laboratory, participating in introductory agronomy courses. Hoffman is a technician's aide in the department and will retire after 17 years.

Professor Gets Blake Award

Robert W. Langhans, M.S. '54, Ph.D. '56, professor of horticulture at the College of Agriculture and Life Sciences has been honored with the M.A. Blake Award for distinguished graduate teaching.

The award was presented to Langhans for his outstanding contributions to horticultural sciences and for his effectiveness in teaching at the graduate level. Langhans received his bachelor's degree from Rutgers University, and the award was donated by Norman F. Childers, Blake Professor of Horticulture at Rutgers University.

Robert W. Everett, associate professor of animal breeding at the College of Agriculture and Life Sciences has received the 1979 National Association of Animal Breeders' Award for his contributions to the sciences of artificial insemination and animal breeding.

A member of the Cornell faculty since 1966, Everett has experimented with the improvement of dairy cattle breeds, making a major impact on the dairy industry. Everett served as acting general manager of the New York Dairy Herd Improvement Cooperative from 1969 to 1970.

Raymond Johnson, '54, from Schaghticoke, New York was elected to the Board of Directors of United Dairy Industry Association at the organization's annual meeting held recently in Houston, Texas.

An active leader in the industry, Johnson holds an office in several other dairy and agricultural organizations. The new UDIA board member owns and operates a 400-acre farm. The organization is dedicated to increasing sales of U.S. milk and dairy products through a total promotion program.
The next time you sit down to a steamy, hot plate of pancakes or waffles, stop a moment to consider the time and care it took to bring you that pitcher of maple sirup that you have poised expectantly above it. It took about ten gallons of sap to make the one quart of sirup you have in your hand. Before the sap ever reaches the sugar house, much research and development have taken place. Researchers from the College of Agriculture and Life Sciences are responsible for many advances in sirup production.

In the old days, a horse and sleigh would take the long trip from the sugar bush to the sugar house. Separate buckets would collect sap from each tree. Today, efficient plastic tubing runs from each tree to collection tanks, where sap flows quickly to the evaporators. Ag college research has improved the efficiency of vacuum in these tubing systems, a benefit to the producer, yielding more sap per tap.

Sugar bush management has been another area of research. Many management techniques were developed by Prof. Robert Morrow, Department of Natural Resources. One technique is thinning the sugar bush, especially important for young trees. “If we start early in life and develop a crown as it grows, we get a better producer,” said Morrow. The direct benefit of a sugar tree with a wide, deep and open crown is a higher sugar content in the sap. This means that costly energy can be saved in the evaporation process. The wood obtained from thinning the sugar bush can be used for evaporation or for home heating.

Much of this work has occurred at Cornell’s Arnot Forest sugar bush and at the Uhlein-Cornell Experimental sugar bush (Heaven Hill) near Lake Placid, New York. According to Professor Morrow, this work is still continuing, but more time is now spent in educating others about practical ways to apply these techniques. “We’re getting this information out to the producers through the extension service.”

There are about 1,000 commercial sirup producers in New York State alone and an increasing number of people who harvest sap for their own families. Extension information is a valuable tool, especially for the commercial producer who usually combines the sirup operation with another farm business.

An important achievement in sirup production is the use of vacuum collection systems and their effect on the flow of maple sap. “The biggest thing we have done is to determine the conditions needed for development of vacuum in tube lines. This knowledge allows us to make recommendations on installing tube and pipe lines,” said Professor Morrow. These studies were begun by B.N. Blum of the U.S. Forest Service and continued and extended by Cornell researchers. Both found that a closed tube system created more sap flow because of development of a natural vacuum. A ten percent slope with 50 to 80 taps is the ideal setup for a natural vacuum.

Many sugar bushes do not have ideal slope so sap flow is aided by pumped vacuum systems. One development to aid collection is an improved vacuum pump unit built by Lewis Staats, manager of the Heaven Hill sugar bush, and Chris Moquin. It consists of a metal milk container with a plunger unit inside. When the unit is filling, a tight vacuum exists in the lines. When sap reaches a certain level in the container, a valve opens automatically and dumps the sap into a holding tank which speeds it to the sugar house.

The importance of this research is that it helps producers do a better job: increasing yields, cutting energy costs and producing a higher quality product. The next time your fork is suspended above steaming flapjacks, remember that the sirup you love is tastier and more abundant because of research.
ABOUT THE ISSUE
The College’s extension program has a long history of informing New York State residents of the latest developments in agriculture. Farm and Home Week was a public event of lectures and demonstrations sponsored by the ag college. The cover photo shows a cattle parade which was a feature of early Farm and Home Weeks.

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It is the policy of Cornell University actively to support equality of education and employment opportunity. No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, age, or handicap. The University is committed to the maintenance of affirmative action programs which will assure the continuation of such equality of opportunity.

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When a student has an academic problem or needs advice about which courses to take, the logical person to turn to is one's faculty advisor. Advisors know course requirements, have inside tips on interesting electives and are familiar with career and major alternatives.

AgPAC, the Agriculture and Life Sciences Positive Action Council, takes this useful and necessary service one step further. With its Student Advisor program, students help other students through the difficult process of adjusting to life at Cornell.

AgPAC, an organization formed in 1975 to replace the College's defunct Student Council, is a group of approximately 90 members which includes representatives from various ag organizations, committees and the student body. It is designed to be a communicative link between the students and the administration, and one of its many services is its Student Advisor program.

"The idea for student advisors was conceived about two years ago and launched in 1979," explains Richard Church, '64, an admissions officer who serves as AgPAC advisor. The program, he relates, is comprised of about 130 undergraduates, each of whom were assigned advisees from the incoming freshman class last fall, as well as entering freshmen and transfers this spring. Ideally, each advisor was to receive four to five advisees. The purpose of the student advisor is to supplement faculty advising with first-hand student experiences. Church feels that upperclassmen who have already been through introductory courses and have established friendships at Cornell may share insights that are outside the realm of the faculty advisor.

"It's comparable to a Big Brother/Big Sister program," adds Dr. Donald Burgett, '62, M.S. '67, Ph.D. '70. Burgett, Assistant Director of instruction for Student Affairs, oversees the entire advisory system of the College, so his position as administrator of the Student Advisor program is a natural extension of his position with the College. "Student advisors aid in the social acclimation of new students," he points out, stressing that the role of student advisor was meant to complement, not replace, that of the faculty advisor.

Sarah Murray, '81, was chairman of the group that originally organized the program. "There were about 20 of us on the committee. We first wrote a proposal and submitted it to the Educational Policy Committee. When our student advisor idea was accepted, we went on to set up the training program, with the help of Dr. Burgett."

To become advisors, students had to complete application forms and be interviewed by an AgPAC committee. Those accepted then participated in the training program, during which they were informed what was expected of them as advisors. Also included in the training was role playing, in which hypothetical situations were portrayed to see how the young advisors would handle them.

"By spring semester we also had a handbook developed for the advisors," Murray continues. The handbook contains referral information—people within the College to contact for help or advice—advisors' responsibilities and basic information on what it takes to be an advisor. Among these necessary qualifications an advisor should be, in Murray's words, "relaxed with people, able to relate to them." An advisor should also be familiar with ag courses and willing to put time into the program. Although AgPAC does not weigh an applicant's grade point average heavily, it does look for students with stable academic standing to fill advisor positions.

Caroline Nowak, '80, speaks enthusiastically about her student advisor experiences. "My advisees and I kept in close contact at first, but now they both seem to have adjusted to Cornell really well." Remembering her own pressured feelings during freshman year, Nowak urged her advisees to relax and seek a social life outside of class. "We talked about general things, dorm living and so on, and we went out together to fraternity parties or Collegetown. I tried to help them see that life at Cornell is more than just Co-Op."

Since the Student Advisor program just started this past fall, no formal evaluation of the program's success has been made yet according to Burgett. He feels, however, that the feedback he has received so far from students has been positive.

Murray concurs. "I think it's a good program. We hope to refine it, make stricter guidelines for the training program and write a more detailed handbook, but I think in its first year the Student Advisor program has gone well."

Working with faculty advisors, AgPAC student advisors are helping freshmen and transfer students learn about College clubs, cope with prelim pressure and become a part of the Cornell community. It is a new program that has gotten off to a good start, and has a promising future.
It is tradition that farmers pass their knowledge and experiences from generation to generation. It is also tradition that the College reach out and teach the latest developments to farmers, rural nonfarmers and urban citizens across New York State. With this concept in mind, Prof. Isaac P. Roberts, M.S. '74, planned the College’s first extension work.

Roberts invited all the farmers whose addresses were known to attend the first Farmers' Institute which was held February 17, 18, 19, 1886. About 200 farmers attended classroom lectures. The success of these meetings prompted the state legislature to provide funding and encouraged the professors to disseminate this information in other parts of the state.

In 1893, a group of grape growers from Chautauqua County asked the College to conduct some experiments in their vineyards. The College agreed and one year later the state legislature passed a bill appropriating $16,000. Prof. L.H. Bailey was put in charge of this experimental work. The splendid results prompted legislators to increase appropriations and the program gained popularity.

A group of farmers, who were members of the New York State Experimenters' League, gathered at the College in February 1907 to exchange the latest results of their work. The Experimenters' League included individuals from both the College and from industry. The interest and enthusiasm of this group inspired Director Bailey, who conceived of a new idea: "Farmers' Week." The first Farmers' Week was held in February 1908 and its purpose was to educate the farm family with practical discussions and demonstrations. People came from near and far, some by train, others by horse and buggy.

In 1912 the Hudson Railroad and the New York State College of Agriculture serviced one of the first farm trains in New York State. The train brought instruction to people in various areas.

One train was named the Agricultural Special. Its route began in Binghamton and ended in the northern part of the state. There was room on the train for the lecturers to eat and sleep. Cars were also used for exhibits and demonstrations put on by the home economics, poultry, farm crops, pomology, entomology, and plant pathology departments. Among the lecturers and exhibitors were such distinguished people as Prof. Martha Van Rensselaer, '09, Prof. H.A. Hooper, '03, Prof. A.C. King, '39 and Prof. M.F. Barrus, Ph.D. '12.

One of the first stops for this group was at Harpursville. Professor Barrus describes the typical scene:

"As we pulled into that station, some 350 persons assembled there showed their enthusiasm for this novel experiment in rural education by shouting and waving their hands. This was the kind of reception we received at all other stops. As soon as the train was switched, they boarded it and moved to the demonstration car where those in attendance demonstrated one practice or another. In the meantime, illustrated lectures were given in the lecture car throughout the afternoon."

The challenges of that annual ten day period on the Agricultural Special resulted in what became Farm and Home Week. The first Farm and Home Week was held on campus in 1911. As the name implies, the event now included exhibits in home economics for the women.

The program continued to grow until it reached virtually every area of New York State. In 1918-1919 a victory train was set up to spread the Farm and Home Week message. Training schools for local leaders, cultural readings and travel talks were new additions to the program in the twenties.

With the dawn of mass communication systems in the thirties, the lectures at Farm and Home Week were broadcast over the radio. Programs were on the air from 10 a.m. to 5 p.m. Prof. Emeritus Elmer Phillips, '32, was the second announcer for what was then WEAI and today WHCU. Phillips recalls announcing summations of lectures and presentations of important speakers from Bailey Hall, describing exhibits and sending briefs to other stations in the state. This statewide coverage gave most residents an opportunity to hear the Farm and Home Week messages.

Such widespread publicity greatly aided the College as it gained the re-
Publicity attracted over 1,200 people who registered for the 1909 event. Spect and support of many people in high places. Among our distinguished friends were the Roosevelts. As Governor, Franklin D. Roosevelt spoke to tremendous crowds in Bailey Hall. Eleanor Roosevelt was both a regular visitor and speaker. The former First Lady was also a member of the Advisory Council of Women. This organization was active in promoting home economics interests.

Prof. Emeritus Arthur Bratton, Ph.D. ’42, recalls the excitement of Farm and Home Week, an event that involved everyone in different ways. Undergraduates helped with registration in Roberts Hall, sold food and planned exhibits. Traditionally the event was held in February and many classes did not meet that week. “Most professors encouraged their students to attend Farm and Home Week lectures and exhibits,” expounds Professor Bratton. Frequently, assignments were given to students to attend a certain lecture and then write a report on it. Students assisted in the preparation of these events for the benefit of the public.

With the outbreak of World War II, Farm and Home Week was postponed from 1943-1948. However, during the War the College’s extension program played a key role in strengthening the home forces. Phillips, who was the head of the audiovisuals for the College of Home Economics and the College of Agriculture, produced a film on how to make a victory garden. “One purpose of the film was to take the burden off food processors, lending more manpower to the War. The other purpose was to show people how to grow food at home,” explains Phillips. Extension wanted to increase the food production and processing in the state. As the films were shown to community audiences, the “Victory Garden” came to represent a patriotic duty. Soon after the end of the War, Farm and Home Week was back on the road again.

Among popular Farm and Home Week exhibits were those presented by the animal science department. Animals grown specifically for purposes of research were put on display. There was a steer with a window in its side so people could see the processes taking place in the four stomachs. Prof. Alex Romanoff, Ph.D. ’26, had an exhibit showing the different stages of chick embryology. Who could resist watching the baby chicks?

Farm and Home Week continued to prosper throughout the forties and fifties. The last Farm and Home Week was held in 1960. The following year, a transition took place.

The event’s name was changed to “Agricultural Progress Days.” The four day event in March portrayed challenging aspects of a broad agricultural study, special women’s programs, band concerts, motion pictures, alumni gatherings, open houses for various organizations and an opportunity to attend lectures with students in class.

Professor Barrus commented, “Cornell’s Agricultural Progress Days emphasized the roles of the state colleges in meeting agricultural production, marketing and distribution demands of the expanding population.” The lectures and exhibits were geared to that purpose.

The week required a great deal of time and preparation. That is one reason the staff discontinued Farm and Home Week. The growth of the extension program created an overlap with information previously presented by Farm and Home Week. Farmers could no longer wait an entire year for the information it offered them. America was growing fast, and farmers had to cope with the demand for higher crop yields.

Is there a chance the big event could take place again? According to Bratton, “It was successful at the time but it would be hard to revive it.” The extension service has become a sophisticated operation.

Farm and Home Week set the foundation for today’s Cooperative Extension Program. Professors benefit by having close contact with the latest research developments, while researchers benefit from knowing the problems faced by farmers. Together, instruction, research and extension at the College will help strengthen agriculture for future generations.

One of the first farm trains serviced by the Hudson Railroad and the College in 1912. The train brought instruction to people in various state areas.
Professor "Jones" in the College of Agriculture and Life Sciences returns from a weekend in the mountains studying the flora and fauna to discover her desk covered with unanswered correspondence. Professor Jones is a renowned researcher, and her projects are funded under three separate federal and private grants. She has an annual report due for all three in two months. Since one is about to run out in six months, she has already begun preparing its lengthy renewal request. She sits down to her desk and begins wading through the papers. The phone rings and she discovers it is her department chairman. The federal Department of Agriculture has requested specific information about her project, to be completed in two weeks. Professor Jones throws up her arms in frustration and buries her head in the ever-increasing pile of paper on her desk.

A totally imaginative scenario? Not quite. As universities and faculty members obtain more money from outside agencies and institutions, the amount of "paperwork" -- reports, summaries and budgets -- that researchers have to submit steadily increases. Cornell faculty members are no exception to this rule.

"It's a problem for them and they hate it," said Thomas Rogers, Director of Cornell's Office of Sponsored Programs, concerning the faculty's attitude toward paperwork. The paperwork takes time; time which, some researchers have said, is taking away from their research efforts. According to Rogers, some scientists avoid disclosing possible inventions because of the paperwork involved in patenting a new procedure or device.

Research expenditures at the University for the 1978-79 fiscal year amounted to nearly $106 million, a 20 percent jump over the previous year's expenditures. This money comes from a variety of sources -- federal and other government agencies, private organizations like the Ford Foundation and large corporations.

Although the requirements for obtaining money from these different sources vary, the paperwork for each is about the same. Generally, a researcher must first write a proposal for the work he wants sponsored. The proposal includes a summary of what the researcher wants to accomplish, a detailed description of how he wants to do it and a budget for the project. Each year, the researcher must submit a progress report outlining what has been accomplished.

Most funding is only for one year, with a good chance for renewal, and projects often take longer than that to complete. The researcher is thus faced with writing a new proposal every few years for a long term project. "You no sooner get the award and you must start worrying about a renewal proposal," said Rogers.

As universities have had their own research budgets cut back, more faculty members have had to seek outside support for their work. "There is more competition now," said Christopher Wilkinson, an entomology professor who has been doing research for nearly 15 years. Because of the competition, researchers have to spend more time and effort on each of their proposals, many of which do not get funded. Thus, the number and length of research proposals and reports has been increasing.

Government agencies requesting reports in specific areas add to the regular load of paperwork. Since Cornell is New York State's land grant college it is particularly susceptible to these
requests. For example, a government agency interested in research in a particular area will turn to the land grant colleges in each state to find out what they are doing on it. The request requires a department member to write yet another report. "The topics we have to report on vary with the whim of Congress or whoever," said Ronald Kuhr, Associate Director of the Office of Research in the agriculture college. "This kind of paperwork has really increased in the last five or six years."

Kuhr said paperwork has also risen in the regulation of new chemicals and food additives. The amount of information that must be supplied to register the chemical and allow it on the market has multiplied. Once again, this information must be supplied by the researcher in the form of a report.

You can see, then, how university researchers might be swamped by a sea of paper as in the case of Professor Jones. Like many other researchers, Wilkinson directs more than one grant and has his paperwork multiplied. "These researchers must account precisely for each project," said Rogers.

The whole problem puts faculty members under a great deal of pressure. "We all get up tight about these things," said Wilkinson. A renewal proposal takes him at least a "couple of weeks" of planning and writing, in addition to his regular duties, he said. "It is a major emphasis in your thinking at the time," said Wilkinson.

There is another reason why agencies may be demanding more reports, say the administrators. Kuhr and Rogers both point to a problem of "accountability." As researchers and universities demand more money and claim higher costs, institutions, especially government institutions, want to know where that money is going. "There is an element of suspicion," said Rogers about the relationship of financers and researchers. "The two or three year summary report is no longer sufficient," said Kuhr. Reports must be more specific and that takes more time.

A reflection of this distrust is the new set of regulations adopted by the Federal Office of Management and Budget earlier last year. The regulations change the way universities figure certain costs which are reimbursed by the federal government in sponsored research projects. A result of concern by Congress in the rise of these costs, they compel universities to be more specific in figuring these costs and thus further increase the paperwork.

To aid the researcher in the battle against paper, agriculture college administrators file all annual reports of certain federal and state reports the researchers write in a national computer located in Washington, D.C. If a federal agency or another outside group wants to know what is being done at Cornell, often the research office can get the answer through the computer without bothering an individual. "We try to lighten the load on the researcher," said Kuhr. The Office of Sponsored Programs also tries to relieve the load of paperwork on faculty by doing what they can on their own, said Rogers. "But we cannot do it all without them," he added.

The administrators see no real solution to the problem of paperwork other than what they are already doing. Rogers suggested that high level discussions with sponsoring agencies might soften the "adversary concept" universities and sponsoring agencies have of each other.

Barring a sudden surge in New York's wealth, though, it seems as if the paper crunch will continue. Maybe someone could do a study on time efficiency for researchers. But then, it might take a long time to get funding.
Teaching Cornell students doesn’t always take place in a classroom or lab on campus, or even in Ithaca! During intersession in January, a group of 14 undergraduate and graduate students traveled to Jamaica in the West Indies to do a two-week field study of communication in a developing nation. Two faculty members from the Department of Communication Arts, Njoku E. Awa and Royal D. Colle Ph.D. ’67, accompanied the group. Teaching, in this case, was primarily done by professionals in situ.

An overview of communication strategies used and planned in Jamaica’s development process was presented to the group in a panel session held at the Institute for Mass Communication at the University of the West Indies in Kingston. The panel consisted of U.W.I. faculty, plus various representatives of government agencies and the media—newspapers, a radio station, UNESCO and the Agency for Public information. Generally, they felt that appropriate communication methods are a critical part of the development process—on local, regional and national levels—to promote education, increased food production and better health.

All-morning and -afternoon meetings were held separately with government agencies and the media to describe in detail their roles in the island’s development. One of the agencies visited, JAMAL (Jamaica National Mass Literacy Program), described its efforts to combat the large illiteracy rate—nearly 40 percent—in Jamaica. Another group, the Public Relations Association, outlined its public information program for nutrition education. Briefings were also held at the two largest newspapers, the Jamaica Daily Gleaner and the Jamaica Daily News.

A trip was made to Christiana, high in the mountains of central Jamaica, which is the site of a United States Agency for International Development (U.S.A.I.D.) rural development project. The entire group of 16, the driver and light baggage piled into a VW bus to make the two and a half hour ride. Though cramped, the trip was a beautiful one over winding mountain roads. Several of the Americans working on this project were also Cornellians. The project is designed primarily to introduce new farming methods to the isolated farmers in that area. After a briefing to describe the project, the group traveled farther into the mountains to visit one of the farms participating in the project.

The group also learned something about the culture of the island. Parents of one of the Jamaican students in the group, Lorna Clarke, hosted a dinner party at their home near Kingston. It was a delightful occasion. The students sampled many native foods and drinks, including curried goat, fresh sugar cane, home-made ginger beer and rum punch. Most of the foods served were raised by the Clarkes.

On the last week-end in Jamaica, several of the students traveled to Montego Bay, a tourist area on the northwest coast of the island. There were beaches for sunning, swimming and snorkeling. A private villa with house staff, private swimming pool and well-laden grapefruit and orange trees made the week-end vacation one to remember.

For most of the students, it was their first visit to a developing nation. The field study helped to provide the necessary first-hand understanding of the problems and needs of communication in a nation’s development process which an on-campus, classroom setting could not have provided. The trip proved to be a valuable and worthwhile learning experience.
"Ombudsman/əm-budz-man/: one that investigates reported complaints (as from students or consumers), reports findings and helps to achieve equitable settlements." That seems like someone every college campus needs, right? You will find just such a person, or rather a group of people, in 201 Barnes Hall. Dr. Herbert L. Everett is the University Ombudsman, assisted by Associate Ombudsmen Joycelyn Hart and Ronald Bricker and Administrative Aide Danilee Poppensiek.

Everett, who assumed the position in August, 1979, is a professor of plant breeding in the College of Agriculture and Life Sciences. He also spent ten years as Director of Resident Instruction for the College. Joycelyn Hart has been associated with every University Ombudsman since the inception of the office in 1969. Her background in psychiatric social work helps her determine and define problems and deal with them accordingly. Ronald Bricker has been on the staff for seven years, and his background in educational administration is another asset to the office. Danilee Poppensiek has also worked with the Ombudsman since 1969, and in addition to managing the office, she hears and investigates complaints.

