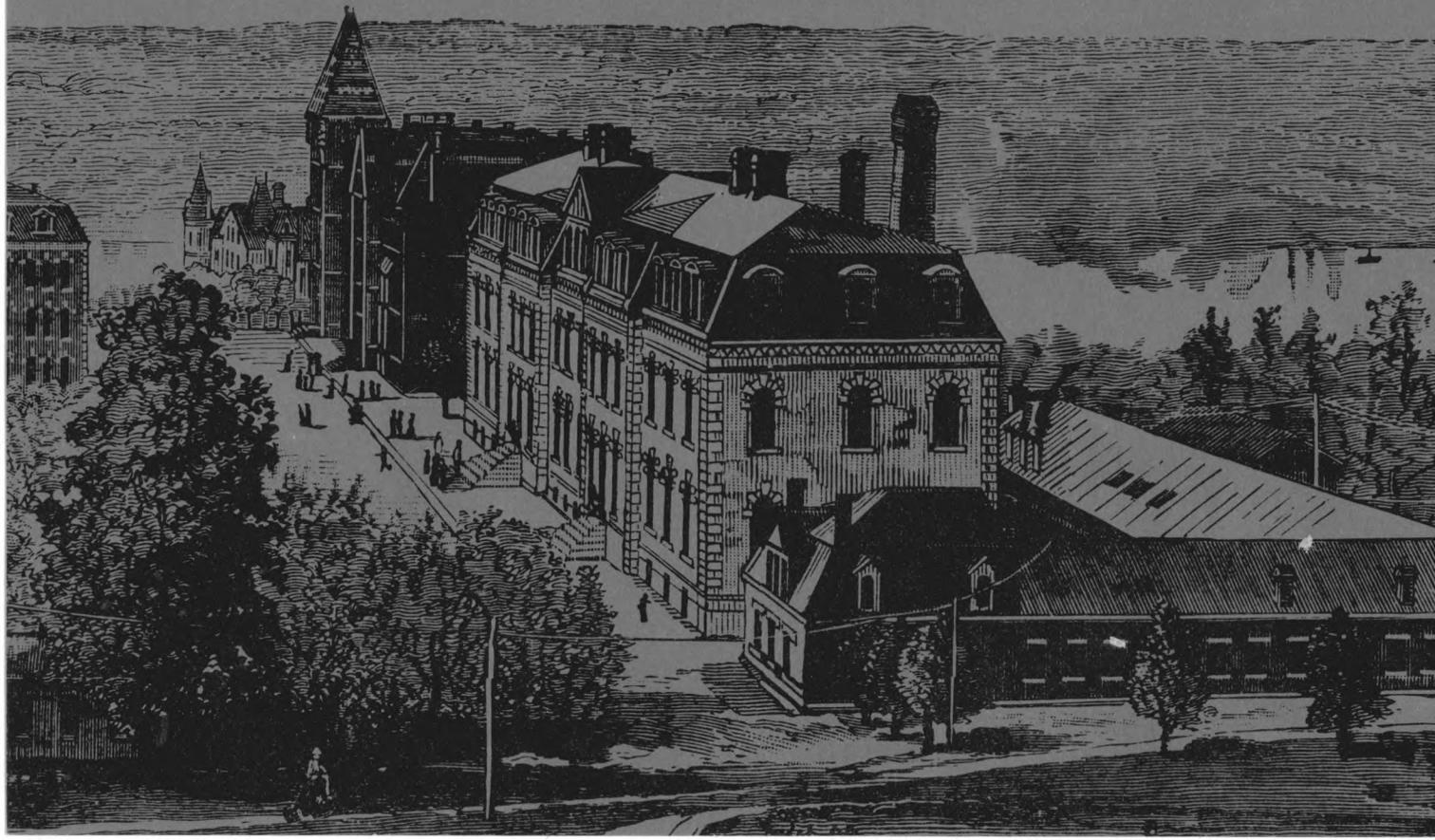


Cornell University
Announcements

College of
Arts and Sciences



Cornell University Announcements
(USPS 132-860)