Everett, who was preceded by Eugene C. Erickson, chairman of the Department of Rural Sociology, found no real surprises in the job, except that it is very time-consuming. He has not made major changes because the procedures are well-established and effective. The three basic elements which characterize the office are independence, impartiality and confidentiality. As Everett noted, "The Ombudsman's authority lies in persuasion, and access to individuals. We feel free to talk to anyone at any time."

This ability to interact freely with the administration is essential. The office is unique because it serves the faculty and University personnel as well as students, and attempts to concentrate on how to be more sensitive to current problems. Everett wants the community to know about the office, because, as he said, "The community is our boss. It is where we find our legitimacy." Although some people feel that having an Ombudsman encourages people to create problems, the staff finds that most complaints are legitimate.

The main function of the Ombudsman's Office involves the investigation of complaints directed at any aspect of the University. Their first step is to determine whether the grievance is legitimate. If it is, the office obtains all the facts and tries to find out why the original action was taken. Sometimes the staff finds that there is another office which can handle the problem more effectively, and will refer the person there.

If the Ombudsman's Office handles the case, they investigate further, and usually contact the parties involved. This occasionally results in a resolution, because the complaint may have been based on a misunderstanding. This is why it is sometimes better not to call in a third party, since people often work out their own problems. As Everett pointed out, "The Ombudsman is more concerned with an ultimate outcome." The majority of complaints are settled to the mutual satisfaction of the parties involved.

Some of the more common complaints include faculty tenure and employee complaints about salaries and promotions. Because of the declining economic state, the office has been receiving more complaints about financial aid and insurance. The negative check-off plan for student insurance, through which students are automatically given coverage, has presented many problems. People are not accustomed to getting something automatically and then having to respond if they wish to decline the offer. However, Hart said the office is trying to make certain students have the opportunity to make an informed decision.

Grading discrepancies also comprise a large part of the Ombudsman's work. These complaints are often difficult to resolve, because grading procedures consist of a subjective evaluation. Students sometimes feel that a portion of their work was overlooked, so if it is brought to the instructor's attention, the student can at least receive an explanation for the grade, if not a grade change. Years ago, the office received more complaints involving discrepancies in course requirements, but now the University faculty is more careful to give out course outlines early in the semester to avoid such complications.

The Ombudsman's Office also provides the University with information concerning rules and policies. While they cannot actually make rules, the staff can suggest changes concerning a recurring problem. The administration often contacts the office before policy-making to help determine how to make the best decision. As Hart stated, "Having an office that people respect helps in designing policy."

The hallmark of the Ombudsman's Office is confidentiality, which does not make it conducive to widespread publicity. Their annual report appears in the Cornell Chronicle, and they have had an information table at registration, but Everett feels they receive a lot of cases through referrals by others. While the Ombudsman's Office does not want to solicit unwarranted complaints, the staff does provide a noteworthy service to the Cornell community.
Officer Linda Fuller sat in the briefing room at Barton Hall quietly sipping a Pepsi as she waited the arrival of her supervisor, Sergeant Robert Sims. It was a little after 4 p.m., and she was just beginning her evening duty as Cornell Public Safety Patrol Officer. Before taking her seat in the briefing room, she had picked up her night stick, pistol, a portable radio and "kel-light".

Fuller had agreed to my accompanying her on the evening patrol as per my request to Lieutenant John Jay McGinnis, Manager of Support Services. According to McGinnis, Fuller is the newest female Patrol Officer at Cornell. There are eight women on the Safety Patrol, four Patrol Officers and four University Service Officers. This is out of a total force of approximately 58 officers, including those at the supervisory level. There are no women at the supervisory level at the present time. Women are a fairly new phenomenon at Public Safety. The first female officer was Pamela Kellogg, who joined the patrol in 1973.

The evening patrol was now receiving its briefing, which included a review of activities scheduled to take place on campus that evening, specifically the Mardi Gras and a hockey game. Briefing also included mention of other campus activities that had occurred during the past few days. They received reports of larceny at Willard Straight Hall, and several reports of robberies, including thefts of fire extinguishers, wallets, clothing, phones and a box of shot gun shells from the firing range at Barton. There were also reports of broken windows and vandalized vending machines in Roberts Hall.

Sims ended the briefing by assigning cars and expressing concern over the weather and resulting road conditions. Fuller was assigned Patrol Car Three. She appeared comfortable behind the wheel, but was somewhat apprehensive about the snow-covered roads.

Once on the road Fuller began talking about her job as Patrol Officer, a position to which she had been promoted just two months earlier. I asked Fuller about the briefing, noting that I had detected some heat in the sergeant's voice as he discussed certain things. Fuller laughed, "You should hear the briefings sometimes. This one was considerably toned down; the language gets pretty strong at times." I asked if she felt that fellow officers behaved differently in deference to her female presence. She answered that they may have before they got to know her, but that definitely was not the case any longer.

Fuller credited Kellogg with paving the way for the women officers who have followed her. She said, "Kellogg put up with a lot of gaff. There were a lot of people in this department as well as other police agencies who believed that women didn't belong in this kind of work." As an afterthought she added, "There still are some who think that way."

Our conversation was interrupted by the voice of the dispatcher reporting an intrusion alarm at the Straight.

"Three responding from Judd Falls, was Fuller's immediate reply. In no time we were parked in front of the Straight along with Patrol Car Tw Fuller hurried into the building..."
It's ready to go! The officer double checks equipment used in emergencies.

LINDA FULLER

by Juanita B. McCaw '81

soon emerged chuckling. As she filled out her Officer's Daily Report she explained that the building manager had forgotten to set the alarm properly.

Cruising once again, Fuller talked about her decision to work in law enforcement. She was raised on a dairy farm near DeRuyter, New York. After graduating from high school in 1969, she attended college for a year, but was not satisfied, so she returned home to help her parents with the farm.

In January of 1975, Fuller decided to go back to school, this time at Tompkins Cortland Community College in Dryden. When she enrolled she did not have a particular goal in mind. However, after taking a course in criminal justice she decided to make it her major. She graduated in June of 1977 with a degree in Criminal Justice.

While a student at Tompkins Cortland Community College, Fuller became acquainted with a Cornell Patrol Officer who told her about some openings on the patrol. Since she liked the Ithaca area she applied and came on duty as a University Service Officer in July of 1977.

University Service Officer is the first grade on Campus Patrol. Fuller's time was divided between the booths, patrolling the parking lots, ticketing parking violators and filling out reports at the desk. "I enjoyed the contact I had with people on that job, especially in the booths, and I sometimes miss it now," she said.

However, Fuller was very pleased with her new promotion to Patrol Officer. She said that she really enjoyed the change of lines. "You become aware of so many more things at night. Different things have meaning, like where lights are on in buildings and where they're not. It is a job of noting little differences, of always staying alert to subtleties."

She said that although she had gone through a formal period of training after her promotion, this was not a job you could learn all at once. "You keep learning all the time. Sometimes it gets very boring, driving around the campus all the time. That is where the real challenge comes in; you have to keep alert in spite of the boredom, so that you notice anything out of the ordinary. That's very important."

At 10 p.m. she received a message to go to the ladies' room at Barton Hall. There she found two women trying to assist a third who was very intoxicated. They said she had consumed over half a quart of Southern Comfort at the hockey game. Fuller and another officer tried to get the woman on her feet but it was no use. Finally they gave up and called an ambulance to transport her to Sage Infirmary.

McGinnis had told me that although the women officers are not assigned to special areas such as women's dorms, they are sometimes called in to assist in special cases, such as rape, when a woman requests a woman officer. This appeared to be one of those special times.

As we pulled out once again, I asked Fuller what she felt was the most important part of her job. "Just being there and able to help when someone is in need of assistance," was her reply. It did not come as a great surprise, because there had been ample evidence of this attitude towards her job throughout the long evening. For example, when someone was trying to maneuver a van up a very slippery driveway, Fuller stopped and suggested that the driver back down and go around the circular driveway from the other direction. She then stayed to see that he made it safely and to cheer with real pleasure at his success.

At another point she noticed that lights were on inside a locked vehicle. When she later drove past and the vehicle was still there with the lights on, she called in a report so that the owner would be notified right away. Again, when it was necessary to warn some students against sledding on campus, she took care to be pleasant but firm.

I'm sure she would say those are very small things, and they are only part of her job. But it wasn't the fact that she did them so much as the spirit with which she acted, the spirit of caring. There is no question in my mind that being of assistance to the people on campus is the prime objective of Linda Fuller, Public Safety Patrol Officer.

A period of reverie was abruptly interrupted by the voice of dispatch, "Car 3." That was the signal for debriefing. It had been a long, quiet night.
Teaching is not necessarily the work of professional instructors. Homemakers, business executives, retired people and many others who never pictured themselves in front of a classroom are some of the best teachers to be found in New York State. People from all these groups have volunteered to help home gardeners in the Master Gardeners program of Cooperative Extension.

Enthusiastic, dedicated and knowledgeable, the volunteers fulfill Cooperative Extension's mandate to "serve the people." The Smith-Lever Act of 1914, which authorized the start of Cooperative Extension programs in the nation's land grant colleges, states that the programs must bring to the people useful information and encourage its application. Cooperative Extension is a teaching arm of Cornell's Colleges of Agriculture and Life Sciences, Human Ecology and Veterinary Medicine. The Master Gardeners program is an example of how it works.

"Expert gardeners had a real desire to share their knowledge with others," said Bob Kozlowski, '65 Coordinator of New York State's Cooperative Extension Master Gardeners Program. "And extension offices needed more experienced help," he said. The program, based on one first tried in the state of Washington, put these two elements together when it began five years ago. Volunteers receive 60 hours of training and instruction in a variety of horticultural subjects before they can begin work in the field. Although they are all experienced and knowledgeable gardeners, most either need an update on new developments or they are specialists who need broader information. The training includes instruction in all areas in which they might get questions from New York state gardeners, said Kozlowski.

About 405 volunteers have been trained throughout the state, and there are currently about 280 active volunteers, according to Kozlowski. Volunteers are trained regionally, but each county is responsible for the development of its own program. "The gardeners will meet as a group and look at the needs of the community to decide what they want to do," said Kozlowski. They also receive guidance from the county's extension agent about what is the best way to reach the particular audiences.

As a result, the programs vary from county to county, but all are aimed at the needs of the non-commercial home gardener. Some volunteers might just stay in the extension office to answer questions, while in urban areas, Master Gardeners will often make use of local...
Workshops at community gardens are provided by Master gardeners in Oneida County, shown here with participants.

Master Gardeners receive a certificate acknowledging completion of training.

To Their Knowledge

An ornamentals demonstration area. Master Gardeners from Broome County have been actively involved in the planning and planting of Cutler Gardens.

otherwise might have been impossible," said Kozlowski. He cited a program in Chemung County where volunteers set up a garden for handicapped patients of a local hospital. There, the patients can garden and just watch things grow.

Master Gardeners have come to be recognized as reliable sources of information within their communities, said Kozlowski. "What is important is that the volunteers have a back-up behind what they are recommending," he said. If a Master Gardener runs into a problem he or she cannot handle, he or she can refer it to the county agent or to the University. "It happens quite often and is one of the features which makes the program special," noted Kozlowski.

Cooperative Extension is supposed to allow new information to flow from the College to the agents or volunteers and then out to the public. By answering difficult questions with advice from college scientists, this flow is accomplished. But it is also accomplished through the training that Master Gardeners receive and reference materials the College puts together and updates for the volunteer.

The enthusiasm of the volunteers has certainly added to the success of the program. The Master Gardeners may be required to volunteer as much as 200 hours of time during a growing season though many do far above that amount. Kozlowski remembered one volunteer who had been reporting falsely conservative estimates of the time he had worked. The volunteer was afraid that when he reached the required hours he was supposed to stop, but he wanted to put in more time.

"You have to be people-oriented to succeed in Cooperative Extension," said William E. Worth '52, Program Coordinator of Cooperative Extension. "You must prove that you know something before people will accept you," he added. Kozlowski agreed that the Master Gardeners program has succeeded partly because the volunteers have been able to get along with the members of their communities. "Anyone distributing advice has to prove themselves," he said. "And Master Gardeners have done that."
Who is Hugh Troy, and why do people remember him? Troy, '26, the son of a Cornell professor, went on to study at Cornell and distinguish himself as one of the school's greatest practical jokers. With his wit, sense of humor and often large amount of bravery, Hugh Troy left his mark on Cornell.

Reminders of some of his stunts are present on campus today. The footprints between the statues of Ezra Cornell and Andrew D. White on the arts quad are credited to Troy. And the drenching of the freshman architecture students each new school year is a throwback to one of his pranks. Instead of architects, though, Troy chose engineers as the butt of his joke. Troy posted notes in the engineering buildings stating that at an appointed place and time he would make a barrel defy the law of gravity. When the time came and the engineers were ceremoniously gathered around White Hall, Troy drew their attention to a barrel on the roof and then dumped its contents onto their heads.

Another of Troy's jokes had the whole campus in an uproar. Louis Fuertes, a Cornell professor, had a wastebasket fashioned from an authentic rhinoceros foot that Troy borrowed one snowy evening. Late that night he used the foot to make tracks in the snow leading to Beebe Lake and out to the edge of the ice. The next morning the tracks were found and identified by a knowledgeable professor of zoology. Beebe was at that time the source of drinking water, and a good portion of the campus, including Hugh Troy Sr., gave up drinking water from the tap. People were convinced that they could taste the rhinoceros in it.

Hugh Troy's most daring caper occurred during the 1941 reunion's organ concert. The organist, who was in cahoots with Troy, would occasionally hit a note that sounded terrible. Every time the sour note rang out, the organist shot a glare at the pipes of the organ. Eventually he stopped the performance to have repairs made. The workmen who came on stage to fix the pipes were really Troy and some friends. They loosened the largest pipe in the organ and, fumbling, let it crash to the ground. Out of the pipe poured chickens and pigeons, with a girdle and a spare tire added for effect.

Contrary to what one might believe, Troy did graduate from college, but his practical joking did not cease. While living in New York City, Troy purchased a bench that he took to Central Park. He would sit on the bench waiting for a policeman to come by, then would pick up his bench and leave. After being arrested he would show the policeman the receipt for the bench and once again he would have the last laugh.

He joked in the subways of New York too. Troy bought a number of copies of the daily newspapers the day Roosevelt was elected to his first term as president. Two years later, in a non-election year, Troy and some of his friends took these papers onto the subway, and, nonchalantly turning to the inside pages, displayed big bold headlines reading "ROOSEVELT ELECTED".

Hugh Troy, who spent his life trying to be the greatest of practical jokers, died in 1961. But if you ever see a car reassembled on top of one of the buildings on campus, or the hands missing from the faces of the clocks on the bell tower (yes, he did that too), you can bet the spirit of Hugh Troy is back to leave one more mark on Cornell.
Polo BIG RED Style

by Paul Luchowski '80

If you have ever walked through any of the buildings in the ag quad, you have no doubt seen posters about the Cornell men's and women's polo teams. They are not your average athletic teams nor do they play an ordinary intercollegiate sport.

For one, it is a sport that combines man with animal, the horse, and together they work to score goals, much like in hockey or soccer. The game is played indoors between two teams of three riders and horses, combining the skills of riding a horse and being able to hit a ball into a goal with a long mallet.

The men's and women's squads at Cornell rank among the top polo squads over other schools in the country, with the women being the 1979 intercollegiate champions. The men have won nine national titles, including eight in the past 25 years.

Not only is the sport of polo unique, but the philosophy that the teams play by is different. Since most students playing polo at Cornell have limited experience at the game, a different set of priorities is followed. Under coach Danny Scheraga, '73, the Cornell teams have a philosophy that de-emphasizes the win-at-all-costs attitude shown in many other sports.

"The priorities," said Scheraga, "are to teach the players about the game so they can enjoy it for as long as they wish to play. We don't have the rah-rah win-at-all-costs attitude. Instead we try to help the players grow up a bit by guiding them in the right direction." Scheraga explains that the members of the polo team are given great responsibility in making the polo program work. Not only do they play the sport, but they must take care of the horses, equipment and themselves. But above all Scheraga says, "We play to enjoy ourselves."

During his undergraduate years at Cornell, Scheraga played on the men's team. The summer following his graduation, he was named manager of the Cornell stables at the Oxley Polo Arena and Orthwein Stables. "The timing was right. I didn't have definite plans as to what I wanted to do upon graduation," he said. "The job opened up and I was hired. It was a chance to be around horses, so I took it."

Although he was offered the job to coach the polo teams, Scheraga waited until before the 1975-76 season to accept the job. He felt he was not ready to coach right after graduation, but since then he has turned in a respectable record, especially on the women's side. The women's team has been in the national finals for the past three seasons.

Not only does Scheraga teach his players something about the game, but the players have helped Scheraga become a better coach. "I've learned something every year, like how to coach, how to use new polo techniques and how to deal with people."

It is no wonder that with the enjoy-yourself policy Scheraga follows in running the Cornell polo teams a close knit unit has developed for the squads. Not only do they compete, but raise money for the program. They not only win but have a good time in doing so.

Come out and support the team! Polo is a unique game and is played at the Oxley Polo Arena on campus.

We are the champions! Competitors gather after Cornell defeated UCal-Davis 15-12 last April.
Food for thought! Students enjoy the “taste test” as they compare the different types of honey.

And then pell-mell his harvest follows swift,
Blossom and borage, lime and balm and clover,
On down the thyme, on cliffs the scantling thrift,
Everywhere bees go racing with the hours,
For every bee becomes a drunken lover,
Standing upon his head to sup the flowers.

V. Sackville-West

Bees are not favored by most people. However, there are Cornell students who have found that there is more to a bee than just its stinger.

The elementary beekeeping course taught by Prof. Roger A. Morse, '50, M.S. '53, Ph.D. '55, of the College of Agriculture and Life Sciences focuses on the honeybee, its lifestyle and the importance of its function as a pollinator and producer of honey.

Jon Ryan, '75, entered the elementary beekeeping course knowing absolutely nothing about bees. Today, Ryan, one of the few commercial beekeepers in New York, owns 700 honeybee colonies. “It just started out as a hobby. I was looking for one or two hives. I placed an ad in the paper for honeybee swarms and before I knew it I had 160 colonies of bees. I guess you can say it got out of hand.”

After working as an Apiary Inspector, Ryan decided to try and build up his own colonies. He built his own equipment and in 1978 bought another man’s beekeeping operation. Hence, 700 colonies were born.

Ryan recommends that those who are interested in beekeeping first get as much experience as possible. “It is important to learn how to handle bees and to understand how an operation like this works before investing a lot of money into it,” Ryan explained. Professor Morse understands the importance of first hand experience. His practical beekeeping lab held in Dyce Laboratory allows the students to work directly with bees, setting up hives and harvesting honey.

Gene Robinson, '76, a graduate student in apiculture, is a teaching assistant for the lab. “I feel that both the lecture and the lab are an excellent

Using a heated blade, lab students uncap a honey comb to obtain the honey.
Robinson explained that Dyce Lab has excellent learning facilities for the students. They have the opportunity to handle much of the beekeeping equipment that is used in the Cornell apiaries. Later on in the spring, a field trip is taken to a commercial beekeeper's operation where the students can get a better understanding of how it works.

As an undergraduate, Robinson took many beekeeping courses under Professor Morse. When he graduated from Cornell he went on to work with bees for the New York State Department of Agriculture. He also spent one year in South America developing efficient beekeeping programs before returning to Cornell to do his graduate work. "I came back to Cornell because this is an excellent place to study apiculture. Professor Morse is highly recognized for his work with bees."

According to Professor Morse, the past seven years have been very favorable for beekeepers. "The honey industry is very lively now. Because of the increase in population and people's interest in natural foods, the price is increasing. Now is a good time for those interested in beekeeping to enter the market," Professor Morse explained.

Beekeeping, unlike many industries, is relatively easy to break into. According to Professor Morse, there are not as many federal restrictions put upon beekeepers. An interested student can start off with just a few hives and gradually increase them with time.

"The first thing you need when starting a colony is a place to keep the bee hives. The more hives you have the more land you need. Most beekeepers rent the land they are using," Professor Morse said. Most beekeepers keep 25 colonies at the most in one location. Colonies are usually kept two miles apart. "You can buy a second hand hive from $75–100. If you really know what you're doing you can build your own," Professor Morse continued. The easiest part is collecting the bees. According to Professor Morse, if someone puts out 100 bait hives, 30–80 percent of those hives will be filled with bees. "If there's a good home out there, the bees will find it."

Professor Morse explained that beekeeping is like many other pursuits. "People on the outside think it's all a bed of roses. Sometimes it is. When I was 14, I told my father that there has got to be a better way of making a living. At that time I was milking cows. I guess I was tired of getting my feet stepped on."

Perhaps to many students the sweetest part of Professor Morse's beekeeping course is the samples of honey that are passed around during lecture. There are many different types of honey and Professor Morse feels that it is important for students to learn the differences. You might say they are getting a taste of what the beekeeping industry is all about.
"Alpha Zeta unites a group of people with somewhat common interests. I like the diversity," said member Mark Baase, '81.

"We're all interested in some aspect of agriculture," said Bill Schiek, '82.

"However, agriculture itself is diverse," Baase added.

The Cornell Chapter of Alpha Zeta Fraternity, one of 64 in the national, was founded in 1901. Its purpose is "to bind together a group of men interested in the continued advancement of agriculture and to foster and develop high standards of scholarship, character, leadership and a spirit of fellowship among its members." To qualify for national membership, a brother must be in the upper two-fifths of his class, scholastically.

Alpha Zeta is an all-agricultural fraternity. Every undergraduate brother in the 34-member house has a major in the College of Agriculture and Life Sciences.

"We really don't have a heavy concentration of members in any major," Baase said. "Oh sure, we have more animal science majors than soil science majors, but animal science is a larger department. We really don't have a sizable proportion of members in any one major." The majors of the brothers in the house range from agricultural engineering all the way to plant pathology. Three graduate members also live in the house. Two are students in the College of Veterinary Medicine and one is a graduate student studying vegetable crops.

On an individual basis, Alpha Zeta brothers are involved in all kinds of organizations and projects. A member of AgPAC, Michael Ross, '81, was chairman of the committee which handled Ag Day last year. He will be co-chairman of that same committee this year.

Alpha Zeta has three brothers in the house who are members of the American Society of Agricultural Engineers (ASAE). One of the three, Stuart Swiler, '80, is Vice-President of ASAE's Cornell Chapter.

Several members of the house have had an opportunity to broaden their educational experience by doing research. Robert Davenport, '81, is doing undergraduate research in biochemistry.

"I'm working on a reversible chemical modification of the protein that aids the chloroplast in energy conservation," Davenport said. "It's quite frustrating. So far, it hasn't been reversible. It's a slow process trying to find the right conditions. I feel the work is much more pertinent than a comparable lab course. I get to make mistakes and learn from them."

Baase, a plant breeding and genetics major, is doing research on the inheritance of mutants in mustard plants.

"I like the fact that the grade depends on what you can do and not how much you can cram in," Baase said.

As a graduate student in the Department of Vegetable Crops, Thomas Vrabel is investigating the feasibility of growing a cover of legumes in fields with sweet corn. Said Vrabel, "Legumes increase the organic matter in the soil. By growing corn and legumes together, it may be possible to get the benefits of crop rotation without taking land out of production."

You might expect that an agricultural fraternity comprised of so many outstanding individuals would make important contributions to the College.
Keep on playing! Each fraternity brother has his own musical tastes, but when they all get together it's one big jam session.

by Mary Elizabeth Schiek '80

GOING ON 80

Alpha Zeta does indeed make significant contributions. Every fall, Alpha Zeta and the Office of Admissions sponsor an open house for high school juniors and seniors. The house serves as a reception area for the students, many of whom must travel a considerable distance to attend the event.

Alpha Zeta also co-sponsors the College's student exchange program. It serves on the committee that chooses the College's exchange students to England and Sweden. It also becomes a home each year for an exchange student from Sweden. "Financially, the College supplies the tuition and board for the exchange student, while we provide the room," said Douglas Corwin, '80. "Our last two Swedish exchange students were on the Cornell soccer team and this year's Swedish student, Mattias Nordström, scored the first Cornell soccer goal of the season." Also living in the house this year is Yianni Boravilas, '81, a student from Greece. "These people are very active in the house," Corwin said.

Paul Gallagher, '82, said that "Having foreign students in the house adds a little accent to the goings-on."

"It also helps our intramural soccer team," Keith Eggleston, '82, added.

Boravilas feels that Alpha Zeta contributes a great deal to his life as a student in America. "I lived with a family before. It's a good opportunity to live in a fraternity. I get to know the life of American boys. I get involved in their sports. It's a close brotherhood and I like this experience."

Alpha Zeta holds several faculty events a year. "As a house, we are quite close to our faculty members,"

Rack 'em up! The pool table is one of many recreational outlets.

Corwin said. A pig roast held in September of this year was attended by 40 faculty members and their wives. During the year, faculty members are frequent guests at Alpha Zeta dinners.

In addition to the College-related programs and events, Alpha Zeta members participate in a service project each semester. This spring the fraternity will hold its annual blood drive. Last fall, Alpha Zeta cleared a trail for a nature center and the brothers are looking forward to the same project this fall.

"The trails are great," said Swiler. "It doesn't take that much individual time, but it's a chance to work together and it benefits others immensely."

Alpha Zeta members take time to play too. They participate in virtually every intramural sport and, as you might imagine, they win quite a few soccer games.

The Cornell Chapter of Alpha Zeta Fraternity is a diverse yet close fellowship of men in the ag college. If the fraternity continues to initiate such devoted and enthusiastic members as those currently living in the house, it will be a successful organization for a long time to come.
Why do PLANTS DIE?

by Jane Houser Shea '80

Why do annuals die before frost? What signals a wheat field to turn golden? Why does a pea plant produce about eight pods and then wither and die? These are questions being asked by Professor Peter J. Davies and his team of researchers from the Section of Botany, Genetics and Development in the Division of Biological Sciences in connection with their research on senescence—the aging of plants.

To study the mechanism of senescence, Professor Davies uses a special genetic strain of peas developed by Dr. Gerald A. Marx at the Geneva Experiment Station. If this strain is grown in less than twelve hours of daylight (short days) it flowers, produces pods and then keeps on growing, producing more pods. If this same strain is grown in more than twelve hours of daylight (long days), it behaves like a normal plant and dies after producing pods.

“What we have here is clearly some change in senescence,” says Professor Davies, “some process separate from flowering and fruiting.” If a normal pea stem is grafted onto a stem of the special strain, the normal vine continues to grow after fruiting. So this strain is producing something that promotes growth, some chemical signal. A plant growth hormone is a possibility, but which one? Results from bioassays suggest it may be a gibberellin. Solving the riddle of extra growth may provide answers to the questions about senescence.

Before a plant growth hormone can be identified it must be isolated not only from the plant tissue but also from the comparatively enormous quantities of other chemical compounds found in the cells. Eve Emshwiller, the technician working on this project, grinds up about a pound of leaves, filters out the solids and then separates the organic soluble fraction to obtain one ten-millionth of a gram of total hormone.

Because the hormones are found in such small amounts, she must be careful that they are not lost by sticking to the glassware, lost among the other compounds from the plant or contaminated by chemicals in the laboratory which would mask the final results.

Emshwiller then uses some highly sophisticated electronic instrument called a high performance liquid chromatograph (HPLC) and a gas/liquid chromatograph (GC) to separate the components of the hormone fraction. Each component of the mixture

What’s A Gibberellin?

Gibberellins are one of five groups of plant growth regulators (hormones). Found in seeds, seedlings and growing shoots, gibberellins promote cell growth and division. Seed germination and stem elongation depend on gibberellins.

The 53 known gibberellin compounds have the same type of chemical structure—the same basic skeleton. Although some of the structures are inactive, as little as one part per billion (ppb) can have a visible effect.

This effect can easily be demonstrated. Lettuce seedlings grow three millimeters in four days; when one ppb of a gibberellin is added to the growth medium, they grow ten millimeters! A test like this, a bioassay, is carried out by students in the plant physiology laboratory course.
unknown gibberellin-like compound. The presence of this unknown gibberellin correlates with a response to photoperiod (day length). When this strain is grown under controlled conditions with long days, the researchers find low overall gibberellin levels and a very low level of the unknown gibberellin. When the peas are grown in short days, they find a much higher level of the unknown gibberellin. Normal peas contain a high overall gibberellin level but none of the unknown gibberellin. In other words the synthesis of this unknown gibberellin, found only in this special genetic strain is somehow “switched on” by short days and produces additional growth of the pea plant.

The next steps in the research will involve using the mass spectrometer to make the positive identification of the structure of the unknown gibberellin, and finding its precursor and its fate when the plants senesce.

When plants senesce, the growing tip dies, which effectively limits crop yield for plants growing in the temperate zone. Each plant seems to set limits on its own reproduction. Growers could possibly circumvent these limits by spraying with a gibberellin or a gibberellin precursor to force the plants into extra growth and yield. “Also,” says Gianfagna, “If we find out what controls the growth of the growing tip, it might be a nice compound for a weed killer.” Such a compound would be natural and biodegradable.

An understanding of the mechanics involved in the additional growth and yield of the special genetic strain of peas and the mechanics of senescence will help Professor Davies and other researchers answer the question of why annual plants die.

The high performance liquid chromatograph is one instrument Eve Emshwiller uses to purify plant hormones.

A gas chromatograph separates the components of a plant hormone mixture represented by a peak on the recorder. The components are then identified by a mass spectrometer. The data from this instrument make a pattern -- every chemical compound has its own characteristic pattern. Positive identification is done by matching the data from an unknown with the data from a known compound.

“Even with all this analytical equipment, the bioassay is still a powerful tool for detecting plant growth regulators,” says Thomas Gianfagna. “One can see the effect on the plant with as little as one billionth of a gram, whereas conclusive analytical techniques require about 100 times that amount.” The bioassay shows net response to all the hormones present, growth promoters as well as inhibitors.

According to Gianfagna, a graduate student working on this project, the data from this special strain of peas show four known gibberellins and one
TEACHERS -- The Student Perspective

by Mike Grogan '81

When big investments are mentioned in connection with Cornell University, images of building construction, maintenance costs, alumni contributions and even stock market transactions are the expenditures most often discussed. But in another sense, the average Cornell student has a far greater investment in his or her alma mater. The student's educational spendings eat up a far greater proportion of his financial resources than do the capital allotments of most other University budgets. But an even bigger stake is the student's investment in Cornell's ability to prepare him for a career.

Cornell has a reputation for academic excellence. That's a fact. The implication is that because of a strong faculty, Cornell is able to maintain this image. Academic pressures will sometimes lead students to malign their instructors. But, according to an informal poll l recently conducted of several aggies, Cornell students in general seem fairly satisfied with their teachers.

Students come to college from various secondary school backgrounds and that has much to do with their initial reaction to the Cornell classroom. Some students, like communication arts major Donna Regii, '82, and business major Barb Sherbon, '81, were blessed with outstanding high school teachers who "were good enough to have been professors themselves," according to Sherbon. Other students found greater sophistication at Cornell than they were used to.

"The main difference between the levels of teaching is that teachers here (at Cornell) are far more specialized and know more in a given field than my high school teachers did," said senior Sue Littman, an ecology major.

Once the student has adjusted to the academic rigors, he or she can begin to compare and evaluate teachers. Among the students I questioned, there was a surprising degree of concurrence on what makes a successful teacher. "A successful teacher is one who is articulate, but is also relaxed," explained Littman. "The professor should give you enough of a favorable impression so that you want to talk to him after class."

Sophomore Kristi Bleyer, a natural resources major, has a word for the ideal teacher: "charisma." In her view, "No one wants to listen to a boring person. A teacher with charisma can hold your attention and keep you fascinated with the subject."

There are other qualities that contribute to a teacher's success. Junior Tom Dziedzic, agricultural economics '81, believes that, "A dynamic professor who shows enthusiasm helps you enjoy the course, but knowing just what a teacher expects from you is also key."

Sherbon likes to have a class well organized, though she admits that, "Lectures are important; even if a class is poorly set up, a good lecturer can make it worthwhile."

Ron Rejda, agricultural economics '81, agrees that an instructor should be enough of a showman to hold student interest. "But a good teacher should also show concern for students and realize there are more things to life than a particular course," he explained. "For example, a professor should show some understanding when a student has a conflict with a scheduled prelim," he said.

Since students seem to know what to look for in a first-rate teacher, does that mean they are happy with what they've discovered at Cornell? The consensus according to my poll is yes, the performance of Cornell teachers is generally good. What's more, these same students rate ag professors superior, on the whole, to non-ag college professors.

Senior Andy Dixon, who was an engineer for over a year and is now a business major in the ag college, summed up the prevailing impression: "Ag teachers are more relaxed and informal," he said. "They seem to want to help students and do it in a friendly sort of way."

Considering the overwhelmingly positive responses of these ag students, one would think that everything is coming up roses in the College faculty. Littman offers a qualifying explanation for the positive attitudes: "I have found that I tend to remember the good professors--the ones I got a lot out of--better than the bad ones."

Certainly not all teachers are of equal ability--that would leave nothing by which to compare good, less good and bad instructors. But when some of the country's top students are in general agreement about the high quality of their teachers, you can be sure that the Cornell faculty is making the grade.
Memorial Fund Established

Mrs. Cornelia Hochstrasser, wife of the late Walter Hochstrasser, ’26, has established the Walter Hochstrasser Memorial Fund, an endowed memorial fund to assist graduate students in the College of Agriculture and Life Sciences. Preference will be given to graduate students enrolled in the Department of Food Science who are concentrating in the area of dairy products. Walter Hochstrasser had worked in the dairy industry throughout his entire life. The process he developed for the manufacture of Camembert cheese from pasteurized milk is still being used commercially today. John Kinsella, chairman of the food science department said that the Hochstrasser Fellowship would be used to assist graduate students in the area of dairy fermentation and chemistry.

Gordon Conklin, ’48, editor of the American Agriculturist, received the Award of Merit from the Department of Animal Science of the College of Agriculture and Life Sciences. The award was in recognition of his support of dairy farmers and College programs.

Theodore O. Diener, plant pathologist, has accepted an appointment as Andrew D. White Professor-at-Large at Cornell University for a six-year term. Diener is currently the technical leader for research on viroids and virus diseases at the Plant Virology Laboratory, United States Department of Agriculture, at Beltsville, Md. He discovered and isolated the viroid while working with potato spindle tuber disease in the late 1960’s.

Prof. Howard E. Evans, ’44, chairman of the Department of Anatomy in the New York State College of Veterinary Medicine, was elected president of the World Association of Veterinary Anatomists at the group’s annual meeting in Moscow, U.S.S.R. Professor Evans’ research interests include comparative vertebrate anatomy, prenata development of the dog and cyclopia in sheep.

The Cohn Foundation at Sodus has given Cornell Fruit Research a $50,000 yearly gift for the next five years to further the work that has been underway since the Cohn farm was donated to the College of Agriculture and Life Sciences in 1961 by Herman Cohn. The 285 acre farm is located on Lake Ontario near Sodus and has been used for research and demonstration purposes by pomologists, plant pathologists, entomologists and agricultural engineers from both the agriculture college and the New York State Agricultural Experiment Station at Geneva. Research now underway on growth management and integrated pest management will be continued on the Cohn farm.

Student Selected as Scholar

Sharon Cotanche, a graduate student in the Department of Communication Arts in the College of Agriculture and Life Sciences, is participating in the 1980 Assembly Graduate Scholar Program. She has been assigned to work with the Counsel to the Minority Leader. She and seven other graduate students from six major New York State colleges and universities have been selected as Assembly Scholars for the 1980 Assembly Session which opened January 9. This program provides a mechanism for involving New York’s universities with the state government.

Prof. John E. Kinsella, chairman of the Department of Food Sciences in the College of Agriculture and Life Sciences has been awarded a $200,000 grant from the United States Department of Agriculture for research on lipid metabolism and its effects on prostaglandins. Prostaglandins, a group of hormone-like substances involved in the control of several physiological functions, are manufactured by mam-
"In the past year over $250,000 in scholarships have been awarded to over 400 Agriculture and Life Sciences students. One of the most popular and heart-warming programs is for scholarships," according to Glenn MacMillen, '54, Assistant to the Dean of the College of Agriculture and Life Sciences. These scholarships, and much more, come from the Agriculture and Life Sciences Fund.

The fund was started in 1969 as a three year program to establish an endowed fund of one million dollars for the ag college. At the end of three years the goal had been reached, but the Alumni Association Board saw a need for a continuing and more intensive effort. In 1973, Dean W. Keith Kennedy, M.S. '41, Ph.D. '47, appointed the first Fund Advisory Committee.

The fund was originally set up to provide aid to transfer students. As the cost of college has increased, so has the scope of the fund’s scholarships. Now any ag student with a genuine need is eligible for a scholarship.

Today there are 43 endowed scholarships given in memory of family, friends or faculty members to supplement the endowed scholarship fund. The fund is not limited to student scholarships. It also supports research, professorships, assistantships, special projects (such as the new trees on the ag quad) and a discretionary fund to help the College in extraordinary circumstances. "The fund now provides our College with a margin of excellence," says MacMillen.

One of the largest single projects was the W.I. Myers Professorship Fund. The three-year project raised over $750,000 to endow the chair in agricultural finance.

Future goals and projects include an even greater number of scholarships and assistantships. The fund provides money for new programs, teaching ideas and specialized equipment.

Phase II of the Ag Quad Beautification Project will begin this year with money provided by the fund. The project includes landscaping and a new entrance plaza which will connect Mann Library, Warren Hall and the Plant Science building.

The fund is based on private support and is comprised of alumni who can and want to assist the effort. They succeeded in raising almost two million dollars for the fund last year. Dr. John K. Hoff, Ph.D. '63, and David Nagel, '49, are co-chairmen of the fund.

There are several ways you can support the fund:

-- Gifts: You can join many who show their support with unrestricted contributions ranging from $5 to $20,000. A recent major gift was the Madrey, a downstate farm worth over one million dollars.

-- Scholarship Fund: The gifts are given designated for the scholarship program.

-- Pledges: Alumni and friends can pledge a set amount over a period of time.

-- LifeTime Agreements: Individuals give money to the College to invest and receive the earnings until the donor’s death. The College is then free to invest the money for itself.

-- Bequests: People can also remember the College in their wills and leave money, real estate, stocks or bonds, etc. to the College.

-- Scholarships: For $5,000 a scholarship can be endowed in an individual’s name or in the name of a relative, friend or faculty member.

The fund has made a lot of progress since 1969 and with support can continue to grow and provide our College with a margin of excellence.
WHAT'S HAPPENING HERE? See page 12
ABOUT THE ISSUE

This month the Countryman takes a look at progress on the biology complex, now under construction on the Lower Alumni Field. We are also offering an interesting blend of other topics from a historical piece on Edward Ruloff to a story about a Cambodian student at Cornell to some of the outstanding contributions that ag professors have made to mankind over the years.

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EDITORS:
Joyann D’Emilio
Mike Grogan
Jane Houser Shea

ASSISTANT EDITORS:
Diane Charnley
Paul Luchowski
Juanita B. McCaw
Steve Rotterdam

ART EDITORS:
Mary Anne Hahn
Lucille Ircha
Linda Ann Koski
Marla Sue Malkman
Charley Nasta
Karen M. Pelliccione

PHOTO EDITOR:
Tim McKinney

EDITORIAL STAFF: Diane Charnley, Joann D’Emilio, Mike Grogan, Mary Anne Hahn, Lucille Ircha, Linda Ann Koski, Paul Luchowski, Marla Sue Malkman, Juanita B. McCaw, Tim McKinney, Donna Moskowitz, Charley Nasta, Karen M. Pelliccione, Steve Rotterdam, Jane Houser Shea.


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A Student with Special Concerns
by Joann D’Emilio ’80

For most of us, busy with our everyday lives, the suffering of a people on the other side of the world has little impact. But Sina Than, a graduate student in international agricultural development, is making Cornellians more aware of the suffering in his native country -- Cambodia.

“At first, since I was here, I did not think there was anything I could do,” said Than, who was born and raised in Phnom Penh. This fall, though, encouraged by friends, Than and 15 other people formed the Cornell Committee for Humanitarian Relief to Cambodia. The committee collected funds for aid to the nation and set out to make people at Cornell and in Ithaca more aware of the situation in Cambodia.

Than uses the words “torn apart,” “destroyed” and “bloodied” to describe what has recently occurred in his native land. In 1970, Prince Norodom Sihanouk, who had headed the nation for 17 years, was ousted in a coup supported by the United States. After five years of devastating war, the government came under the firm control of the Khmer Rouge, a communist regime. The Khmer Rouge began a radical restructuring of Cambodia, which included a depopulation of the cities and a genocide program which has resulted in the death of an estimated three million people. Early last year, the Vietnamese Army overthrew the Khmer Rouge, but reports indicate that they have only continued the policy of starving the Cambodians by blocking all international aid.

To help people in Ithaca understand the problem, Than invited Sihanouk to campus. The Prince addressed about 1,200 people in Cornell’s Bailey Hall on February 26. “I wanted people to know this was a man-made disaster,” said Than. “Most people at Cornell seem to understand the problem,” he added.

In his daily life as a student, Than cannot forget the situation at home. “I am studying agricultural development because in Cambodia there are few students in that field. Someone will have to restore my country after it has been destroyed,” he said. “Our natural resources have never been exploited to full capacity. We have a lot of potential to compete with other developing countries,” he added.

Than came to the United States in 1974 before the Khmer Rouge took control. “I was going to become a pilot officer in my country,” he said. “But if I dropped bombs, I would be dropping them on my own people.” On the advice of and with the support of his father, Than moved to Washington D.C. where he worked and studied English. When he felt he knew the language well enough, he enrolled at Cornell.

When Than left home, Cambodia was in a state of war. “My country was poor but sufficient,” he said. One brother has also followed him to the United States to study. Than’s father reluctantly came to the United States at the time of the communist takeover. A former Cambodian congressman, his life was in danger and he had to flee, leaving the rest of the family, who were in another part of the country, behind. Now that conditions have worsened, the fate of Than’s mother, sister and other brothers is unknown.

The situation has had a profound effect on Than. “I spend 25 percent of my time thinking about my family, 25 percent of my time thinking about my country, and only 50 percent of my time on my studies,” he said. “I’m better off, now, after I have committed my time and efforts to help the Cornell and Ithaca community understand.”

Cambodia’s problems must be solved on two levels, according to Than. “We must provide the people with food, but we cannot avoid the political problems. Both must be handled simultaneously,” he said. He wrote a letter to President Carter asking for an international conference on Cambodia that will remove the Vietnamese from his country. Than said that although the Vietnamese used the excuse that they came to liberate the nation, they have not left and continue to starve the nation. “We want them to leave while we still have enough people to make a country,” he said.

But if there is no conference, and if the Vietnamese stay, Than said Cambodians must be ready to fight. “I don’t mind the political status of my country as long as we are not under foreign manipulation. We have enough people to run our country,” he said.

“I am ready to go anytime,” added Than. “My country is being torn apart. I cannot hide from it here.” Fortunately, Than has also made it impossible for those of us at Cornell to hide from the serious problem of Cambodia.
"Hurry it up! I want to be in hell in time for dinner!"

Following those final arrogant words to his executioner, Edward Howard Rulloff felt the trap door of the scaffold drop away beneath his feet and the noose yank tight about his neck.

That event, on May 18, 1871, received dubious distinction as the last public hanging in Binghamton, N.Y. A specially invited group of people witnessed the hanging, but a crowd of more than 5,000 outside the prison eagerly awaited the execution. The hanging concluded the long and grizzly career of a brilliant, but evil man known widely throughout mid-19th century America as the "learned murderer."

Today, all that remains of Edward Rulloff is his abnormally large brain--the second largest recorded and weighing 60 ounces (10 ounces more than the average human brain). It is now on display in Stimson Hall as part of the Wilder Brain Collection. The Cornell brain collection was the result of late 19th century scientific and medical interest and study which attempted to link the physical appearance of the brain to certain personality types. It is not known what links might have been made between Rulloff's personality and his brain. This story of his life and "career" may suggest answers, or may raise interesting questions. Read on and decide for yourself.

Rulloff was born in New Brunswick, Canada, in 1819. He was mostly self-taught and became quite knowledgeable in history, law, medicine, mineralogy, conchology, botany and philology. He was known to speak at least 26 languages and dialects. He also became involved in a series of burglaries at an early age, however, and was first sent to prison at the age of 20.

After his release two years later, he obtained work in Dryden, N.Y., as a canal worker. Not satisfied with manual labor, he used his vast knowledge plus some fast talking to obtain a teaching position in a private school in the same town. There he met and married one of the students, 16-year-old Harriet Schutt.

Soon after his marriage, Rulloff quit his teaching job and moved with his young wife to Lansing, N.Y. where he worked as a physician. That was not as difficult as it might seem, since it was an era when medical regulations were not strictly enforced and many people conferred titles upon themselves. Despite his lack of medical credentials, however, he was quite successful in his cures and became well known in the area.

One day he was called to Ithaca to treat the wife and child of his brother-in-law who had opposed Rulloff's marriage to his sister. His prescription for their "cure" was copper poison--and the patients both died! (It is not known how this "cure" affected his professional reputation!)

Shortly after his marriage, Rulloff's violent nature began to manifest itself. He beat his wife frequently--even at their wedding reception. Three years after the wedding, a daughter was born. About two months later, he took an iron pipe and beat his wife and child to death. After wrapping their bodies in wire and attaching weights, he threw them into Cayuga Lake. Unable to satisfactorily answer his brother-in-law's questions concerning the whereabouts of his wife and child, Rulloff fled the Ithaca area.

Rulloff was captured months later, returned to Ithaca and charged with the abduction of his wife. The courts at that time could not charge him with murder since no bodies had been found. He was sent to Auburn Prison for 10 years.