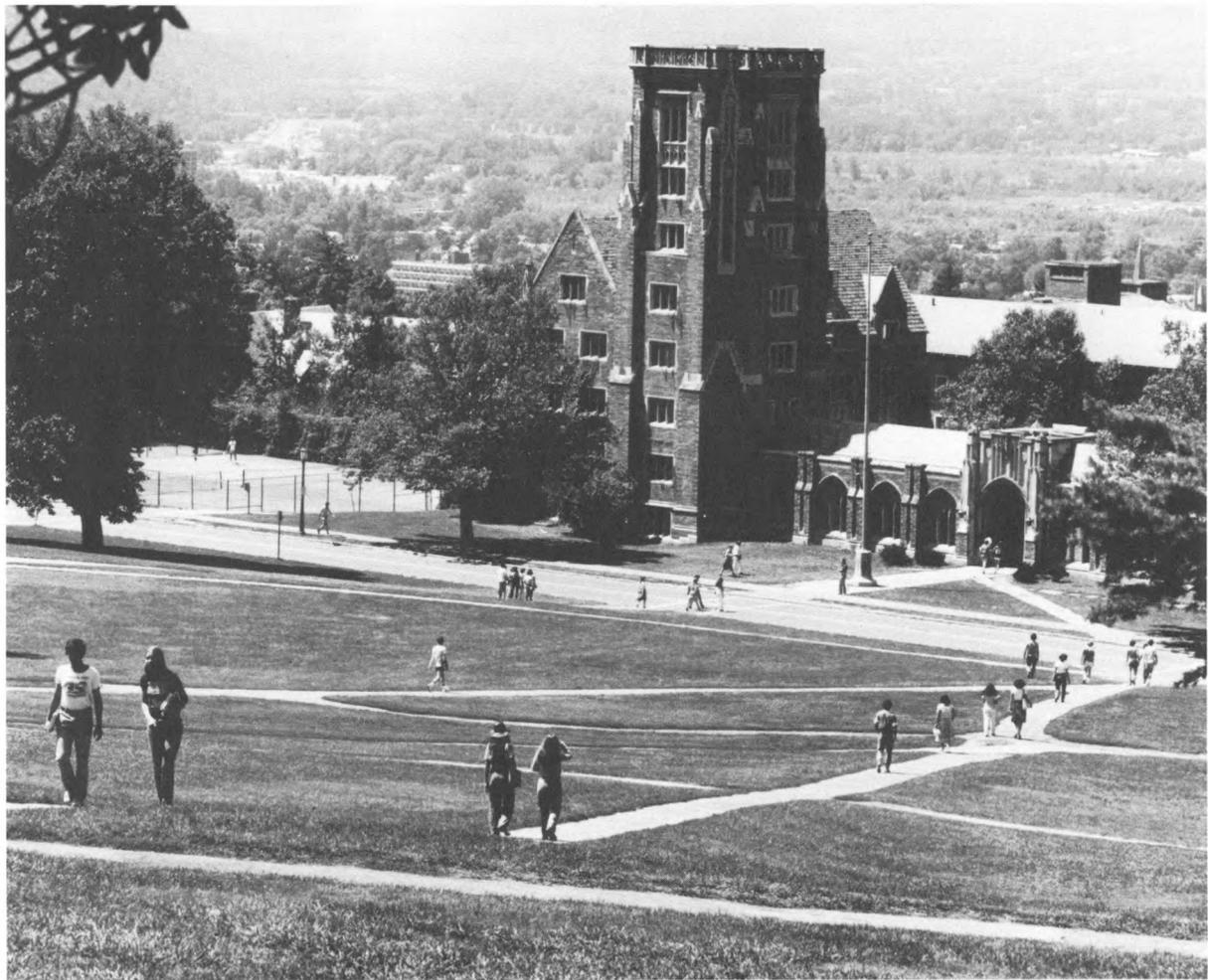
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*Engravings on the cover and throughout this
Announcement are of the Arts Quad in the late
nineteenth century.*