Upon his release, he was rearrested and charged with the murder of his daughter, even though no bodies had yet been found. He conducted his own defense, but was convicted and sentenced to be hanged. While appealing the sentence, he managed to escape from the Ithaca jail with the help of the jailer's 18-year-old son, Albert Jarvis.
Edward H. Rulloff will soon gain his freedom and be released from the Ithaca jail. He has been in jail for more than a year, during which time he has been trying to prove his innocence. Rulloff is a well-known figure in the Ithaca community, and his case has attracted much attention.

Handbill inciting Ithacans to take justice into their own hands.

He spent the next year running to escape the law. He became frostbitten on one occasion so he amputated his own left big toe! That missing toe would later prove to be his undoing.

He was eventually arrested again, escaped, caught again and finally returned to the Ithaca jail. “Luck” was still with Edward Rulloff—the appeals court ruled he couldn’t be convicted of his daughter’s murder since no body had been found.

Townspersons were enraged at the court decision. A mob of about 2,000 Ithacans attempted to lynch Rulloff, but police moved him to another jail for safety.

Once again, the authorities attempted to charge and convict Rulloff of murder: this time, for the murder of his brother-in-law’s wife and child. And, once more luck in the form of lack of evidence intervened with justice.

In the next few years Rulloff carried out a series of burglaries. He was again sent to prison, this time at Sing Sing. There he met a man named Dexter who was later to become one of his accomplices in crime. After both men were released, Rulloff met Jarvis again and the three carried out a series of burglaries.

On at least one occasion, Rulloff had the opportunity to put his legal knowledge to use when he acted as Dexter’s lawyer and successfully defended him on a burglary charge.

During this same period, Rulloff was also posing as a professor and giving language classes. In addition, he was laboring long and hard on a pet project—a book to introduce a universal language. He even appeared before a meeting of the American Philological Association in 1869 to seek their sponsorship of his book. This proposal was rejected by the members, however, and he furiously stormed out of the meeting.

The burglaries continued. On August 21, 1870, in Binghamton, Rulloff, Jarvis and Dexter attempted yet another robbery. Two clerks were shot; one survived. That survivor later helped to bring about Howard Rulloff’s downfall.

As the trio fled the scene of the crime, still another mistake was made. A pair of patent leather shoes was left behind.

There was an unusual depression at the tip of the left shoe where a toe should have been.

A couple of days later, two men’s bodies were found in the Chenango River. The clerk who survived the Binghamton burglary attempt was able to identify them as two of the burglars: Jarvis and Dexter, both known accomplices of Rulloff. An intensive manhunt for Rulloff resulted in his arrest. Once again he escaped, but was recaptured. Rulloff was almost able to convince one judge that he was “Charles Augustus” and innocent of the charges. However, another more alert judge recognized him as the notorious murderer. The Binghamton clerk was able to identify Rulloff as one of the burglars who had shot the other clerk. Along with the unusual pair of shoes left behind at the scene of the crime, this provided enough evidence to convict Rulloff of murder.

Finally, after a “career” that had spanned almost 38 years—murders (at least seven), burglaries and frauds—the “learned murderer” was brought to justice.

After he was hanged, no one claimed the body and a doctor was then permitted to remove Rulloff’s large head to examine the brain. The brain was later placed on display at Cornell.

Rulloff’s memory is perpetuated at this restaurant/bar which is a popular student meeting place.
All About the BIRDS
and the BEES

If you ever want to learn all about the birds and bees, look in the ninth stack level of the Albert R. Mann Library. You will find there are two of the most extensive book collections in the world about the birds and bees—the Evertt Franklin Phillips Beekeeping Library and the James E. Rice Memorial Poultry Library.

If you are among the truly privileged, you may also be admitted to the balcony above the reference room where the rare editions and books printed before 1900 are kept. Among these early editions are such titles as The Feminine Monarchie, The History of Bees. This book, published in London in 1623, bears the book plate of Lytton Strachey, the Edwardian author of The Eminent Victorians. The Hamburgs, a book in the poultry collection, also has a famous author, L. Frank Baum who wrote The Wizard of Oz.

One of the earliest books in the poultry collection is the tenth edition (1660) of Chepe & Good Husbandry for the Well-Ordering of All Beast & Fowles and for the General Cure of Their Diseases.

Some of the early editions from the special collections in Mann Library.

One early bee publication is a little book of recipes involving the use of honey. This book by Sir Kenelme Digby includes the directions for making mead and meadgin, fermentedcoholic beverages. The recipe for meadgin calls for honey dissolved in only enough water “so that an egg neither sinks nor floats,” violet and strawberry leaves, herbs and spices and the direction “to put up at the end of summer and leave in cask until Lent.”

Each of the collections contains about 4,500 books. The beekeeping collection was started in 1924 with an endowment of $10,000, the gift of The Beekeepers of New York State and The Cornell University Research Foundation. The income from this endowment allows the library to purchase “just about every new title in almost any language,” according to Henry T. Murphy, Assistant University Librarian who supervises the collection.

Evertt Franklin Phillips, for whom the beekeeping collection is named, studied the behavior of bees in winter. He stimulated interest in beekeeping by promoting the change from comb to extracted honey production. He arranged for the endowment for the beekeeping library, which includes his personal collection, and obtained the first editions and the collections of other famous beekeepers. One of those renowned beekeepers represented in the collection is L.L. Langstroth who designed and patented the “modern” beehive in 1863. Langstroth’s manuscripts and notebooks are part of the library’s repertoire.

James E. Rice, for whom both Rice Hall and the poultry library are named, was the first professor of poultry husbandry in America. He served Cornell as professor and department chairman from 1903 until 1934. Rice played an important part in establishing Ho-Nun-De-Kah, an honorary society for students in the College. The endowment of $20,000 for the collection named in his honor was set up in 1950.

According to Murphy, visitors come some distance, especially during the summer, to use both these collections. Students also rely on the collections for their regular course work and research.

Murphy finds these collections to be “an interesting part of Cornell’s library system.” So if your interest is in the birds or the bees, check out the books on the ninth stack level in Mann Library.
Getting a FAIR Shake
by Paul Luchowski '80

There is good news for students on campus and for prospective students. If you have questions about financial aid, and who doesn't, there is no need to panic. There is now a group of students on campus who want to help you with your financial problems - FAIR (Financial Aid Information Resource) Peer Counselors. FAIR counselors work closely with the Cornell Office of Financial Aid to improve financial aid counseling and to disseminate information to students and prospective students.

The FAIR Peer Counselors program was the brainchild of Assistant Director of Financial Aid, Louise Place and graduate student, Suzy Wong, '79. Before the 1978-79 school year, a program involving counseling by fellow students was needed. "There are some misconceptions about financial aid among students and we want to reach them to help them with financial matters," said Place. She then added, "It was our hope that the FAIR program would make the Office of Financial Aid more accessible to students."

Fair Counselors are paid by the Financial Aid office and are trained and kept up to date on financial aid changes and information by the staff.

Since the program started in the fall of 1978, students have been the prime organizers in setting up information sites and meetings. Presently, there are some 20 students who are working as FAIR counselors. Their job is to know the policies and procedures of the financial aid system and to advise students on those matters. Any decisions as to the amount of aid given is handled by the full-time staff.

FAIR counselors work throughout the campus. Not only are they available at the financial aid office in Day Hall, but they also have information sites at Willard Straight Hall, The Campus Store, Noyes Center, the Alfalfa Room in Warren Hall, various libraries and school and college offices. A full schedule of the FAIR Peer Counselors is available at their office in the basement of Stimson Hall.

At these information sites, the counselors distribute Basic Education Opportunity Grant applications, Tuition Assistance Plan applications, Cornell Financial Aid Forms and various pamphlets. They also answer common questions about possible resources and filling out forms. "If we can save a student a thousand dollars by helping him fill out the aid forms, then we've been successful," said FAIR Peer Counselor Sandy Cordes, '82, while working at the Straight's information site.

The counselors also set up money management workshops at the different dormitories on campus. "The workshops are used to help students understand how to spend their money wisely so that it will stretch over the nine month school year," said Place.

In addition to these on-campus services, during the occasional break from school, FAIR counselors return to their home areas and help organize College Nights. There, they meet with high school seniors and talk about Cornell and the financial aid available to help pay for a rather expensive college education.

So whether a student needs help in filling out financial aid forms or needs a question answered about spending habits, FAIR Peer Counselors are available to help answer such questions and to give whatever assistance possible.
The Link Between
CANCER and NUTRITION

by Linda Ann Koski '81

Cancer is one of the most dreaded human diseases in the United States. In the future we will be hearing many reports on how cancer is initiated, activated and developed in the human body in relation to diet. The Division of Nutritional Sciences at Cornell University has been granted $1.5 million for six major research projects on diet and cancer. This grant from the National Cancer Institute (NCI), for three years, is being used to integrate six major research projects on diet and cancer.

The program will relate tumor growth to such varied factors as fat, protein and fiber intake, vitamin and trace mineral deficiencies and alcohol and chemicals.

Program Director T. Colin Campbell, M.S. '57, Ph.D. '62, explains that eating most nutrients has been indirectly implicated in laboratory or statistical studies about cancer. "A large measure of human cancer is caused by chemicals. Some of these chemicals are in our environment either put there by nature or by man," says Campbell. Nutrients themselves do not start tumors. However, the nutrients do provide the environment in which tumors grow. Thus, they may influence the actual potency of many carcinogens, cancer causing agents.

One project directed by Prof. Campbell in the Division of Nutritional Sciences, will study the effect of nutrients on the metabolism of chemicals into carcinogens. Cancer begins after carcinogens have been activated in the body. He is researching the effect of dietary protein on the metabolism of aflatoxin. Aflatoxin is one of the most potent carcinogens known. Campbell notes that experimental animals, with a high protein diet, have a high probability of cancer. "Population groups that consume high quantities of protein also have a high rate of certain cancers," adds Campbell. This does not prove that protein intake directly causes cancer in humans, even though there is some evidence in animals.

The relationship between tumor growth and the levels of glucose and similar sugars in the diets of rats and mice will be studied by Prof. William L. Dills, in the Division of Nutritional Sciences, and Prof. Malden C. Nesheim, Ph.D. '59, Director of the Division of Nutritional Sciences. Since it is possible to control the amount of glucose available to the animals, glucose availability to the tumor can also be regulated. Most tumors use large amounts of glucose in their metabolism. The two researchers will also explore the possibility that other sugars may inhibit the tumor. "By controlling glucose availability, glucose analogs may be more effective in controlling the growth and development of the tumor," explains Nesheim.

Bowel cancer has the second highest incidence, behind lung cancer in men and breast cancer in women. Statistics seem to correlate high meat consumption with the incidence of bowel cancer. To test these findings, biochemist Michael N. Kazarinoff, Ph.D. '75, will examine the effects of dietary protein and vitamin B6 on the rate of turnover of a protein, ornithine decarboxylase (ODC) in the intestine. ODC is a vitamin B6 dependent enzyme that increases its activity when tissue cells multiply as in tumour growth. Kazarinoff's research may provide evidence for dietary modulation of ODC which has been suggested as an early indicator of the presence of a tumor.

One link to bowel cancer is a low-fiber diet. Fiber may have an anti-carcinogenic effect. This effect is attributed to its ability to speed up the processing time in the digestive tract. Fiber binds toxic substances and promotes fiber-digesting bacteria that may destroy...
carcinogens. Prof. Peter J. Van Soest, in the Department of Animal Nutrition, and Prof. Bertha Lewis, in the Division of Nutritional Sciences, will test the capacity of various fibers and fiber digesting bacteria to bind or alter carcinogenic substances.

"The typically western diet is not acceptable with respect to cancer incidence according to newer evidence," claims Campbell. Approximately 43 percent of our total caloric intake is in the form of fats, including meat, salad oil, and fried food. To improve your diet, consume less salt, less cholesterol and less total fat and increase intake of fibers. High fiber foods include fruit, whole grain cereals and vegetables.

An association exists between upper GI cancer and alcoholism. "Alcoholism may affect cancer development and the cancer promoting effects of alcohol may be due to adverse results of alcohol intake on nutritional status," comments Daphne Roe, M.D., Professor in the Division of Nutritional Sciences. Roe will investigate alcohol's potential for promoting growth of liver tumors induced by aflatoxin. The effects of alcohol on the development of this chemical cancer may be related to malnutrition induced by alcohol.

Hepatoma, or liver cancer, can result from alcohol abuse and is often associated with cirrhosis. Aflatoxin has a cancer-producing effect on the liver, thought to be increased by alcohol. Vitamin A deficiencies may also result from alcohol abuse. Along with a deficiency of vitamin A, aflatoxin has induced intestinal cancer in rats.

Aflatoxin also may injure the immune system in the human body. It may affect the cell-mediated immune system, one of the body's main systems for resistance against tumors. Therefore, any disturbances caused by aflatoxins may have a significant effect on the body's ability to reject tumors. Virginia Utermohlen, M.D., Professor in the relationship between diet and cancer.

"Current knowledge of diet, nutrition and cancer does not readily answer the question as to which stage of carcinogenesis is most gravely affected by dietary or nutritional factors," adds Nesheim. The collaborative research will attempt to sort out these very important questions on the effects of nutrition on cancer.
Just one little drink more won’t hurt, now will it?
What do you mean, I’m too drunk to drive?
Aw, I’m OK. I know my... in the space of 45 seconds. To guarantee that I’d get some kind of reading we decided not to wait the full twenty

...chances might make. And why not? After all, booze is the great American relaxer, guaranteed to

cause of age, religion, race or social class. It’s a truly universal problem. Cornell, while isolated from some things in society, is no exception to this problem. In 1977, a Campoll survey revealed that 85 percent of all Corneliads drink. Campbell estimates that the figure is closer to 95 percent today. Fifteen percent of these people are problem drinkers.

“Life is becoming more and more stressful,” remarks Campbell. “There’s more competition and aggression. People panic. They try to cope by escaping. Drinking is just one way in

which some people choose to deal with their problems.” In a high pressure environment like Cornell, this explanation is particularly applicable.

ALERT was organized to deal with this drinking problem. It is under the jurisdiction of the Office of the Dean of Students, a department within the Division of Campus Life. The organization evolved from what used to be the Drug and Alcohol Education Committee, founded in 1972. It was later felt that alcohol abuse deserved special attention. This was a problem that most people had no idea about due to the way alcohol consumption is taken for granted during a person’s upbringing. The Department of Public Safety exerted additional pressure on the administration to create some kind of group that would focus its scope purely on alcohol abuse on campus since they were constantly being barraged with incidents of anti-social behavior brought on by a few too many pitchers of beer.

ALERT has three committees which function in various ways to bring the message “DRINK RESPONSIBLY” home to the Cornell community. The Education and Training Committee is involved in the training of key Cornell personnel to whom a student might turn if it was thought he/she had a drinking problem. These personnel incl
de Resident Advisors, Student Advisors and University Unions staff.

The Publicity Committee designs and produces posters, newspaper ads, public service announcements and other materials which serve to draw attention to the dangers of alcohol abuse. The ALERT logo is one such example. The universal symbol for “no drinking” was modified to suggest that one can drink but should not do so in excess, as indicated by the shaded

THINK Before You DRINK

by Steve Rotterdam ’80

Wrong. Medically, alcohol is a drug; a depressant just like barbiturates. And, as with any drug that has an effect on the mind, it has a tendency to be abused. ALERT, Cornell’s Alcohol Education, Research and Training program, is a group of volunteers dedicated to fostering responsible drinking on campus.

Alcohol is the most abused drug in the United States today. Steve Campbell, a clinical psychologist at Gannett Medical Clinic and co-chairperson of ALERT, cites a special report from the Secretary of the United States Department of Health, Education and Welfare submitted to Congress in which it is shown that alcohol abuse and alcoholism costs American society an estimated 25 billion dollars annually in lost production, property damages and health and medical costs. Of the more than 100 million drinkers in the country, 10 million are chronic abusers of alcohol. About 28,000 people are killed on our highways each year due to drunken drivers. Alcohol is a factor in one-half of all highway fatalities. Forty one percent of all arrests in this country are in some way alcohol-related.

Alcohol abuse affects both men and women and does not discriminate be-
minutes that is required to get an accurate computation. We waited five minutes instead, so we expected the result to be abnormally high. I took a very deep breath and released it into the tube on the machine. The alcohol in my breath stimulated a chemical reaction within a glass ampule. The intensity of this reaction determines the reading which is an indication of blood alcohol level. My reading was 0.09 percent which is one percentile below the level at which a person is declared legally intoxicated. At that point, though, I didn’t feel too drunk. However, about twenty minutes later I started to feel a little woozy, enough to severely doubt my ability to drive.

The interesting thing to note here is that Officer Howard explained to me that if I took the breathalyzer test again at that time, the indicated level would be much lower because more alcohol had been absorbed into my bloodstream from my respiratory system. But I felt a lot drunker! I questioned the validity of these tests with Steve Campbell.

“The true indication of alcohol in the bloodstream can only be obtained by using a blood test,” remarked Campbell. “We admit that the breathalyzer test has problems. What you experienced is one of the reasons why these tests are always questioned in court. But for our purpose, which is to draw as many people as possible to the ALERT program so that they can be exposed to information on responsible drinking, the breathalyzer is a good device. People show up to be tested and get information at the same time.”

Another feature of the ALERT programs is to offer a free drink to all those persons who can answer a ten question true-or-false quiz about alcohol and alcohol abuse. “This not only brings people to us, but it serves to reinforce the fact that we are not totally against drinking,” says Campbell.

While response to ALERT on campus has been favorable for the most part, there are a few obstacles standing in the way of its total effectiveness. First of all, some people just don’t take the purpose of the organization seriously. Again, alcohol is something that is deeply rooted in our upbringing. Chances are that our parents are drinkers. And there’s a great satisfaction enjoyed by many when they can lean back and say, “Well, at least my kid isn’t on drugs.”

As Ronald Ostman, Assistant Professor of Communication Arts and an integral member of ALERT’s Publicity Committee, terms this kind of reaction to ALERT as “nervous laughter.”

“Sometimes this laughter is an indication of a person’s insecurity about his or her own experience with alcohol. Sure, some people may laugh, but you can bet that at least some thought of the possibility of an alcohol problem crosses their minds.”

The most pressing problem facing ALERT, however, concerns the organization’s target audience. ALERT seeks to stop alcoholism and alcohol abuse before they have a chance to develop. The people it seeks to reach don’t have a problem yet and ALERT would like to see it stay that way. But ALERT is not equipped to deal with people who already have a problem. These people must take it upon themselves to go out and seek counseling within the community. Unfortunately, this does not always occur. The people with the worst problem are the people who don’t think they have a problem. It is the feeling of ALERT members that if the University had a firm, serious commitment to stopping alcohol abuse on campus, then permanent funding would be found so that ALERT could extend its rather limited functions to become a more effective helping agency.

Campbell refers to the situation at the University of Massachusetts, where a similar drinking problem exists. Yet the administration there has developed an extensive alcohol awareness, education and referral program. “They have a full-time program with a full-time staff,” says Campbell. “Volunteers can only do so much because of all their other commitments and so really can’t give [the program] a 100 percent shot. A lot of other universities are making a more serious commitment to the problem of alcohol than Cornell. We would like to have a permanent staff which can put most of its time and effort into the program itself.”

Campbell doesn’t know whether or not that will ever happen given the financial state of the University.

As long as ALERT can maintain the enthusiasm of its present membership, it looks as if it will be able to continue to enjoy its modest success. But without a permanent source of funding, any future growth for the program looks doubtful. And that’s a real shame. Because alcohol abuse is a very real and dangerous problem on our campus...a problem that simply won’t go away if we ignore it.

Organizations like ALERT are doing their part to help curb alcohol abuse. We can all do ours if we just try to be a little bit more sensitive to the problem. When we have parties, we should respect the rights of non-drinkers by having non-alcoholic beverages available in addition to the standard fare. We should never pressure anybody into having a drink if he/she doesn’t want one. There should always be plenty of food available to help absorb the alcohol in our systems. And we should never let a guest drive home drunk. If we can change our attitudes about alcohol use then the job of ALERT will be that much simpler and we’ll all breathe a little easier and, perhaps, live a little longer.
For those of you upset by the loss of your parking space on Tower Road, there is an explanation. The hole there will be filled by an electric switch gear room and the main entrance to the new biology building will be via a small bridge over the switch room.

The new building will house the Ecology and Systematics section along with the section of Neurobiology and Behavior. The building will in effect replace Langmuir laboratory and for the first time, the entire Division of Biological Sciences will be housed on campus. The facility will also provide modern laboratories for the two sections.

Most of the 120,000 square foot building will be used for faculty research and by graduate students. Only 2,000 square feet will be used for undergraduate instruction.

The building was designed by Hugh Stubbins and Associates of Cambridge, Mass. It will be built of brick and reinforced concrete.

The total project is expected to cost about $14,000,000. The contractor, McGuire and Bennett, expects the building itself to cost about $11,500,000. Other costs include professional fees, new lab equipment, personnel, and moving the sections from Langmuir, located off-campus, to campus.

The finished architect’s drawings are still incomplete, but by using a ‘fast-track’ method of construction these drawings are not needed. The architect gives the contractor enough information to complete basic work, especially the foundation, while the drawings are completed. This allows a considerable time and money savings. According to McGuire and Bennett, the cost of construction is rising at about one percent a month so the five to six month head-start the system allows should save more than $750,000.

The building is being built under a construction management method, wherein the trade contractors are retained by McGuire and Bennett, who have a direct contract with the University. The firm is paid a fixed fee and negotiates a “guaranteed maximum price” for the building. This means that if the building is finished under cost, the University will realize the savings. Conversely, if the building is finished over the guaranteed maximum price the difference will come out of contractor McGuire and Bennett’s fee. This arrangement provides a general contractor’s services with the contractor on the owner’s side.

Because of the marginal soil under the building, a conventional foundation system will not be acceptable. Instead a caisson system will be used. Large holes are drilled down until they reach a concrete-like layer. Then the holes are turned into the foundation by filling them with reinforced concrete.

Construction of the building started last November and is expected to be completed by fall of 1981.

A view of the future--this is an architect’s plan that will be completed by the fall of 1981.

Bill Patchen, left, is one of McGuire and Bennett’s construction management team. Right, work rapidly progresses on the foundation.
The rest of the story behind the new Biological Sciences building is a story of “priorities” in practice.

Considering that each day of delay on the project would cost $3,000, it is understandable that the administration was anxious to begin work on Lower Alumni Field. But this haste inevitably led to the displacement of several athletic teams from their former practice fields.

So now the 150 pound football, freshman football, varsity and JV soccer and lacrosse teams will all be located on Upper Alumni Field, which will probably be resodded and relit at considerable expense this summer. And this means intramural contests will also get “bumped.”

Alan E. Gantert, Assistant Director of Athletics and the man in charge of our intramural programs, is concerned about the future of outdoor intramurals at Cornell. “We might be able to squeeze four football fields in on Upper Alumni,” said Gantert. The only other land available is Jessup Field, which lies off Triphammer Road near the North Campus Union.

Jessup has a serious drainage problem, though, caused by the concrete slabs used as part of the landfill during its construction. Other difficulties include increased travel time to the fields. This could force starting times back to five p.m. or later, with an accompanying loss of precious daylight. The locker rooms at Teagle Hall, convenient to Alumni Fields, would be useless for Jessup. And the intramural staff managing the equipment boxes would have to be doubled in size, with some individuals working later each weekday, or on weekends. Gantert estimates that it would cost over $200,000 for Jessup to be made suitable for intramural play. This includes lights, since night games will be necessary to accommodate the approximately 100 soccer, 85 men’s football and over 240 softball teams expected to participate in intramurals over the next year. Maria West, Assistant Director of Intramural Sports, notes that a women’s touch football program is also in store for this fall.

As of April first, there were no plans whatsoever to fund this work. Even with the elimination of make-up games and expansion of the schedule to weekends, there simply will not be enough daytime or space for intramurals this fall.

One alternative? Cut all fall programs virtually in half. Such a drastic move will no doubt be met with protests from many areas within the University community. Other possibilities include lighting the existing facilities at Jessup, and juggling an enlarged schedule to accommodate as many teams as possible. But unless funding is approved soon, a lot of Cornellians could lose a valuable part of their college experience: outdoor intramural sports.
Talking a Great Game

While sports fans are quick to point out the turnaround of the Boston Celtics in basketball and pop music enthusiasts are rejoicing at the return of Kenny Rogers to the charts, Cornellians are now looking with pride at the revival of one of the University’s oldest and best loved pastimes: intercollegiate debate. The Cornell University debate team is engaged in one of the most remarkable comebacks of all time.

Dating back to the 1870s when Cornell was in its infancy, debate is one of the University’s richest traditions. For decades Cornell debate teams ranked among the nation’s best and even as late as the 1930s and early ’40s, throngs of spectators would pack Barton Hall to witness the exchange of verbiage. Somewhere along the line interest began to wane until finally, in 1974, debate at Cornell collapsed altogether and remained dormant for the next four years.

Enter John Rowe. Coming from Syracuse with a master’s degree in communication, Rowe was hired by Cornell’s endowed division to revitalize the debate team in 1978. He was told that his first task was to find another sponsor for the team; the endowed colleges could no longer support the program. Rowe approached the Department of Communication Arts with his dilemma and there found his deliverance.

“We’re extremely grateful to the entire communication arts staff, and particularly department chairman Chester H. Freeman, for bailing us out in our moment of need,” Rowe said.

Captain Mike Pinnisi, Arts ’82, makes his point—debate is a great game.

“They took us in and gave us an academic home.”

After re-establishing a secure foundation, the next step on the comeback trail was to assemble a team. Enter Mike Pinnisi, Arts ’82, a former high school debater looking to continue his involvement in the activity at Cornell. He and Rowe collaborated to find a partner for a two-man team. Their answer was another former high school debater, a pre-med major in the ag college, Dave Weltman, ’81.

In the first year of debate competition last year, after a four-year lull, Cornell could not be expected to furnish anything more than a token challenge to better established teams. But some-one must have neglected to inform Pinnisi and Weltman of Cornell’s inferior status. In that rookie season, they upset the likes of Harvard, Princeton and Pennsylvania and brought home a fair share of trophy hardware.

The addition of Steve Sotille, ILR ’83, and Andy Walsch, Arts ’83, to the team, combined with the year’s experience for the original two, have made Cornell even stronger this year. Because of his increased teaching load this year, Rowe now serves the team in an advisory capacity. But first year law student Steve Parker, a 1978 graduate of Dartmouth who was a stellar debater in his four undergraduate years, has filled in nicely.

The team’s new complexion is yielding positive results, as Pinnisi, this year’s captain, is quick to point out. “We’re not winning top level national tournaments yet,” he said. “But we have reached the point where we can win consistently in New England. For a young team we are surpassing what should be expected; people are beginning to notice us.”

Since debate is just beginning to rekindle any interest on campus, it remains, in the words of Pinnisi, “a strange animal” -- an unknown entity--to most of those unacquainted with the activity.

There are currently 12 to 15 undergraduates on the debate team. The top four (Pinnisi, Weltman, Sotille and Walsch) comprise the “on topic” team which is roughly equivalent to varsity performers in sports. Most of the remaining students are novices to formal debate and make up the “off topic” team. The big difference between the two is that the on topic team spends countless hours in researching a national debate topic. (This year’s question is whether the government should regulate...
Game
by Mike Grogan '81

mass media.) The off topic team conducts far less research and therefore has a rather extemporaneous approach to debate.

A debate season stretches from late September to the national tournament in April. Research starts before the season and is constantly upgraded throughout the year. "If we were to get college credit for the work we put into the team, we would get at least six credit hours," Pinnisi said. He explained that much of the research time during the season is spent preparing defenses for arguments employed by opposing teams.

What makes a good debater? According to Pinnisi, "One of the most important qualities is dedication. Research alone requires hours of commitment and still more time is spent on weekend trips to tournaments." The sophomore captain also stressed the need to be able to "think on your feet in a pressure situation."

The debaters travel to two tournaments a month on the average. Because of budget constraints, most of those trips are within driving distance. "Hotel accommodations" are often no more than the dormitory floor of a host school.

"We're not in as sound financial shape as we would like," admits Rowe. "We have a $3,000 budget compared to the $8,000 to $10,000 budgets of some of the top teams in the nation." About three-quarters of Cornell's debate funds are granted by the Student Finance Commission, while the remainder is supplied by alumni.

"We sent a letter to some 600 debate team alumni last fall," said Rowe, "and have received positive support, though we're still seeking assistance."

To dig up the names of past Cornell debaters, Rowe put this year's team to work doing what they do best: he had them study old Cornell yearbooks.

With the demanding amount of time expected of team members, the question arises as to whether debate is worth all the effort. "On the surface, debate is a lot of hard work with very little return," explains Pinnisi. "The kind of reward you get from debating is more of an intrinsic satisfaction. Besides improving your speaking ability, debate affects your thought processes. It helps you to look at issues in a problem-solving sort of way and teaches you to conduct research economically."

He also suggested that as Cornell's debate reputation improves, the University's academic image also improves. Pinnisi cites the large number of professors at debate tournaments who may view standout performances by Cornell debaters as a reflection on the University in general. There is an added influential impression on high school students who witness Cornell's success at tournaments.

Despite the painstaking research, despite the virtual anonymity that it has endured over the past ten years or so and even despite its financial woes, the Cornell debate team is once again moving towards national prominence. It hasn't been easy, as John Rowe, Mike Pinnisi and the other debaters can attest.

But there is a hint of irony in the amazing comeback of the Cornell debate team, as Rowe notes: "It's always a kicker for me when we beat someone like Harvard or Princeton and can then turn around and say that we're a product of the ag college."

Prepping for a regional tournament, debate coach Steve Parker, Law '82 plans with Captain Mike Pinnisi and aggie Dave Weltman, '81.
"Working in Admissions is a way to be involved in Cornell Agriculture," says Richard A. Church, ’64, an admissions officer for the College of Agriculture and Life Sciences. Involved may be an understatement, for Church is dedicated to the College, and displays this dedication in many ways.

In order to get a more complete picture of Church, it is best to start at the beginning of his Cornell career. He majored in animal science (then called animal husbandry), and took agricultural economics as well. Aside from his studies, Church participated in several student organizations, such as the Ag Council, which has now evolved into AgPAC. Church was president of the Council in 1963-64.

He also served as a fraternity representative of the Executive Board of Student Government, a non-ag organization. Church enjoyed this position, particularly because he felt that the University Student Government did not include enough ag people.

Church also enjoyed fraternity life as a member of Alpha Zeta. He was Master of the Cornell Grange and a member of Quill and Dagger. In spite of all these activities, he managed to go home to Moravia almost every weekend to help tend cattle on his family’s farm.

After graduation, Church and his wife Joyce, also a member of the class of ’64, owned a farm for four years. In 1968, he returned to the College and served as Assistant to the Dean for approximately three years. He then became Assistant Director of Admissions, as a liaison with state agricultural and technical colleges.

When Church returned to Cornell in 1968, he noticed a change in campus atmosphere -- concern over Vietnam and racial tension. During this time, clubs and student government organizations experienced a sharp decline, and some went out of existence. As Church noted, "It was an unpleasant time -- a tough time in Cornell’s history." However, when the war ended, he felt that the atmosphere of the College improved. There was a renewed interest in forming organizations, and as Church said, "The students had a more positive, friendlier attitude." He feels that the present atmosphere is much like that which existed before this period of unrest.

Church’s present position as an admissions officer for the ag college requires involvement in all aspects of the admissions process. One part is recruitment, which is becoming more difficult due to a decreasing number of high school graduates, according to Church. Because of this, the admissions officers must convey to prospective students that Cornell provides the type of education they are looking for. Church is responsible for interviewing transfer students, and often does so by visiting agricultural and technical colleges.

Another aspect of admissions is the selection process, which requires a review of each candidate’s records. The candidates are divided according to their majors, so each admissions officer reviews candidates in particular areas. Church is responsible for those with majors in agricultural economics, plant science and food science. After the freshman candidates have been reviewed, admissions reviews transfers. However, as Church pointed out, this is not really fair, because transfers often have to wait a long time before being notified, so the office is now improving this system.

Church’s daily responsibilities as admissions officer certainly keep him on the go and well-informed of campus activities. But he does much more than that to keep up with the ag college. He is now an advisor for AgPAC, which he finds satisfying because he can encourage students to get involved, and, as Church stated, “It’s a good opportunity to watch students grow.”

He has also served a two year term on the University Priorities Committee, which is involved with University budget and finance. Church is again working with Quill and Dagger as president of its Alumni Board. He is also co-advisor for the Cornell Collegiate FFA Chapter, and a member of the New York State FFA Leadership Training Foundation Sponsoring Committee.

Church is clearly a leader, and has received several honors in recognition of that quality. He was named one of the Outstanding Young Men of America in 1974, he received an Honorary Empire Degree in 1978, and his name appeared in the Empire State Agricultural Leaders Directory and in Who’s Who in the East. Church has a great deal to be proud of, but perhaps his most outstanding qualities are his sincerity and genuine interest in young people.
A Solution to BOOKNAPPING by Charley Nasta '80

Albert R. Mann Library has a problem, as do many other major college libraries and bookstores: disappearing textbooks.

It's not a massive exodus, but with Mann's catalogue of a half million volumes even a loss rate as low as one or two percent can amount to a substantial sum over the course of a year. What's even more worrisome, according to Henry T. Murphy, Assistant University Librarian, is short-term "borrowing" of reference materials. Although these books and journals are eventually recovered, Murphy notes, "The inability to trace them can have a serious impact on the student or faculty member doing research." And since these items are usually returned, they do not show up as having been lost on the biennial inventory.

Although urban universities have more serious problems, the staff at Mann is justifiably concerned and is considering the installation of an electronic book security system. The engineering, hotel administration, industrial, and labor relations and business and public administration libraries have all installed such a system over the past few years. Last fall, after inspecting the Cornell installations, the Tompkins County Public Library purchased a similar apparatus.

All the facilities mentioned above are using the "Tattle-Tape Book Protection System," manufactured by the 3M Corporation. The basic hardware costs approximately $20,000. This includes entrance and exit gates with detection devices and a desk unit which sensitizes or desensitizes the books as they are checked in or out. Library staff place special magnetic strips costing between five and ten cents each, in the spines of books and current periodicals. These strips trigger the security system if not desensitized at the checkout desk. This is done by pressing the spine of the book against the desk unit.

If $20,000 plus about seven cents per book sounds a bit steep to you, consider that the average price of a bound volume has soared in recent years and is now in the neighborhood of $20. At Mann, Murphy pointed out the figures on one periodical, Marine Biology. A year's subscription is currently $940! The subscription prices of a selection of 27 journals have virtually tripled from a total of $3,200 in 1971 to around $9,600 in 1979. As Murphy puts it, "The investment we have in these publications makes security more and more a concern."

The fine arts and veterinary libraries are also looking into electronic security as an alternative to their present somewhat sketchy checking procedures. Reliability and compatibility considerations indicate that they and Mann would probably go with 3M installations.

But what of those libraries that have had the system in operation for a while now? Betsy Ann Olive, Head Librarian at the business and public administration library in Malott Hall described some of the results since their Tattle-Tape system was installed in February of 1978. The process of inserting the tapes was completed by the following August. Of course, new volumes are tagged as they are added.

Olive is "highly enthusiastic" about the new system. She sees a number of advantages. One asset is that an electronic system treats everybody equally, from the freshman to the tenured professor. Also, many materials can be taken out from behind the desk and put on open reserve, cutting down on the staff's workload and freeing them for other duties.

Hard figures on book losses in the business and public administration library will not be available until the next inventory this summer, and even the drop in short-term losses will be difficult to document. But every staff member interviewed was impressed with the dramatic improvement in "findability" of materials.

And the bottom line from Olive presents a convincing case for the Tattle-Tape system and others like it. "Instead of having to replace books, we can now recall them," she said.

Two approaches to library security; at left, Sharon Hertz, Ag '81, inspects students' knapsacks at Mann. At right the electronic gates at I&LR.
According to Bail, "In the old days, it was primarily an attempt to put out a monthly newsletter with a review of the instructional material available to agriculture education classrooms."

Today the four rooms of the IMS office are full of bookcases of agriculturally-related materials. These materials range from the IMS Catalog to a movie on backhoe maintenance. There are teaching packets on careers in agriculture, pamphlets to help with the keeping of financial and insurance records, slide sets on specific areas of ornamental horticulture, transparency masters to aid in operation and maintenance of small engines, etc.

Collecting, maintaining and deploying this wide range of materials is Daryle's job. Daryle received his Masters of Professional Studies in August of 1973 in agricultural education from Cornell. He was a teacher of agriculture at Schuyler, Chemung, Tioga BOCES center in Elmira, New York prior to accepting his present position in September, 1978.

Katherine Layer, B.S. 1978, a graduate of communication arts in the College of Agriculture and Life Sciences, is the Project Coordinator for IMS. She has held that title since September, 1979.

At the present, IMS' primary functions are dissemination of agriculturally-oriented materials and services to teachers of vocational agriculture in New York State and to act as liaison between these teachers and the University. It also offers services to post-

Almost invariably as one walks through the door of the Instructional Materials Service (IMS) office there is a hub-bub of activity as work-study students consult with some of the staff about the work he or she is doing. There are usually boxes of materials to step around that are either being unpacked to be shelved or being packed for shipment to agriculture teachers.

"Anything to do with agriculture: you ask for it - we'll try to find it for you. Our whole philosophy is service." According to Daryle Foster, IMS Director, MPS 1973, that is what IMS is all about. IMS is an agency within the Department of Education at the New York College of Agriculture and Life Sciences. It was developed in 1957 by IMS staff reviews audio-visual materials with Karen Bouquillon, '79.

secondary agriculture programs, extension personnel, college faculty, individuals, private industry and students at the college.

IMS provides four primary service areas. The first is the distribution of information. The IMS staff receives innumerable phone calls asking for information on many subjects relating to agriculture. Kathy mentioned recent requests for information on maple syrup production, sheep breeding and career development programs. Because of Daryle's experience as an agriculture teacher, he is rarely surprised by the questions and requests IMS receives daily. He has reviewed all the resources that are available in the IMS office and keeps a mental inventory of most of the materials. If he is stumped for an answer or does not have the materials requested he may turn to one of the departments at the College or to the extension service for information.

IMS also offers a subscription program which includes newsletters announcing new curriculum materials as well as notes on new developments in agriculture, teaching ideas, and other relevant information. The newsletters are accompanied by items that...
are considered to be useful to subscribers such as extension bulletins, departmental mimeographs and materials from other educational and commercial agencies as well.

All materials at IMS are broken down into five categories: agriculture mechanics, conservation and forestry, farm production and management, ornamental horticulture and general (that covers any other categories of materials).

by Juanita B. McCaw '81

An annual catalog listing over 700 items is the second service of IMS. The types of media offered are filmstrips, slide-cassette tape sets, overhead transparencies, reference books, teacher's manuals, and student workbooks and several movies.

Daryle emphasized that the catalog is a unique source of agricultural teaching aids from all over the United States brought together in one place. Copies are routinely mailed to all agriculture instructors in New York State, cooperative extension agents, and to a selected group of teachers in other states and it is available to others upon request as well.

Another service of IMS is an audio-visual loan system through which there are over eighty slide sets and filmstrips available.

Materials development, Kathy's primary area of focus, is IMS' fourth service. A Vocational Education Act grant from the Office of Occupational and Continuing Education in the State Education Department funds this service. It provides for the development of new materials for vocational agriculture programs at the secondary level.

The grant specifies ten new materials projects a year, but IMS tries to find authors for many more so some don't work out. At the present time 21 projects are under way. Kathy said, "The biggest challenge is finding authors. Putting these materials together is a lot of work." In addition, Daryle pointed out, "The authors need special technical skills plus the ability to communicate those skills on paper."

The authors of these materials are often Masters of Professional Studies students at Cornell. In these cases a materials project may be substituted for a thesis. Other authors are: agriculture instructors, cooperative extension personnel, Cornell staff as well as IMS staff.

Instructional materials projects currently under way include slide sets on trapper training, greenhouse safety and bird identification. Some publications planned include such diverse subjects as surveying and farm business principles, to name only a few.

Kathy is especially excited about a workbook that she is assisting with that will help meet the needs of teachers of learning disabled students.

Although these are the four primary services, there are numerous extras performed daily by the IMS staff. University students and staff frequently walk in and ask for materials. They are always greeted with a, "What can we do to help you?" attitude. Both Daryle and Kathy are enthusiastic about their jobs. "It is fun working here," was Kathy's comment to which Daryle added, "It's really great, because you always feel needed and appreciated in this office."
Insects that feed on crops for a living had better begin to watch their step. Should the researchers at the Boyce Thompson Institute have their way, these pesty and destructive insects may soon be inadvertently running into pathogenic fungi as they eat the leaves, stems and produce of agricultural farmlands. Accidental insect poisoning? By no means—the research at the Institute is purposely motivated to eliminate or at least limit damage to crops by preying insects. This is achieved through the use of fungi that can actually penetrate the body walls of pests, killing them.

Biological pest controls, as opposed to the use of chemical pesticides such as DDT, are not new to the world of agriculture. Studies in this area cover a wide range of possibilities, from the introduction of predatory insects that destroy crop pests to the development of crop varieties that resist pest damage. At Boyce Thompson, the USDA Insect Pathology Research Unit, under the leadership of Dr. Richard Soper '74, is centering its crop protection research around the use of fungi which, when sprayed on plants, kill the pest directly, ensuring a greater crop yield for the agriculturalist.

"We are presently involved in five programs, all of which are concerned with insect pathogenic fungi," Soper explains. The five insects coming under fire in the Boyce Thompson research are grasshoppers, spruce budworms, aphids, Colorado potato beetles and black flies. Each of these programs is presently in various stages of development, with the aphid pathogen probably the closest to completion.

Funding for the research comes primarily from the United States Department of Agriculture (USDA) and its agencies, the United States Forest Service and the Old West Regional Commission. Soper, who was previously involved in similar work at the University of Maine, moved when the Boyce Thompson Institute established facilities on the Cornell University campus in the autumn of 1978. This move combined USDA efforts with similar research directed by Dr. Donald Roberts of the Institute. The aphid project, meanwhile, is in collaboration with Dr. George Remaudiere of the Pasteur Institute in Paris.

"The Pasteur Institute concentrates on production," Soper points out, "while we at Boyce Thompson are involved with the formulation and field testing." Production encompasses the growing of fungi spores in a machine known as a fermentor. Pathogenic fungi useful in combatting the aphid have already been produced at the Pasteur Institute, while spores used against other pests are produced at the Boyce Thompson Institute or by various corporations such as Tate and Lyle in England or Abbot Laboratories in Chicago.

"As spores, however, the fungi can not be used, because they won't stick to the crop," Soper continues. That is where the Boyce Thompson researchers come in. In the formulation and field testing stages, Soper and his colleagues must find formulations in which the fungi will survive, and also formulations that are compatible with the crop on which they will be sprayed and climate in which they will be used. For example, if the pest to be eliminated is a soil insect, a formulation for the pathogenic fungus must be utilized that will adapt well to the soil, but in which the fungus will survive as well.

Soper cites another example. "If the pest is a type that attacks foliage,
When the right formula is developed, *Coelomycidium* may be commercially marketed for farmers' use against the black fly (left).

The formulation used to spray the fungus in should not only be able to stick to leaves, but must protect the fungus from sun damage, too." Soy flour, dextrose and cottonseed flour are among the production ingredients that have been tested and used. "These not only have the properties we are looking for, but are also inexpensive and commercially viable," Soper contends. Commercial viability is important if the researchers hope to market the outcome of their studies. Companies most interested in this line of research are pharmaceuticals, such as Abbott Industries and Upjohn, because they already have the fermenting facilities required for the production of pathogenic fungi.

At Boyce Thompson, three separate laboratories handle the various levels of the research. The time and resources of the first laboratory are devoted to mycology, particularly the genetics of the fungi used in pest control. Insects and fungi are brought together in the second laboratory, where bioassays are performed and the effectiveness of the fungus on the insect is tested. The third laboratory is used in the initial screening of possible formulations for the dissemination of the fungi, that is, the formulation and production stages of the research. This last laboratory is equipped with a smaller version of the fermentor used by industry for the growing of fungi spores.

When possibly viable formulations are developed, they are then subjected to field testing. The fungi are mixed into the formulations, then sprayed onto field crops. Their success or failure is then recorded. According to Soper, *Entomophthora obscura*--an aphid-specific pathogen--has presently reached the field testing stage of the Institute's research. Field tests will be performed in such diverse places as Switzerland, Belgium, France and, more locally, Agway Farms. Should the field tests prove successful, the process will be available for any agricultural business that shows an interest in it.

How does Dr. Soper view the future of fungi pathogens in crop rotation? "It's a growing area," he states, pointing out that petroleum-based chemical pesticides have become very expensive, so that agricultural companies are finding new microbial agents commercially feasible. Moreover, pests are less likely to develop a resistance to pathogenic fungi as they do with chemicals. "Since we are dealing with two living systems in this case, even if the insect should form a resistance to the fungus, the fungus can also change." This is not possible with the use of chemical pesticides.

Another plus on the side of using fungi is that they are insect-specific pathogens. In other words, they harm only the insects to which they are infectious, posing no threat to humans, other insects or the plants on which they are sprayed. Soper notes that several viruses and bacteria are already being used as pest controls, while a protozoan pathogen is nearing commercialization. A fungus that combats a citrus pest should soon be marketed, if this season's field tests are successful.