*College of
Arts and Sciences*

*Cornell
University*





Contents

A Note from the Dean / 4

Getting a Sense of the Place / 8

An Arts College Education / 12

The Faculty / 13

The Students / 13

The Facilities / 13

Designing a Program / 16

Distribution Requirements / 17

Foreign Language Study / 17

The Freshman Year / 17

Majors and Concentrations / 18

Requirements for Graduation / 19

Special Academic Options / 20

College Scholars / 21

Independent Majors / 21

Undergraduate Research / 21

Independent Study / 22

Preprofessional Study / 22

Double Registration / 22

Dual Degrees / 23

Study Abroad / 23

Fieldwork / 23

Some Notes about Student Life / 24

Athletics / 26

Religious Affairs / 26

University Government / 27

Residence Life / 31

Career Development Services / 32

Admission / 34

Freshman Applicants / 35

Transfer Applicants / 39

Special Students / 42

Internal Transfer Students / 42

Extramural Students / 43

Part-Time Students / 43

Foreign Students / 43

Expenses and Financial Aid / 44





*A Note
from the Dean*

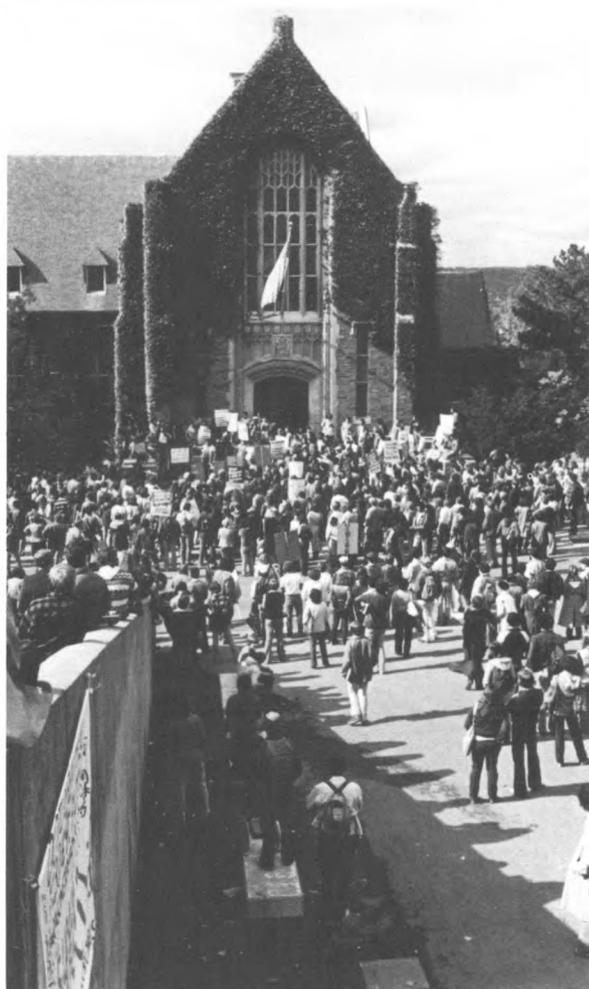
These pages have been put together to help you get a sense of the spirit of the College of Arts and Sciences at Cornell as well as to give you some useful information. They have been written from the points of view of the faculty and of the students and are intended as an introduction to the college. Other more formal documents list course offerings, define majors, outline distribution requirements, and so on. But for the moment our concern is to give you a broader and more informal view of the college.

To begin at the beginning, I will say a word about the admission process. Whether you apply to be admitted as a freshman, transfer, special, or part-time student, you will have a thorough review by an experienced selection committee. Computers do not make admission decisions at Cornell; committees composed of admission officers, academic advisers, and faculty spend months reviewing all the information submitted. Each application is reviewed systematically and thoroughly until a final decision is reached, often after the third or fourth review. There is no magic formula for admission to a college as competitive as this one. Each year we have nearly seven thousand applicants for a freshman class of about nine hundred students.

Most of the applicants have the potential to succeed if they work hard once they are admitted. Therefore, while we stress past academic achievement in the selection process, we also look for personal qualities and special talents. We hope to select people who will be able to take full advantage of the opportunities at Cornell and will also contribute to the University. Should you be accepted for admission, you will know that we believe you have the personal and academic abilities necessary to take advantage of a Cornell education.



Once at Cornell, you may find the available resources a little overwhelming. The number of courses offered and the variety of majors and concentrations are considerable, and freedom of choice itself will impose responsibilities. At the same time you will be part of an institution with one of the great university library systems in the country, and you will have unusual opportunities to enjoy concerts, plays, films, and art exhibits. You will also find that your intellectual



growth and maturing will take place not only in the classroom but with newfound friends, fellow students from many backgrounds, from every region of the United States, and, indeed, from many parts of the world.