Research in biological crop protection is a progressive, on-going process. The work at the Boyce Thompson Institute involves only one area in a diverse but vital field. Insect-specific pathogens--in fungi, bacteria and viruses--spell death for destructive pests, but safe, inexpensive and biological protection for a farmer's crops.
"The grim grey walls of the Drill Hall, transformed into a scene of wild abandon by the ingenious architects, will resound to the music of two of the finest bands in the country tomorrow night," proclaimed a story in the Cornell Daily Sun on October 19, 1933. The account describes Homecoming festivities of that year, one of the many campus events held in the old armory.

Both parties and other University gatherings were held in the old armory. It consisted of a military hall and gymnasium. Reverend Charles Babcock designed the armory in 1882 and it was built one year later. The gymnasium wing was added in 1892. Reverend Babcock, who was a professor in architecture, also designed Sage Hall and Sage Chapel.

The old cadet corps holds the honor of being the first group to use the armory. They were led by Major James Brattle Burbank at the time, who was a professor of military science and tactics. The cadets often ventured outside the armory's walls and it was not unusual to see them doing drills on campus or on the armory green.

Later, the armory served as headquarters for the Department of Physical Education and as a men's gymnasium. Women students used the smaller facilities at Sage Hall.

The armory was the first building large enough to facilitate large campus gatherings, one of which was the annual junior promenade. For the gala event the armory was transformed into a grand ballroom (of sorts) through the use of decorations which concealed its stark interior. Refreshments were served and the guests enjoyed an orchestra concert. The dance itself lasted until 7 a.m.

In addition to the drills and dances, the old armory was the site of convocations, commencements, conventions, large public lectures and many other university-wide gatherings.

The armory was designed to harmonize with the other brick buildings surrounding it, including Sage College. A simple, large building, the armory's few ornamental structures were its white and black window arches, narrow bands of white and black bricks below the arches and curved column capitals in the entry. The armory was the first building on campus to be equipped with electrical lights, unlike the other buildings which still used gas lights.

The old armory stood on the south end of campus, where Hollister Hall now stands, until 1954 when it was torn down to make room for the Engineering quad. Having become too small to facilitate Cornell's growing student body, the old armory's facilities were replaced by Teagle Hall.

An old-timer recalled of the old armory in 1953, "We used to hold the Junior Ball in the Old Armory. Of course, there were only about 450 students back then. Things were much smaller."

Built in 1882 the old Armory was the site of many large gatherings including the Junior Promenade.
Award Winners

William D. Pardee, Ph.D. '60, has been named Chairman of the Department of Plant Breeding in the College. A member of the faculty since 1966, Pardee is nationally recognized as an authority on seed production and topics related to plant breeding. Pardee currently serves on the boards of directors of the American Society of Agronomy, and the Association of Official Seed Certifying Agencies. He is a Fellow of the American Society of Agronomy, and recently received the Special Service Award from the New York State Association of County Agriculture Agents.

John C. Sanford was appointed assistant Professor of Pomology in the Department of Pomology and Viticulture at the New York State Agricultural Experiment Station in Geneva. Sanford will be responsible for the development of varieties of small fruit crops adapted to New York conditions. He recently completed his Ph.D. at the University of Wisconsin, in plant breeding and plant genetics.

Robert C. Baker has been appointed chairman of the Department of Poultry Science in the College of Agriculture and Life Sciences for a three-year term. Baker is well-known for his pioneering work in the development of a number of food items made of poultry meat and eggs. Baker is a leading authority on the biochemistry and microbiology of eggs. He is the father of the famous Cornell chicken barbecue sauce.

Scott Retires

Milton L. Scott, an internationally recognized authority on poultry nutrition, retired recently after 37 years of teaching. Scott has been a faculty member of the Department of Poultry Science in the College since 1945 serving as department chairman for the last three years. Scott is senior author of the popular textbook, Nutrition of the Chicken, and has also authored more than 200 articles concerning poultry nutrition. He is the recipient of a number of awards, including the Borden Award in Nutrition from the American Institute of Nutrition, the National Turkey Federation Research Award and the New York Farmer’s Award.

Alumni Appointed

Norman J. Smith, '50 was recently appointed professor at Rutgers University. Smith is also County Agricultural Agent in Cumberland County, New Jersey, and is a vegetable production specialist. Smith was President of the Agriculture and Life Sciences Alumni Association in 1967.

College Promotions

Michael L. Shuler has been named associate professor with tenure in the School of Chemical Engineering. Since 1976 he has held a joint appointment in Cornell’s Institute of Food Science at Geneva. Winner of the 1977-78 Excellence in Engineering Teaching Award, Shuler teaches thermodynamics, process control and has developed a course in waste water engineering. He is editing a book, Utilization and Recycling of Agricultural Wastes, to be published this year. Shuler is also the author of more than 25 articles.
American agriculture owes much of its success to researchers and scientists at Cornell’s College of Agriculture and Life Sciences. Over the years, Cornell scientists have contributed their knowledge and research for the betterment of modern agriculture.

Providing us with a better understanding of the nature of living things, two Cornell scientists won Nobel Prizes for their scientific achievements. James B. Sumner, a Nobel Prize winner in 1926, established the chemical nature of enzymes. In 1965, Robert W. Holley won a Nobel Prize for determining the complex chemical structure of a nucleic acid. In the 1950s, Frederick C. Steward’s work showed that carrot plants can be grown from single cells.

Cornell scientists were also the first to produce disease-free plant stocks. With a technique known as “culture indexing”, the nation’s chrysanthemum industry was saved. New York’s multi-million dollar potato crop was also saved when quarantine procedures were established to control the destructive nematode, a type of microscopic roundworm.

A major concern among Cornell researchers is the effects of insects and disease-causing organisms on various crops. Studies are currently being carried out to broaden the genetic backgrounds of major agricultural crops to reduce their vulnerability to unexpected pest outbreaks. Scientists are now testing the first modern American potato variety utilizing exotic genetic material recently derived from potatoes from South America.

Researchers are also studying crop varieties with built-in natural resistance to insect pests and disease-causing organisms. This natural resistance is found in plant-produced chemical substances, called phytoalexins, which help prevent fungal invasion of the plants.

Environmentally safe and effective means of pest control are being developed which combine various control measures and techniques involving plants’ natural resistance, biological control and chemicals.

Researchers are also studying the possible use of cell cultures and protoplasts (cells with walls removed) for disease resistance in plants, development of cereal plants, development of cereal plants with improved root systems for drought tolerance and adjustment of seed moisture content of soybeans to achieve improved germination at cold temperatures.

Efforts are also being made to improve the efficiency of legume plants, such as peas and beans, in capturing nitrogen from the air with the help of certain types of microorganisms.

In keeping pace with the health and nutritional needs of an ever growing and changing population, Cornell scientists have developed and will continue to develop new methods and techniques in the name of agricultural progress.
With graduation taking place this month and alums returning to campus in June for class reunions, the May issue of the Countryman has devoted its theme to alumni. Some articles profile individual alumni, while others relate to alumni events and activities.

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Every year the alumni come back, and every year Cornell Catering is there to feed them.

During a typical Reunion Weekend, Thursday through Sunday, catering serves the alumni at over forty different functions ranging from breakfast parties of 25 to sit-down luncheons in Barton Hall with over 800 in attendance. The average function includes from 150 to 200 people. Bars, receptions, buffets, dinners and other sundry festive occasions are also served by Cornell Catering during the weekend.

Mary Beth Swan is the Catering Manager for Cornell Dining. She books the individual functions and oversees the operation as a whole. A professional manager from Dining is put in charge of each individual function and, along with a student supervisor, directs it to completion.

The entire Weekend operation is based in North Campus Union. All cooking and preparation is done at NCU, except for outside barbecues. Cooks from this Union share the responsibility for preparing all the food, since cooks from other Dining units are rarely used.

Once the food is prepared, it is placed in warmers and trucked to the function to which it has been designated. Some truckers have been known to work over forty hours during the event—that is, completing an average work week in just three days. Between 125 and 150 students are hired for the Weekend. Many use the Weekend as an opportunity to party one last time before heading home for the summer or entering real world jobs. Those who work full-time during the Reunion have been known to sleep in the offices or on the floors in Co-op, living on leftovers throughout the duration of the Reunion.

For the Catering employees, the best part of the Weekend has to be the Alumni. Almost without fail the reunioners are forgiving when a novice employee makes a mistake, or when a problem such as a delay of service arises. Alumni are notoriously generous tippers as well, and are always friendly, interesting to talk to and fun to work for. Many Reunion workers return, not for the money, but because they have as great a time on the Weekends as the Alumni.

Mary Beth Swan manages the entire catering operation for Cornell Dining.

Milt Lee, left, and John Dunai are two of North Campus Union's cooks.

Cleaning pots is one of the least popular jobs, especially during reunions. Here, Caroline Upson and Greg Ryan prove it is possible to smile.
You may have seen him walking slowly but steadily on his way to water the African violets in Mann Library. Or perhaps you saw him working at the garden plot on Catherine Street in Collegetown and you wondered who he is and what he is doing here.

J. Sellman Woollen, '14, has spent more than 30 of his 90 years in Ithaca. And it all started back in September of 1910 when 19 year-old Woollen got on the Lehigh Valley "Black Diamond Express" train and sat down next to another young man, Walter Distler, '12. As if it happened yesterday, Woollen related their conversation.

"Where are you going?" Distler asked Woollen.

"Ithaca, New York."

"Freshman?"

"I hope to be."

"Where are you staying?"

"I have no idea."

"Well, if you'll take my advice, when we get to Ithaca, take a streetcar and ask the conductor to let you off at Cook Street--that's a nice neighborhood for a freshman." When they reached Ithaca, Woollen took Distler's advice and found a room at 107 Cook Street.

"It was a nice house," Woollen recalled, "I was very fortunate to be steered to that house. The good Lord worked it all out."

Woollen was happy living on Cook Street. He soon became friends with Karl Kaffengerber, '13, "who acted like a big brother, and became a treasured lifelong friend."

After graduating from Cornell, Woollen moved to Maryland to farm land willed to him as an infant.

In 1917 he married. He had met his wife at a birthday party when he was about nine years old. His future wife,

For nearly 30 years Woollen has cared for the African violets in Mann Library, who was three years older than he, was helping to entertain the other children, and Woollen recalled her blindfolding him for "pin the tail on the donkey." They had five children before she died in 1925. "She was a very bright girl--led her class in high school. We had the same ideas about life, religion, and right and wrong," he said. He has been a widower for more than 50 years.

In 1940 Woollen's farm was sold and for eight years he worked at a school for emotionally and physically handicapped boys. "I wouldn't have missed that experience for anything," he said enthusiastically.

It was at the school that Woollen was first introduced to African violets. He brought several plants with him into Mann Library "almost the day it was opened" in 1952. Woollen came to Ithaca in 1951 and worked as janitor in Mann Library, taking care of the nine floors of the stacks from 1952 to 1960, when he retired.

The ever-busy Woollen took woodworking classes at night while working at Mann, and in 1956 he opened a shop on Quarry Street. There he taught carpentry to boys from nearby East Hill school. He showed them how to use tools, but he also tried to "teach the boys how to play fair." He encouraged them to play games after class, so they could learn good sportsmanship. This, he felt, was more important than what they learned about woodworking. When the East Hill school established its own woodworking shop, Woollen gave the school his tools and taught woodworking at the school for a year or two. At the same time, he was teaching woodworking Saturdays at the 4-H center.

For many years Woollen cared for two community plots of land. He still cares for about a half acre at the Missionary Apartments on Catherine Street.

Woollen's highest objective, his life's purpose, is to see a school of religion established at Cornell. "Many years ago," he explained, "after reading the autobiography of Andrew D. White, I began to feel that Cornell was not a complete university because it did not contain a school of religion. In 1951 I returned to Ithaca for the purpose of being instrumental in the establishing
J. Sellman Woollen
by Donna Moskowitz '80

of a school of religion. I feel it is not possible for Cornell to fulfill its highest destiny without a school of religion, and I ask your earnest prayers that it may be established before the end of 1980."

Woollen has many fond memories of Cornell. A recent special occasion was last year's 65th reunion of the class of 1914. Ten of Woollen's classmates attended. He also enjoyed Cornell's centennial celebration in 1965. According to Woollen, Morris Bishop, '14, author of A History of Cornell was responsible for much of the planning. "It was a splendid affair," he recalled. Woollen is full of praise for Bishop.

Though they did not know each other as undergraduates, they became acquainted when Woollen returned to Ithaca. Woollen cherishes the inscription Bishop wrote in his copy of A History of Cornell: "To Sell Woollen, who has experienced so many years with me at Cornell University." He has only one regret: "I never got him to visit me in my room," he said wistfully.

Woollen enjoys living in his room at 107 Catherine Street, where he has lived since 1957. The walls are covered with photographs, and there is a special "Cornell corner" reserved for books and pictures involving Cornellians.

"When I first saw this room," he said, "I picked it because of the picture moldings." Woollen said he did not notice the room was painted red and white, the Cornell colors. His room is cleverly designed to utilize space. He has a swivel chair and a wheeled night table, and a large desk where he eats his meals. The shelves and bookcases were handcrafted by Woollen. He has had parties in his room with as many as 12 people attending but, looking at it, one wonders where he puts them.

Woollen does not make all the parties. One unexpected celebration occurred several years ago when Woollen bought an Ithaca Journal. He was astounded by what he saw. "There was my picture on the front page of the Journal, and the paper said it was "Sellman Woollen Day." That evening there was a party in his honor, and the mayor made a speech proclaiming "Sellman Woollen Day."

"It was a very nice affair, but I hadn't done anything remarkable. I just worked with children. Plenty of Ithacans have done that," he said modestly.

Woollen has a special love besides children. It is the Cornell crew. He has donated about one thousand slides he has taken of the teams since 1955. He feels it is the finest sport.

"It demands strength and stamina to the finish. No other sport demands such perfect timing and coordination every second of the race."

But there is another reason why he is so fond of the sport, and that reason lies at the beginning of this story. The first person Sellman Woollen met during those four happy years attending Cornell was Walter Distler, '12, an outstanding oarsman on the Cornell crew, who he met on the train ride up to Cornell 70 years ago.
The Drinking Water Investigation

by Mary Anne Hahn '80

Is drinking water safe to drink? Mandated by the 1974 Safe Drinking Water Act, encouraged by White House policy and sponsored by the Environmental Protection Agency (EPA), an investigation of drinking water in rural areas is being conducted—by members of Cornell's Department of Rural Sociology. Explains Dr. Joe Francis, leader of the investigation, "This November marks the deadline for the study and the culmination of four years of research that has covered over 2,600 households in areas from New York to California."

Why has drinking water come under Federal scrutiny? The entire process began when Section 3 (a) of the 1974 Federal law on water supplies called for a survey of the quality, quantity and availability of drinking water in rural communities across the nation. The EPA accepted the responsibility and by the summer of 1976 authorized Francis and his colleagues to gather the information. Data collected will be submitted to the EPA this autumn. The Agency then must transmit the information to Congress and the Office of the President.

"This is the first systematic, national look into water supplies serving rural Americans," Francis points out, adding that reams of information on urban water systems exist. He further relates that the data collected in this latest study has important implications.

"President Carter has included in his policy on rural areas an objective to eliminate all unsafe drinking by the end of this decade," states Francis. "Should Carter be re-elected, our study will form one of the bases of this program."

The Cornell researchers designed the procedure for conducting the study, delegating most of the actual collection of data to outside interests. Consultants from agricultural economics, civil engineering and microbiology helped interpret the data, but the field work was assigned to private companies. The Trans-Century Corporation accumulated water samples from all over the country, focusing as heavily on small individual water supplies like wells as on large water systems that serve many people. Some large city supplies that cover surrounding less-populated regions as well were also included in the survey.

The water samples then travelled to EPA laboratories to be tested for trace minerals, heavy metals, herbicide and pesticide levels and traces of radioactive materials. Private corporate laboratories also checked the samples for bacteriological contaminants. This last grouping remains the most common to look for in drinking water since bacteria cause the most immediate health hazards. Water treatment, such as the addition of chlorine, is done primarily to attack these contaminants.

The EPA study included a physical inspection of the construction of wells, cisterns and other equipment used in the transport and storage of water.

Dr. Joe Francis goes over data printout on each household's water sample.

"This was done," Francis says, "to see if construction had any effect on the concentrations of health-influencing constituents in a supply of water. In other words, we wanted to know if good construction prevented high concentrations of contaminants."

Besides testing water and checking construction, the researchers interviewed the people whose water was being surveyed. Did people perceive an odor or taste in their water? Did they have problems with water pressure? Those interviewed were also asked how they used their water, and in what quantities. Areas were checked to see if people were limited to one supply of water—no matter how good or bad—or if they had alternative sources to tap. When households were connected to larger public systems, the interviewers went to the public system itself to obtain the information.

As Dr. Francis reiterates, "The EPA wants a complete estimate of the quality levels of our water supplies. How many supplies are actually above maximum contaminant levels? How many people are actually in danger of drinking unsafe water? Those, in brief, are the reasons for the project."

Francis can not release any of his findings from this important study until the EPA and Congress have the opportunity to review the data and digest the report's contents. Without a doubt, however, the project delves into an area that we take so much for granted, but that is so important. That the Federal government has taken an interest in rural water quality bodes well for millions of Americans nationwide. That Dr. Francis and his staff in rural sociology are involved in this far-reaching project means that their work may directly affect the lives of these people. The United States has countless sources of water to quench the thirst of its people. The question that the EPA and the Cornell researchers want to answer is—should we drink it?
At two-thirty p.m., ten students sit patiently outside the International Lounge in Willard Straight Hall waiting to register for a course in the Experimental College. By five o'clock 200 people are waiting.

A division of the Department of University Unions, the Experimental College is a program providing students and members of the community with an opportunity to take courses outside the usual college curriculum. The courses, taught by students, faculty and members of the community, range from Amateur Radio Licensing to Yoga, from Beginning Auto Mechanics to Ballet.

According to Program Coordinator of Willard Straight Hall Laurie Nash, "The cost of courses is kept as low as possible so that students can take them. Instructors are paid a percentage of the net income of a course. Profits go into student programming."

Costs range from four dollars for a course entitled Antiques: Trash or Treasure, to forty-four dollars for Tennis. There is even a free course called Emotional Crisis: Assessment and Response. It is sponsored by the Mental Health Clinic.

This semester 800 people, about 90 percent of them students, registered for the 44 non-credit courses in Experimental College.

Each year several new courses are offered in the College which was organized in 1973. New courses this year include Intermediate Belly Dancing, Stereo 101, and Magic: Introduction to Sleight-of-Hand. In addition, two courses have academic cosponsorship: Southeast Asian Cooking (cosponsored by the Southeast Asia Program), and Field Ornithology: The Spring Migration (cosponsored by the Laboratory of Ornithology).

Nash said, "Courses are chosen to be relaxing, fun courses. They are educational, but not academic, so it's a break from academic life. Participants have an opportunity to learn in a relaxed atmosphere. The small classes also make it easy to meet people and have a good time."

Nash pointed out that in many ways the Experimental College is a barometer of student interests. For example, disco dance classes are not as popular as they were two years ago, and courses such as Basic Bartending and Magic are becoming increasingly popular.

Watching a ballet class, it becomes evident why the Experimental College is so successful. As the students jump up and down during an exercise, there is much laughter and chatter. Clearly everyone is having a good time.

"Last semester I took modern dance and I really liked it," said Julie Dephtereos, Law '82. "I decided to take ballet this semester because it's good exercise," continued the first-year law student.

Kathy Boor, '80, said, "I am taking the course strictly for fun. I always wanted to take ballet, but have not had the opportunity." She added with a smile, "It was the right price."

The students dance across the floor just as the clock tower chimes. "Anyone who has to leave, feel free to go," instructor Judy Brophy informs her students. But no one leaves.
"I'm sorry Danny, but we don't have any positions available right now. Why don't you come back when you graduate high school?" As Danny left the building, he couldn't help feeling discouraged. That was the fifth time he had been turned down in the past week. Danny went home and told his father what happened. "Don't worry Danny. I was always in that same position, and we've managed." But Danny doesn't want to "manage." It might have been good enough for his dad, but it isn't good enough for him.

Danny is 17 years old, and his problem is typical of a large number of America's youth. "A whole generation is growing up without work; it is a prescription for disaster," according to Professor Ray C. Rist. Rist, a visiting professor in the College of Human Ecology at Cornell University, is the principal investigator for the Youth-work National Policy Study currently being conducted for the U.S. Department of Labor. The purpose of the study is to find ways to alleviate the problem of teenage unemployment.

According to Rist, there is ample evidence that unemployed teenagers are high risk candidates for unemployment ten and more years later. "We're creating a national catastrophe by not providing enough opportunities for young people to break out of that cycle," says Rist. He mentioned several factors which are contributing to this cycle. One problem is the existence of a "circle of causation," through which, as Rist stated, "The poverty of parents generates a lack of options for their children." This then leads to an equally disadvantageous situation for those children and, in turn, their children as well. He says that young unemployed people often come from poor families which have had limited access to proper schooling, housing and health care.

In fact, national figures show that general teenage unemployment is approximately 20 percent, and the figure for black teens is double that. While he predicts a slight decrease in overall teenage unemployment rates by the end of the decade, Rist says the problem will intensify in black and hispanic...
neighborhoods due to an increase in the number of businesses leaving inner cities.

Another contributing factor is the "escalation of the credentials race." According to Rist, even lower level jobs now often require high school credentials. For example, state employees in Missouri find it necessary to have a high school diploma to obtain a street cleaner's job. As Rist points out, "That locks out a large number of young (and older) people who don't qualify for the low skill jobs on the basis of education."

An increase in the number of white collar jobs coupled with a decrease in jobs requiring low skills in the private and public sectors further aggravates the situation. Rist also says that increases in the minimum wage affect the number of unemployed youth.

Solving the problem of teenage unemployment will require a great deal of public and private concern and resources. "They have to start somewhere," says Rist. He poses several possible starting points, such as an increase in programs involving urban and rural development which would absorb job seekers into the economy. He also suggests improved connections between the private sector and public education. He feels that there should be greater emphasis on vocational education, much like the training programs in Western Europe where employers allow their young employees to devote a few hours each day to academic course work. "Instruction is provided right at the job site. It's a potential model for us," suggests Rist.

Rist sees a need for new and innovative alternatives for students within the schools. He believes it is important to find ways of reaching these teenagers while they are still in school, because many school systems tend to exclude students due to their lack of alternatives to college preparatory programs. He also feels that job creation through tax-incentives, job sharing and federal subsidies would help ease the situation. Rist favors teen-developed jobs as another solution. Some of these, such as a computer recycling project and a moving van company, both developed and operated by teenagers, are currently running successfully. "But," warns Rist, "if we don't begin to take a systematic and sustained approach to solving the problem now, then we're just refilling a prescription for disaster."

The Youthwork National Policy Study (YNPS) developed as a result of the 1977 Youth Employment and Demonstrations Projects Act (YEDPA). The YEDPA is an attempt to provide the foundations for an expanded approach to the problem of youth unemployment. The program serves low-income youth, between the ages of 14 and 21, who are either in school or who are out of school and unemployed.

In an effort to assist the Department of Labor in this project, Youthwork, Inc., an intermediary non-profit corporation, was established in January 1978. Youthwork, Inc. is responsible for such tasks as developing guidelines for in-school projects, reviewing new proposals, making recommendations for funding and providing guidance and assistance to projects in operation.

The main source of information for the research comes from Exemplary In-School Demonstration Projects arranged by Youthwork, Inc. through 31 states in the nation. Each project is set up according to one of four basic models. One model, the career awareness, guidance and job-seeking skills project, is intended to help youth discover and develop their abilities and interests while providing information about occupational activities and responsibilities through school and work experience.

The academic credit for work experience project provides a way to link education to work. This model is geared toward students who have been discouraged by traditional schooling and are being encouraged to continue their education by allowing them to receive academic credit for skills they develop through work experience. A third model is the expanded private sector involvement project, which provides young people with experience in the labor market. The private sector offers career and vocational exploration and on-the-job training. Job creation through youth-operated projects is the fourth model used in conducting the study. Through this program, the youth are responsible for creating and operating projects, under adult supervision, which are socially and economically beneficial.

Currently, there are 60 in-school programs operating throughout the nation along the guidelines of one of the four prescribed models. Each program has a one or two person team on hand to conduct extensive interviews with staff, student participants and community leaders. The results of these interviews along with other information obtained from each program provides the data for the Youthwork National Policy Study research which Rist is supervising. The basis for this research is learning how educational and public and/or private sector organizations can cooperate to make youth employment programs more effective and to assist in the transition from school to work. The In-School Demonstration Projects are a firm step in the right direction, but the problem is too widespread to rely solely on such programs for a solution. As Rist pointed out, "The problem must be tackled head-on, otherwise the consequences will be felt for the next 30 to 50 years as this generation grows into adulthood."

The results of the Youthwork National Policy Study research so far indicate that many of these teenagers are suspicious of government programs and public school systems. "They are fundamentally convinced that this is their last chance," according to Rist. They have a realistic sense of their futures, and feel that if the current situation does not improve, their prospects for the future do not look particularly bright.

It is a grim outlook, and reversing the trend of teenage unemployment must be dealt with now, so that people like Danny can have a fair chance. As Rist emphasized, "We must develop opportunities so that young people can gain the satisfaction and experience of entering the world of work."
“Remembering a busy life”

“I have a vast love for Cornell and all the land around there, especially in the early days before it got slicked up!” said Cynthia Westcott, Ph.D., ’32, Dr. Westcott, author of several books for the home gardener, talked about her experiences as the Plant Doctor and her years at Cornell.

Dr. Westcott started in 1921 studying plant pathology under Professor H.H. Whetzel. “He taught me how to learn,” she said. They used a laboratory and conference method of teaching which included a lecture once a week for inspiration. Each student checked out a tray of materials for study of a particular disease, examined the slides—examples of diseased plants—and carried out experiments. When the student had learned all he could, he signed up for a conference with Professor Whetzel. In this way each student studied about 15 diseases each term. Because Westcott worked in the materials room preparing trays for the students, she was able to study all 75 diseases.

The laboratories were in the basement of Bailey Hall. “When the big organ was played, dust fell down from the ceiling and contaminated the cultures.”

At the time she was the only woman among 40 men. “I rather liked that,” she said with a twinkle in her eyes. “I was the only one they didn’t marry off. Of course afterwards there weren’t any jobs for a woman.” Westcott’s thesis research was on the diseases of roses. During her school years she worked part-time and taught while studying and carrying out her research.

While at Cornell, Westcott belonged to Sigma Delta Epsilon, the women’s honorary scientific fraternity. “I was always having to explain that we were not a sorority.” In 1924 and 1925, some of the members lived together in a house on Dryden Road. In its huge kitchen, Westcott, the house manager, prepared waffle breakfasts for the girls and a few beaus on Sunday mornings.

Ruth St. John Freeman, M.A. ’25, who was Westcott’s roommate, remembered, “Although we were much too busy to become terribly close, we have kept in touch all these years. Even in those days, Cynthia had very decided ideas; she went her own way.”

Westcott kept a model T Ford that was used for collecting and sight-seeing trips throughout the area. Taughannock Falls was a favorite spot for picnics with the women from Sigma Delta Epsilon and the students in the Department of Plant Pathology.

Born in 1898, Westcott grew up in North Attleboro, Massachusetts. She graduated from Wellesley College where she majored in botany. She then taught science at Northboro High School for a year before entering Cornell.

After earning her Ph.D., Westcott worked at the New Jersey Experimental Station at Rutgers University, testing cultures of legume inoculants.

In 1943, she worked at Spring Hill near Mobile, Alabama on the disease of azalea flower spot. Although it was wartime, the government sponsored this research because azaleas were economically important in the south, for the tourist trade as well as for nurserymen. Westcott was able to identify and culture the causative fungus and worked out the treatment necessary to save the blooms.

Westcott had gone into business as the Plant Doctor in 1925. “I operated like an M.D., not like a business woman.” With only word of mouth advertising, she made housecalls diagnosing problems, treating roses and ornamentals in her clients’ gardens. Winters were spent writing, lecturing and travelling. “I didn’t make much money but I learned a lot, and what I learned I wanted to pass on to others,” she said. “I talked straight and I guess people liked what I wrote, because I’m still living on my royalties.”

Westcott is the author of The Plant Doctor, Anyone Can Grow Roses, Are You Your Garden’s Worst Pest?, Garden Enemies, The Gardener’s Bug Book and The Plant Diseases Handbook. She also wrote her autobiogra-
phy, called Plant Doctoring is Fun, and was a regular newspaper columnist for many years.

When she lived in Glen Ridge, New Jersey, Rose Day was the high point of each year. On that day Westcott opened her gardens to the public, who viewed her test plots and admired her roses at the height of their bloom. She prepared punch and cookies for her guests--up to 700 of them.

In 1962, Westcott moved to a retirement community near Croton-on-Hudson, New York. “After I moved up here, I thought I could live without roses, but found that I couldn’t, so I planted a few plants here and then a few more. Now I have 350 or 400 plants up here and had a Rose Day until year before last.”

“I’m slowing down some but I find that I can do a great deal of gardening from a lawn chair. I just take a stick and point out the place where I want my assistant to prune my roses.”

Westcott’s apartment is crowded with plants, books and mementoes. She pointed out many plaques and certificates mounted on the wall. “I don’t know exactly why they gave me all of them,” she said. In 1975, The National Convention of the American Rose Society honored her at their national convention with a presentation called, “This is Your Life, Dr. Cynthia Westcott.” At that meeting, the Jackson and Perkins hybrid tea rose, named the “Cynthia” in her honor, made its debut.

“I’ve had a busy life, but now I’m not doing much of anything--I just sit and remember,” she said. Until last June, she was chairman of the Springdale Garden Club. She is presently overseeing a new edition of The Gardener’s Bug Book, and writing an article for Plant Diseases on “The Education of a Plant Doctor.”

Cynthia Westcott enjoys the spring sunshine in her rose garden.

A new edition of Westcott’s Plant Disease Handbook has just been revised by Professor R. Kenneth Horst of the Cornell Department of Plant Pathology. Westcott is pleased with the results of his efforts, especially with the full-color photographs.

From the time she was the only woman in the plant pathology department at Cornell right up to the present time, Dr. Cynthia Westcott has accomplished a great deal. What she learned about gardens, she taught to gardeners throughout the country. “I’ve been rather proud as a female--I’ve just gone along my own way but it has been in a man’s field and they paid attention and that’s rather nice.”

The Plant Doctor

by Jane Houser Shea ’80

Bailey Hall during the 1930’s when plant pathology labs were in the basement.
As the month of May rolls to a close, busy Cornell can at last heave a sigh of relief. By that time, the seniors have been graduated and most of the undergraduates have departed for summer adventures. But just as Cornell settles into a relatively peaceful quiescence, bustling activity reignites the campus. Faculty, administrators, dining coordinators, dormitory operators and other University employees make preparations for Cornell Alumni Reunion Weekend. Huge tents are erected on North Campus and at one or two other sites. Hats, buttons, umbrellas and colorful clothes of all kinds dot the Cornell community. The red carpet has been rolled out for Cornell alumni and their families and friends.

Cornell Director of Alumni Affairs Frank Clifford, '50, sees a two-fold value of reunions. "A reunion is a social occasion combined with an update on the University," he explained. "Besides the obvious reuniting of friends and classmates, our goal is to provide alumni with a microcosm of Cornell by having our faculty available and by offering a series of lectures and activities."

When arranging for outside speakers, Clifford and his assistant--Craig Espo--
sito, '74--look for prominent Cornell alumni or faculty members. Law Prof. G. Robert Blakey is one of a handful of faculty members who will speak this year. His subject will deal with his former position of chief counsel on the U.S. Select Committee on Assassinations.

Esposito, who spends all but two months out of the year coordinating the efforts of individual reunion chairpersons, sees the event as more than renewing old friendships. "Reunions give alumni a taste of the University today, and also help them recapture some of their past experiences at Cornell," he said. "There is a special spirit of fun, excitement and nostalgia that's hard to describe," he added.

The idea for class reunions is believed by Esposito to be uniquely American. Cornell was among the early institutions to hold reunions before the turn of the century when the Class of 1873 reunited in 1883. The idea gained increasing popularity with successive classes. In 1903 President Jacob Gould Schurman appointed Charles Treman, '89, to develop a better organized program for the reunions. As a result of the early efforts, class secretaries were assigned the task of publicizing and organizing their class reunions, though today the same duties are spread among five class officers and receive the aid of the Office of Alumni Affairs.

In the past few years, attendance at the reunion weekend has stabilized at about 3,000 persons, 2,000 of whom are Cornell alumni. The Class of 1955 will return for its 25th year while the Class of '30 will celebrate its 50th anniversary this June. Classes are invited back every five years, though there is a Continuous Reunion Club, which meets every year. According to Clifford, the determined all-male Club includes the kind of members "you couldn't keep away even if you wanted to." Efforts are underway for the formation of a women's CRC, a female counterpart of the male club. Clifford added that a few alumni return to Ithaca for their 60th and 65th reunions.

Romeyn Berry, '04, once wrote that "...the chief concern...with alumni was to keep their more violent manifestations west of Stewart Avenue." Although similar "manifestations" surface periodically as a result of naturally exuberant spirits, modern day reunions are far more than the purely social occasions they once were. Special receptions, tours, open houses, dinners, forums and parties combine to make the reunions a total experience. Some choose to forego the scheduled events and opt instead to explore familiar haunts on their own.

Few Cornell events can equal the reunions in the amount of participation and activity that takes place over a four-day weekend. Much time and effort is invested before, during and after the alumni event, but there's good cause.

"If we have a motivating theme for the reunions," said Clifford, "it would be 'Welcome.' We want alumni to feel the University belongs to them during the reunions. In fact," he added, "every time an alumnus steps into town we want him or her to feel welcome."
process is treated further to avoid public health problems. 
Before disposal, a portion of water in the sludge may be removed. This

reduces both the volume and weight of sludge handled during disposal. Besides water, sludge contains many organic and inorganic materials. Elements in food such as nitrogen, phosphorus, potassium, iron and calcium are also found in sludge. In addition, sludge contains metals and organic materials from industries and commercial businesses. These include cadmium, lead and synthetic organics, all of which can be harmful to plants, animals and humans. State agencies currently are identifying proper methods for the management and disposal of sludge.

The College of Agriculture and Life Sciences recognizes the growing problem of how to safely dispose of rapidly increasing quantities of sewage sludge in New York State, and has formed a sludge management task force. Professor Raymond C. Loehr, Director of the Environmental Studies Program, sums up the objectives of the task force: "First, the College’s research and extension activities on sludge management must be increased. Special emphasis will be given to developing guidelines for the application of sludge to land in New York State. Furthermore, the College will work with state agencies in formulating a sound sludge management strategy for New York."

Sludge management, especially environmentally safe methods of applying sludge to land, has not received high priority in New York until recently. "Sound information is needed for those attempting to identify proper manage-

Where do New York State communities dispose of their sewage sludge? One immediate response may be the ocean. New York City alone produces 12,500 tons of wet sludge daily, more than one half of the total generated in the state. New York City’s sludge accounts for more than five percent of the nation’s total.

The city will soon have to stop disposing of the sludge in the Atlantic Ocean. In 1981, under the Marine Protection and Sanctuaries Act, all ocean dumping of potentially harmful sewage sludge will be halted in the United States. The main concern with ocean dumping centers is the potential impact that it has on the marine environment.

To understand the harmful effects of sludge, we must first analyze its components. Sludge consists of various domestic and industrial waste products which are removed from sewage by treatment plants. A treatment plant removes pollutants from sewage by settling out suspended materials. This is called primary treatment. Also, in many cases, secondary treatment removes dissolved pollutants biologically. Sludge resulting from this two-step treatment is treated further to avoid public health problems.

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Legislators, scientists and engineers are taking an active part in the debate on the growing problem of sludge management and disposal. Their efforts support a nationwide drive toward a cleaner environment. As a result, Congress has been passing legislation which places high priority on a clean and heathful environment. This promotes environmentally acceptable methods of sludge management and disposal.

Measures with direct impact on sludge disposal include The Resource Conservation and Recovery Act. The act emphasizes conservation of resources and recovery of useful materials in the waste as the primary approach to waste management. This approach is to be used wherever it is technically and economically feasible and environmentally compatible.

The Clean Water Act recognizes the potential benefits of sludge as a resource, as well as the potential hazards. Under this measure, the Environmental Protection Agency is not permitted to
make grants for upgrading wastewater-treatment facilities or construction of such facilities unless the applicant has fully evaluated innovated and alternative processes for wastewater sewage management. Presently, communities can research several options to resolve a disposal problem.

There are various disposal methods now in wide use. One method is incineration of sludge in which a fraction of the incinerated waste may be discharged into the atmosphere and can eventually settle back to water and land. Burning sludge is popular in metropolitan and suburban areas because land for sludge disposal is often too expensive or unavailable near treatment plants. Loehr points out that one potential problem with incineration is that heavy metals such as lead, mercury and cadmium can vaporize and be released in the atmosphere.

Another popular method used by many communities is land filling. Landfills have the advantage of being owned and managed by the community. About 20 percent of the sludge produced in New York is buried in landfills. This method may lead to ground-water contamination; however, proper design, location and management can minimize this problem.

Although the previous two methods deal with disposal, they do not utilize the nutrients in the sludge. Sludge could be used as a fertilizer and soil conditioner. However, the concentration of toxic chemicals in sludge would have to be regulated to avoid possible animal and human health risks. One novel proposal calls for shipping liquid sludge to foreign countries by ore boats or oil tankers. The countries could use the sludge as fertilizer, as irrigation water or as soil conditioner.

Whatever solution New York City and other communities choose, they face the problem of a rapidly increasing volume of sludge. By 1985, experts estimate that more than 4.5 million gallons of sludge will be produced daily. Spread one-foot thick on land, this would cover approximately 3,300 acres. If it is applied to agricultural land at the rate of two inches, the sludge would cover 2,000 acres of land. Statewide, current annual sludge production is expected to double from seven million tons to 14 million tons in the coming years.

The national effort to protect the nation’s streams and lakes requires the construction or expansion of numerous wastewater-treatment facilities across the country. “The purer we desire the wastewater from the treatment plant, the greater the quantity of sludge that is generated,” comments Dr. Lewis M. Naylor, in the Department of Agricultural Engineering. In addition, population growth also affects the quantity of sludge produced.

To provide answers to the sewage sludge problem, major research projects are underway in the College. The projects will identify the types, quantities and characteristics of sludge generated in New York, the potential effects of sludge which is applied to land on the public health and the environment, methodology to select proper land disposal sites, storage and management conditions and studies to gain a fundamental understanding of the movement. Transformation and risks associated with the contaminants in sludge when land is used for disposal will also be studied. Presently, periodic updates on research are released.

The College is distributing information throughout New York to state agencies, municipal officials and the field staff of the Cornell Extension Service. Bulletins, fact sheets and other informational materials on sludge management are also available to the public. The College’s efforts on sludge management will be available to many people in the state. In Naylor’s view sludge is not a total waste. It could be put to good use if treated and managed properly.
With the Big Red men’s varsity hockey team reaching the NCAA national tournament, many fans may have overlooked Cornell’s other hockey champions, the women’s varsity.

In fact, the women’s hockey team has been a consistent winner over the years since its inception in 1971 as a club. And some of the players who contributed to a string of five consecutive Ivy League championships (every year this honor has been awarded) were back in Ithaca recently for a special kind of reunion. The occasion was the second annual “Alumnae-Varsity” contest on March fifteenth.

Diane Duthie ’75, a former team member and wife of women’s varsity coach Bill Duthie ’71, organized the game this year as well as last. A number of alumnae are local residents and most of them keep “in shape” playing coed adult hockey in Ithaca’s six team municipal league. Linda Bruckner ’78, Melinda Dower ’78, Tammy Norcross Osmeloski ’78, Kate Reynolds ’78, Krista Trousdale ’78, Tammy Gobert ’79, Ursi Gibson, Grad, Carol English, Grad and Marguerette Mattucci, Vet, were among the Ithacans. Other alumnae came from as far away as Virginia and Ohio to take part. Among the out-of-towners were Sandy Ward ’76, Diane Griffin ’78 and Cyndy Schlaepfer ’78.

Joanie Saltsman Oelschlager ’74, the oldest returning alumna, joined the women’s program in its infancy. That first year the women played less than a dozen games, and Brown was the only other Ivy League school with a women’s hockey team. Over the next few years the situation improved dramatically, with more colleges forming female squads each season. Locally, the Tompkins County girl’s hockey team, the Shooting Stars, supplied several fine prospects to Bill Duthie, who has coached the Cornell women since 1972.

Oelschlager works in Washington, D.C. and plays hockey for the Washington Red Coats, the only women’s team in the D.C. area. One problem that such amateur hockey clubs face is the high price of both rink rentals and inter-city travel. Luckily, the Budweiser Division of Anheuser-Busch has provided the Red Coats with financial support and sponsorship. The team was recently featured on the syndicated P.M. Magazine television series and the CBS Evening News as one example of the current state of women’s sports.

A number of the ’79-’80 women’s varsity players were in Boston the day of the alumnae game watching the ECAC men’s tournament but enough were available so that, with some last-minute juggling of the rosters, the game got underway. The contest was free of fisticuffs and only one penalty was assessed. Although the caliber of play was not quite of Olympic quality, many of the women played well considering their “advanced” ages.

For trivia buffs, the final score was Varsity 9 -- Alumnae 2, but a mid-game “trade” involving the goalies and two of the forwards lessened its significance. Suffice it to say a good time was enjoyed by all.

After the game, the players and their guests attended a reception in Helen Newman Hall at which home-cooked lasagna and lively conversation were featured. Krista Trousdale ’78 expressed a sentiment that all involved seemed to share: “I’d like to think of this as the start of a continuing tradition at Cornell.” Those who saw the alumnae-varsity game would agree wholeheartedly.

Top, Tammy Gobert winds up for a wrist shot. Below, ex-team captain Cyndy Schlaepfer (22) prepares for a face-off against the varsity team.

by Charley Nasta ’80
Environmental awareness should never be considered an issue that dwindled with the ecology movements of a decade ago. For Bob Dowski, ’76, knowledge of the environment is the focal point of his career, the object of his studies and a determinant of man’s future.

“I came to Cornell wanting to learn more about the environment,” he explains. While majoring in natural resources at the College of Agriculture and Life Sciences, Dowski became involved in the Future Farmers of America (FFA) and in saving the Wilderness Reflections Program at Cornell. The year that he graduated he took the position as Resident Director at Ecology House, where he started a number of important environmental projects. Dowski feels that he learned a great deal at Cornell because he attended at a time when the Department of Natural Resources had a number of interesting and enthusiastic people.

During the summers following his junior and senior years, Dowski worked for the New York FFA camp, first as a conservation instructor, then as Assistant Director.

“As an instructor, I found it difficult to reach high school students,” he laments. His goal was to teach a concept of a total environment; that there is an interdependence of all things, including air, soil and water. He wanted to show how man affects these things in his day to day life. Motivation was lacking in the students, however, and Dowski found it too difficult to teach within the confines of a classroom.

Being an Assistant Director entailed more work with planning and management. Working together with other people toward a common goal was more rewarding for him than teaching, and he put his efforts into that aspect of the camp.

Besides his involvement with FFA, Dowski undertook salvaging the Wilderness Reflections Program at Cornell, which was floundering for lack of funds during the time he was an undergraduate in the College. Help came from University Unions, as well as from the Office of the Dean of Students. His interest in this program through his senior year was so strong he wanted to stay in Ithaca after graduation in order to continue his work with it. His advisor suggested he apply for the Resident Director position at Ecology House, a special living unit on campus. Even though he had never heard of the living unit, Dowski applied and got the job.

“I was lucky I got it,” Dowski says, because he became very interested in the unit as a community and as a promoter of environmental awareness. To bring Ecology House to its full potential as an environmentally-aware community, Dowski initiated programs which could include students of varied interests. According to Dowski, the purpose of the House is to give students experiences they could not receive in a classroom.

He wanted students to feel good about where they were living and encouraged their involvement in either their personal environments—room cleanliness or house plant care—or in

Bob Dowski urges us to be aware of environmental issues even though they are not as popular as they once were.

more traditional issues, such as recycling and environmental legislation.

During the two years that Dowski was at Ecology House, programs such as recycling on campus, Earthrise and the restoration of Beebe Lake were pursued by students. Dowski feels there is a lack of awareness on campus—outside of Ecology House—judging from the lack of interest in the recycling program and by the small turnout of volunteers at the Beebe Lake project.

“Environmental awareness is knowing how I affect the natural systems that I depend upon for my life support and how they affect me,” relates Dowski. Environmentalism is a social issue because it is very basic in how it affects man’s lifestyle and the quality of life on earth. Dowski thinks we may have been saturated by the ecology movements of the past two decades and may have become insensitive to the real problems that still exist.

“Now people are more concerned with their future in the job market rather than with the future of social issues,” he adds.

More people like those in Ecology House are needed to spread awareness of the issues at hand, Dowski contends. “If people see that an idea has value, maybe they will pick up on it. That’s when changes can be made.”

Dowski is presently working as Executive Director of New York FFA Leadership Training Foundation, Inc., a non-profit educational corporation. He also remains involved with the state camp as its director. His career plans may include work with Cooperative Extension or the Department of the Interior. Whichever way his future lies, one can be certain that the future of the environment will be included in his plans. For Bob Dowski, that future is essential to the future of mankind.
Like father, like son! That is often said, but how many fathers and sons will march together this May in the commencement procession to receive their degrees? Meet such an unusual pair: Howard, ’50, M.P.S. ’80, and Michael Cogan, ’80.