One more word if you are thinking about Cornell: We are only too aware that the costs of a Cornell education can be extremely heavy. For this reason, the University is committed to assisting its students in meeting those costs through scholarships, loans, and part-time employment. Based on financial need, assistance is awarded by the Office of Financial Aid to students who have been selected for admission to the college. Financial aid applications are reviewed separately from applications for admission; admission decisions are in no way affected by financial need.

Should you have any questions or observations about the admission process, please write to the Director of Admissions, College of Arts and Sciences, Cornell University, 150 Rockefeller Hall, Ithaca, New York 14853, or call 607/256-4833.

Meanwhile, I hope that the pages you are about to read will prove helpful to you and will convey some of the flavor of the college. Needless to say, no document can do that as well as a visit. If you have a chance to visit us, you will find a warm welcome.

Alain Seznec, Dean
College of Arts and Sciences



The place is so beautiful that I fell in love with it immediately.

Student



*Getting a Sense
of the Place*

In the words of historian Carl Becker, Cornell University is "the most centrally isolated place in the world." Indeed it is, and happily so.

We are located in a rural section of upstate New York, in the beautiful Finger Lakes area, where you find some of the loveliest hills and the most delicious grapes in this part of the country. We love the clean air, the sensational gorges and waterfalls, the quiet and expansive parks, the family farms, and of course Cayuga Lake.

There is an unusual sense of community here. People band together to restore a landmark hotel, converting it into a museum. They refurbish an old airplane hangar and use it for intercollege and community performances. The Friends of the Tompkins County Library organize a book sale each year, which amounts to an enormous book exchange. And Ithacans debate incessantly the problems of public education, the traffic congestion caused by an "octopus" of converging avenues, and the infamous weather. (By the month of March many are ready to trade in their skis for a quick trip to Florida.)

And yet Cornell is cosmopolitan in its isolation. Merely glance at the names of Ithaca's restaurants: L'Auberge du Cochon Rouge, Souvlaki House, Utage, Peking. Stroll along the streets and paths of the University and you will see faces representing every cultural, ethnic, and national background. And Cornell faculty members are involved in research that literally spans the cosmos. They operate the world's largest radar-radio telescope and the world's highest-energy electron synchrotron. They are involved in every area of human need and endeavor: from the design of planetary probes to Jupiter to the analysis of policymaking in industrial societies; from

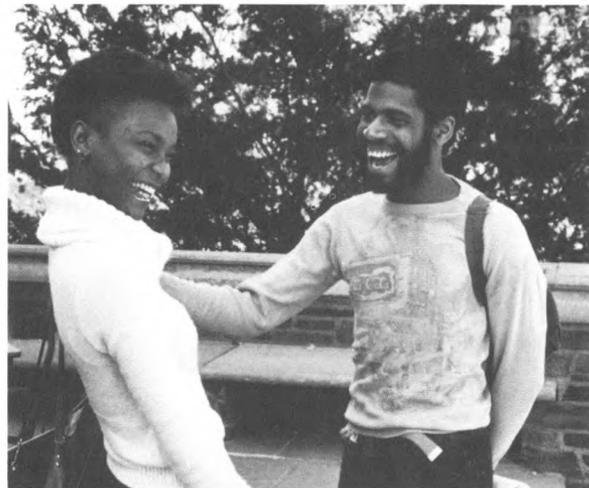
the definitive edition of the papers of Lafayette to the writing of a best-selling novel; from the study of an archaeological site in Turkey to the recording of all Mozart's symphonies, using eighteenth-century instruments and contemporaneous methods of performance; from experimental work in recombinant DNA to the development of new submicron techniques that are basic to computer technology.

No wonder some students never leave the community. One sees them year after year, into their late twenties, approaching their class's tenth reunion. What are they doing? "Living in Ithaca" — as though that explains everything.



My family thought a big school would be very impersonal, but it hasn't been that way at all.