“We have lots of reasons to celebrate this year,” Howard pointed out. “Our daughter Barbara is getting her degree from Tompkins-Cortland Community College, Michael is getting his baccalaureate, I’m getting my M.P.S. and going to my 30th reunion, we’re celebrating the 25th anniversary of our business (Cogan Associates, Inc.) and Helen and I are celebrating our 30th wedding anniversary. It’s a big year for all of the Cogs!”

Outgoing, enthusiastic Howard is the head of Cogan Associates, a successful Ithaca advertising firm. He is one of those rare alums -- an Ithacan who remained in Ithaca upon receipt of his bachelor's degree.

Howard is a self-made advertising man. As he says, “I learned by doing.” At the age of 14, he was working at radio station WHCU in Ithaca as a part-time announcer, and continued to do so through college. As Howard added, “People figured that if I could read commercials, I could write them. From time to time, people asked me to write ads for them, including my dad who owned a shoe store.”

Howard was graduated from Cornell in 1950 with a major in speech and drama. Even though he had a couple of job offers in New York City, he decided that life in the big city was not for him, especially trying to live on the gigantic salary of $35 a week! One of his first jobs was with radio station WKRT in Cortland as program director and news director. During the same year, his father offered him a job managing a new shoe store in Cortland. That proved to be an important business lesson: three years later the business folded. At that point Howard decided to open his own advertising firm in Ithaca. “After all,” he explained, “I had been doing that sort of thing since high school.”

So out of that past experience, a few borrowed dollars and much confidence, Cogan Associates was born. “In exchange for free office space, I agreed to do all of the advertising for the Sport Shop. Within a week, I had signed up 40 clients, each of whom paid me the magnificent sum of 25 dollars per month for doing all of his advertising. I borrowed some money from my mother to make a deposit on the telephone, bought a used desk for 35 dollars and I was in business. With all those clients, I had to work 28 hours a day -- each one of them wanted a couple of ads in the newspaper every week and a piece of radio copy every day.”

The business has been successful, and a family venture as well. Helen and Barbara regularly assist in the business. It was this strong family collaboration and mutual support that made it possible for Howard at long last to realize his ambition to return to school for an advanced degree.

At age 48, when Howard broached the return-to-school idea to his family, their response was enthusiastic. “But I explained to them that there would be days when they would have to take care of the business in my absence, or maybe help when there were papers to type and photocopy,” he added. “I can truthfully say, there hasn’t been a moment since I started when they have hesitated a second to help out with whatever needed doing. They have been just super--I couldn’t have done it if I hadn’t had that kind of support.”

Howard found some things had changed at Cornell in 30 years. “Tuition then was $300. I had a scholarship for $400; so I had money for books and some left over.” But the biggest change he felt was in the quality of the students. “In my day, everybody was just having a good time. I worked the whole time I was in school, so I didn’t have a chance to join in much of the fun. The quality of teaching was excellent, but I think the quality of the ‘receivers’ wasn’t very good! Now, I think the overall quality of the students has improved, they have a more worldly outlook and are more involved. I think that’s challenging--to teachers

Howard Cogan, in the middle of a successful career, decided to return to Cornell as a student.
Although in different fields Cogan and his son Michael work together on many things. and to 'old' graduate students like me." It was in some relatively modern technology—though modest in size and scope—that Howard found the opportunity for his M.P.S. Special Project to help meet a real communication need among Ithaca's elderly population. Howard described his project--CALLER (Community Audiotape Lending Libraries in Elderly Residences)--as designed to be used in nursing homes or individual apartments, since the elderly are often cut off from the normal flow of communication in a community. The cassettes would contain everything from recorded versions of the Bible, literature and periodicals

by Diane Charnley Grad.

FAMILY AFFAIR

to authoritative information specifically designed to help the elderly cope with their unique problems—financial, legal, nutritional, etc. The system provides a cassette player/recorder in each room or apartment. In addition, blank tapes will also be furnished for residents to communicate their ideas or requests to friends, relatives, the Common Council, the mayor and others.

Howard would like the opportunity to do more teaching. For several years, he has been a guest lecturer at both Cornell University and Ithaca College. "I particularly enjoy the question-and-answer period following the lectures. I think I have some life experience to share, as well as my academic background. I think students can benefit from the opportunity to exchange ideas with people who have been out in the world of advertising or communication."

He has shared that life experience with his son since Michael was a child. As Michael says, "I used to hate to write. I thought my writing was poor and when I was a freshman, I finally went to Dad and said, 'How did you become a writer? Tell me what to do.' One of his suggestions was to read the New York Times every day. That was a tremendous help, but I think now that my writing must have been good—because I've been living with him all my life. He saw everything I wrote as a kid. If there's anything he does better than write, it's edit. He's a very nasty editor!"

That writing skill was put to practical use last summer when Michael wrote an environmental assessment for the hydroelectric plant now being refurbished on campus.

Michael is a biology major concentrating in nutrition. After graduation, he will study law at Georgetown University. That may sound like an unusual combination of studies, but there is a communication gap that he feels needs to be bridged. As he explained, "I'm interested in communication. I'm also idealistic and want to go into something where I can help change the world. The more I learned about the politics of nutrition, the more I realized that lawyers are making food policy. Lawyers write the laws based on what the scientists tell them. I decided there was a real need for someone who understands law but won't be misled by scientists, or conversely, someone who understands science but won't be misled by lawyers. I feel I could be a liaison between the scientific world and the people who make policy."

Michael has also followed his father's early broadcasting experience at WHCU. Some 35 years after Howard was a teenage radio announcer, Michael was doing the same. "Sometimes, I'd get people calling me up after I'd announced my name on the air," he laughed. "They would ask me, 'Are you any relation to Howard Cogan?' When I said 'yes', they'd tell me, 'I listened to your Dad about 30 years ago!'

Though the Cogans have developed similar communication skills, each will use them to different objectives. They have had a very successful and rewarding year. With their talents, drive and diverse interests, the Cogan family should expect many similarly exciting years to come.
Reminiscing with
JULIAN CARTER

by Juanita B. McCaw '81

"For as long as I can remember, my parents never allowed either my brother or I to think that there was any other choice -- when we finished high school, we would come to Cornell for agriculture." That was how Julian Carter '37 explained his enthusiasm and loyalty towards Cornell.

Not long ago I spent a very enjoyable afternoon with Carter, a former agricultural teacher and Cornell alumni. It was an afternoon full of reminiscing for both of us. I was supposedly interviewing him, but often found myself being interviewed instead. Carter had spent 20 years teaching at Wellsville (New York) Junior/Senior High School; six of those years I was a student at Wellsville.

After graduating from Cornell as an Agricultural Education major, Carter began his teaching career in Churchville, New York before moving to Wellsville, where he taught until 1961.

In 1954 he received his Master's Degree in education from Cornell. Because of the depression and war it was not possible for Carter to return to Cornell full-time to get his Master's degree immediately after completing his undergraduate work.

He remembers his teaching years nostalgically; they were very enjoyable, rewarding years for him. Carter especially remembers with pride the good rapport he had with his students, who always called him "Prof." He said, "More often than not, when I got to my classroom in the morning there would be several students waiting outside my door before going to their homerooms. They just couldn't wait until class time to tell me about a newly born calf, a beaver caught the night before, or sometimes something very personal. That never failed to make me feel good." He also told of how he would, from time to time, have the students teach a class. "Some were better welders than I was. Why not let them teach it? Don't forget, I was working with rural kids, and they respect you for what you are. You should never pretend you know it all, because they'll find you out."

Carter said that he always ran a tight classroom and study hall. Soon after he began teaching, however, at the end of a study hall period, he was given a birthday card with the signatures of everyone in the room, and he had not seen it being passed around.

The moral of that story, according to Carter, is "It doesn't pay to see too much."

In Wellsville, Carter filled an agricultural teaching position that had been deserted by a number of previous teachers. His predecessors had left because of the disciplinary problems they had encountered. Paul Bastian, a student of Carter's during his first years at Wellsville, remembers him fondly as a strict disciplinarian who kicked more than one student in the seat of the pants. But Bastian says, "I don't think any of Carter's students, even those he had to discipline, ever disliked him." Carter and Bastian both remembered an incident that occurred soon after Carter arrived in Wellsville. While in the process of handling a discipline problem, Carter accidentally kicked a wastepaper basket and sent it flying. Information about this little episode went through the school like wildfire and Carter was soon known as the teacher who kicked the bucket, a reputation that stuck with him throughout his tenure at Wellsville.

Carter said, "One of the most important aspects of my work as a teacher of agriculture, I always felt, was teaching problem-solving skills. The first step is in helping students identify a problem and then assisting them in

Julian Carter discusses preparations for future Farmers of America (FFA) Camp Oswegatchie at a Syracuse workshop in 1956.

At home, Julian Carter demonstrates the art of canning, an activity which has helped keep him occupied during his period of convalescence.
figuring out how to solve it themselves.”
In today’s rapidly changing world of agriculture, there are few ready-made answers, making problem-solving skills even more vital.

During his 23 years of teaching, Carter was involved in FFA (an agriculturally-oriented youth organization). He feels that FFA is an integral part of any agricultural teacher’s job. According to Carter, an important aspect of the FFA experience for the students is the leadership training they receive.

In addition to advising an FFA chapter locally, Carter was State Director of an FFA Leadership Training Camp for six years at Lake Oswegatchie in northern New York. He was also a member of the Board of Trustees of the Vermont FFA Foundation, Inc.

When Carter left teaching, he became State Consultant for Agricultural Education in the northern New York State area. In that position he travelled a great deal, visiting the area schools that offered agricultural education. He moved from that position in 1967 to accept a similar position in Vermont as State Consultant Supervisor for Vocational Education in Agriculture. He was at the same time a state advisor for FFA. He particularly enjoyed this opportunity to work with young people in workshops and seminars.

When it came time to retire in July of 1977, he and his wife Alberta moved from Vermont to Ithaca. Carter explained, “I wanted to be close to Cornell, and it is centrally located between Alberta’s family and my own.”

Carter has wholeheartedly supported Cornell in various ways since his graduation. He has always served on committees to collect money for the Cornell Fund. He has been president of the College of Agriculture and Life Sciences Alumni Association and is currently its secretary. In addition, he has supported many professional organizations. Carter is especially proud to have served as president both of the National Vocational Agriculture Teacher’s Association and the National Association of State Supervisors of Agricultural Education.

Since retirement Carter has not only kept busy with his alumni association work but also with his other interests. He is an enthusiastic collector of antiques and especially interested in the caning of chairs, which he gladly demonstrated for me.

This past year, he spent several months in the hospital for two major operations but hopes that this is all behind him now.

Carter’s greatest pride and loyalty after his family is towards Cornell. “I have always been proud that I am a Cornell graduate -- especially of the College of Agriculture.” His involvement in various University organizations, his desire to live close to and visit the campus and his enthusiastic memories of life here support his statement. Without a doubt, Cornell can be as proud of its alumnus, Julian Carter, as he is of the University.

HELP! Agricultural Teachers Needed

When Julian Carter graduated from Cornell in 1937 and began his career as an agricultural teacher, much the same situation existed then that persists today—there were not enough agricultural teachers to go around.

In agricultural education today there is a near state of crisis according to Daryle Foster, ’72, the Director of Instructional Materials Service at Cornell and Richard Tenney, Assistant Professor of Agriculture and Educational Occupation at Cornell. They note that for every agricultural education graduate there are two positions waiting to be filled. This is true, not only in New York State but throughout the country.

One of the reasons for the short supply of ag teachers is that the public generally misunderstands the situation. There has been much publicity about the overabundance of teachers in general without clarifying that, in certain areas, there are too few certified teachers to meet current needs.

Agricultural education has made some dramatic changes since Carter left teaching in 1961; it has expanded into many areas with which it had not been previously involved. Traditionally, agricultural education has meant farm production and management, which included some farm mechanics. Today in many programs there are classes in such diverse areas as conservation and forestry, ornamental horticulture, horse handling and care, agri-business and small animal science, as well as the traditional courses.

Approximately half of all secondary level ag education classes are held in BOCES Area Centers with the other half remaining in local high schools.

In talking about the advantages of teaching agriculture, Foster said, “What could be more exciting than working with young people and agriculture simultaneously? They are both vital and alive—the future is depending on them.” Tenney spoke about the interdependence of the peoples of the world today. He added, “While only two percent of the United States population directly produces food on the farm, a full 40 percent is in some way employed in work that is agriculturally related.”

Teaching agriculture is not just classroom lecturing. The teacher visits his students on a regular basis, either at their homes or where they work. In addition, most teachers are advisors to FFA chapters, an agriculturally oriented youth organization formerly known as the Future Farmers of America. The teacher’s job is a balance of working with young people and teaching skills, with many far-reaching benefits. Teaching agriculture is not such a bad job as a way of life—a most rewarding way of life.

If you are interested in learning more about the need for agricultural teachers, write or call:

Coordinator of Agricultural Education
203 Stone Hall
Cornell University
Ithaca, New York 14853
Phone: (607) 256-2197
Although the Cornell athletic department's yearly budget is small compared to athletic budgets of fellow Ivy League schools, Cornell still puts out an extremely competitive and successful intercollegiate sports program. In addition to funds from the University, much of the support for the Big Red athletic program comes from the alumni and friends of Cornell athletics.

Most of the buildings that comprise the Cornell athletic facilities were made possible through capital fund donations. Gifts of Ellis H. Robison, '18.

The total money donated by friends and alumni is one-fourth to one-third of the money needed to run the Cornell athletic program, which is one of the five largest in the country. Cornell sponsors 22 men's and 17 women's intercollegiate sports.

The Big Red athletic department looks to four major areas to sponsor its programs. First there is the University, which provides money to cover the salaries of the staff and the minimal needs of the program. The television and radio rights to Cornell sports, as well as the gate receipts generated from the revenue producing sports, provide the general operating expenses. Enterprises such as concessions provide some additional support to the program. Finally, there are the gifts from alumni and friends. In 1975-76 the athletic department received a little less than $200,000 in gifts. Last year (1978-79) that figure was more than $1.1 million as the athletic department has gone out to improve its fund-raising program.

The big change in fund-raising has been the people that are running the athletic department. Dick Schultz, the Athletic Director, took over his present position in June 1976, after spending two years at the University of Iowa dealing with athletic fund raising. He has been instrumental in setting up a solid fund-raising program for the Cornell athletic department.

The year prior to Schultz's arrival, Harold G. "Bud" Hall was hired and now holds the position of Associate Director of Athletics -- Finance. Through their efforts and those of others, the Big Red athletic department, which ran a deficit up through 1975-76, is now on solid financial footing.

A key factor in putting the athletic department on firm footing was the initiation of a new fund-raising system. The Big Red Fund was created for alumni and friends to donate money to the athletic department and receive class and University credit. Prior to this fund, only donors to the Cornell Annual Fund for Athletics received class credit and University credit for money donations. Donations to the majority of other funds did not, thus not encouraging donations to the athletic as opposed to other departments on campus.

Many of the coaches for individual sports send out fund-raising letters to former players and friends of that sport.

**ALUMNI ASSIST ATHLETICS**

by Paul Luchowski '80

For example, the Ellis H. Robison Hall of Fame Room and the Doris B. Robison Shell House were built in the past two years thanks to the gracious Dick Schultz looks on as Victor H. Grohmann exercises on rowing torso machine which he donated to the athletic department in 1978.

For example, the Shingle Club in soccer and the Friends of Cornell Baseball all help raise money for their sports. Any money donated to these funds are part of the Big Red Fund. A donor can, if he or she wishes, give money to a specific fund or to the Athletics-Special Gifts Fund which is used at the discretion of Athletic Director Schultz.

In addition to the Big Red Fund, which is classified under general contributions, three other areas are also available for donations. Capital funds donations such as Robison's donating money for the Hall of Fame Room and the new women's boathouse, fall under this category. Also included is money from alumni and friends to meet the general needs of the individual sports. The third category is the donation of money for special projects by classes or groups. As an example, the baseball scoreboard at Hoy Field was a gift from the Class of 1962.

Finally there is the Charitable Remainder Trusts, which serve as long term deferred trust funds.

Thanks to alumni and friends of Cornell athletics, the funds needed to run a competitive and successful athletic program are provided. The University's athletic department boasts an exciting variety of both male and female sports, and will continue to do so -- with a little help from its friends.
Robert H. Foote, MS '47, Ph.D. '50, professor of animal science in the College of Agriculture and Life Sciences, has been elected a Jacob Gould Schurman Professor by the Cornell University Board of Trustees for his distinguished service to Cornell in scholarship, teaching and public service.

Foote received his master's and doctoral degrees from Cornell and was appointed to the faculty in 1950. Since then he has received several national and international awards for his research in artificial insemination and reproductive physiology; research which has resulted in the publication of about 300 scientific papers. He has directed the graduate research of approximately 40 students and teaches a basic reproduction course for undergraduates and an advanced course in artificial insemination.

Dean and Faculty Honored

David L. Call, '54, M.S. '58, Ph.D. '60, dean of the College of Agriculture and Life Sciences, has been honored by Lambda Chapter of Epsilon Sigma Phi for his contributions to the advancement of Cornell Cooperative Extension.

The fraternity, a national honorary of extension workers, presented Call with the State Certificate of Recognition and cited him for his "creative approach to problem solving that has led...to the initiation of a series of new and innovative education efforts." Call was director of Cooperative Extension from 1973 to 1978, after which he was named dean of the College.

Ernest F. Schaufler, '48, M.S. '52, a professor in the College's Department of Floriculture and Ornamental Horticulture, was also honored by the fraternity. A member of the Cornell faculty since 1948, Schaufler was cited for his leadership in the area of horticultural education for youth, 4-H members and adults.

Arthur Bing, Ph.D. '49, also a professor in the Department of Floriculture and Ornamental Horticulture and a staff member of Cornell's Long Island Horticultural Research Laboratory at Riverhead, received a College-Based Staff Award. He was cited for his service to extension workers, horticultural producers and consumers.

Bing is a specialist in weed control and has been a member of the Cornell faculty since 1949.

Robert E. Kozlowski, '65, an extension associate in the Department of Floriculture and Ornamental Horticulture, received a similar award for his role as coordinator of the newly established Master Gardener Program.

Joseph D. Novak, professor of science education and biological sciences at Cornell, has received a Fulbright Senior Scholar Grant to spend four months teaching in Australia from August through December 1980.

Novak will be teaching at Monash University in Melbourne.

Jere D. Haas has been elected associate professor with indefinite tenure in the Division of Nutritional Sciences by the Cornell University Board of Trustees.

Haas earned his Ph.D. in anthropology from Pennsylvania State University in 1973 and is recognized as an authority on the connection between nutrition and anthropology. He has been at Cornell since 1975 and is currently conducting research on human adaptation to high altitude stresses in the Andean highlands of Bolivia.

R. Kenneth Horst, plant pathologist at the College of Agriculture and Life Sciences, has completed work on the revision of Westcott's Plant Disease Handbook, a volume long regarded as an authoritative work aimed at helping both home gardeners and specialists in controlling troublesome diseases affecting trees, shrubs, vines, flowers and vegetables.

A member of the Cornell faculty since 1968, Horst is a specialist in plant diseases of floricultural and ornamental crops.

Carol L. Anderson, Former associate professor of child development at Iowa State University, has been appointed associate director of Cornell Cooperative Extension and associate professor in the Department of Human Development and Family Studies in the College of Human Ecology.

Anderson received her bachelor's and master's degrees from the University of Wisconsin and her doctoral degree in home economics education/adult education from Iowa State in 1976. She is a member of the National Association for the Education of Young Children, the American and Iowa Home Economics Associations, the Adult Education Association and numerous honoraries.

Alfalfa Room Becomes New Union

The Alfalfa Room, the student lounge and service desk located in the basement of Warren Hall, has been elected the ninth unit of the Department of University Unions by the University Unions Board of Governors.

Reorganized earlier in the year by members of the Ag College's Positive Action Council (AgPAC) and University Unions, the Alfalfa Room's new status will enable it to provide a wide range of programs and activities for frequenters of the upper campus. Already planned are coffeehouses, guest lecturers, a festival on the Ag Quad and events for next year's Ag Day.
Ag College Liaison For Alumni

by Joann D’Emilio ’80

College alumni often share a special relationship with their alma maters. They look to the university as an institution to uphold ideals they believe in and to accomplish goals they feel should be done. The college, in turn, depends on its alumni for support, encouragement and representation in the outside world. This semester the New York State College of Agriculture and Life Sciences gave special recognition to this relationship by establishing a new assistant director in the Office of Development and Alumni Affairs.

James Bays ’74 is the first to occupy the new position which officially began on February 1. In his new role he gets the opportunity to wear “many hats.” The assistant director has several specific duties with different parts of the college. “My primary intention is to make sure there exists a sound working relationship between the Office of Development and Alumni Affairs and other offices of the College,” says Bays.

Fifty percent of Bays’s time, as outlined by his job description, is expected to be spent working with Glenn MacMillen, ’54 the executive director of the College Alumni Association, and with the district directors of the Association. “The Association has grown tremendously in the last two or three years,” said Bays. “It supports a broad range of activities, from College Open Houses in the fall for high school students, to district get-togethers for alumni, to a number of awards and prizes for outstanding alumni and students.” Part of Bays’s job is to broaden and encourage the members’ involvement.

One-quarter of Bays’s time is to be spent as a fundraiser for the 4-H Foundation. The Foundation was set up to aid high risk, innovative 4-H youth programs, according to Bays. “I am helping to seek private money to support these programs,” he explained. His job includes taking program proposals and getting the funding for them.

Bays spends the remaining quarter of his time working with MacMillen in obtaining private support for the College, developing brochures and other written materials, encouraging contact between alumni and students and, finally, acting as a liaison between the alumni and the placement and admissions offices in the College. Bays said he sees this final duty as key. “My liaison role adds emphasis to the fact that all the offices I deal with need to have close coordination,” he said.

Administrators were influenced by two considerations in creating the assistant directorship, Bays pointed out. First, the 4-H Foundation decided to revamp their organizational strategy and they wanted a Cornell-based director. Secondly, the growth of the Alumni Association caused a demand for more staffing. Administrators saw in these two needs an opportunity to appoint an administrator whose main function would be to assist with funding and encourage involvement from outside groups and individuals, especially College alumni.

In his seven weeks in the Office of Development and Alumni Affairs, Bays said he found the job an interesting challenge. “It’s difficult to know how best to approach people, especially in these times of tight money,” he said. “But the dollar needs are certainly real, and my strategy will reflect this.”

Although it may seem that, with all these concerns, some of Bays’s duties may get short-changed, Bays feels that in the future the office will only become stronger. “In an economic crunch, private support becomes more important and there will continue to be a need for this support,” he said. “All of my involvements are a reflection of this trend and as such are critical to the College and to state 4-H youth programs,” he added.

In creating the new position then, administrators have given the College an important new channel through which outside groups—especially alumni—can voice their concerns. As Bays succeeds in encouraging an active and supportive Alumni Association, he will give much to the College. His reward will be in the breaking of new ground, in a post that no one has ever before filled.