Student



The College of Arts and Sciences is the largest college at Cornell. Its buildings are the original ones of the University. They surround a quadrangle, one of the largest college quadrangles anywhere — acres of lawn crisscrossed by paths. Although some of the old buildings have been replaced by modern ones, the character of the quad has been preserved, and this is what most people think of when they remember the arts college (for that is what everyone calls it). Except for the worst of winter days, when one's business is to get across it as fast as possible, the quad is a casual and enlivening place, filled with diverse activity. In good weather people study or read for pleasure or sunbathe; some classes move outside to settle under the trees; there is always a Frisbee being thrown.

From opposite sides of the quad two austere-looking gentlemen gaze at each other and all those who pass by: Ezra Cornell and Andrew Dickson White, the two men who founded and shaped the University.

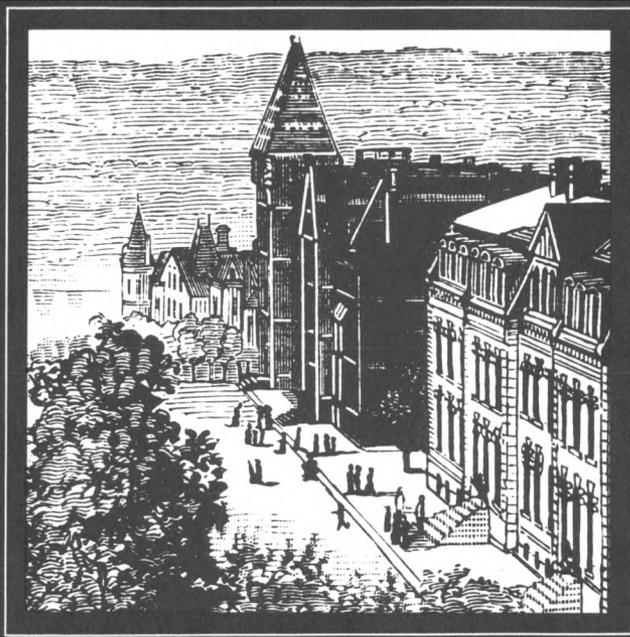
Ezra Cornell, whose shorthorn bulls used to graze on what is now the Arts Quad, was a practical man of the nineteenth century who turned his hand to various enterprises: he was a farmer, carpenter, potter, engineer, businessman, and pioneer in telegraph systems. He was also a tough-minded idealist and a visionary builder who wanted to establish a great university where people would learn to solve all kinds of problems, both local and global. His philosophy is reflected in the University's motto: "I would found an institution where any person can find instruction in any study."

Andrew Dickson White, the University's first president, was a scholar, professor, diplomat, statesman, and world traveler. A man of great intellect, he wrote passionately about science and

religion, delivered brilliant lectures in search of a philosophy of history, and gathered some of the finest collections of books and manuscripts available at that time. He, too, wanted to establish a great university that not only preserved and transmitted knowledge but sought to increase it, in the arts as well as in the sciences.

The College of Arts and Sciences is small enough to be a kind of neighborhood having its own identity, but its students can explore as they will and take full advantage of the University's vast resources, which have surely surpassed the expectations of its founders.





*An Arts College
Education*

What makes an educated person? Is it the fulfillment of requirements prescribed for all students entering a university? Is it the observance of a core curriculum? At Cornell there are at least as many views of undergraduate education as there are undergraduate colleges at Cornell, each one emphasizing principles and guidelines that can help a student gain a sound undergraduate education. And if you ask faculty members and students in the arts college what makes an educated person, you will find many different answers there as well.

There is, however, a consensus that arts college students have the opportunity to increase their understanding of themselves and the world in which they live; to develop an attitude toward learning that calls for imagination, initiative, and self-discipline; to acquire a broad range of intellectual interests in which they can perceive fruitful relationships; to become familiar with important thinkers who have shaped our civilization; and to pursue knowledge with a concern for the improvement of the human condition.

The Faculty

A talented and dedicated faculty is a most important element of an arts college education. People unfamiliar with Cornell sometimes have a misconception about the role of the faculty. They think of them as experts in narrow fields who teach one course to graduate students and spend most of their time in research or consulting or on television. Cornell's faculty does not fit this stereotype. Leading experts in a number of fields teach introductory courses, and these courses have more vitality when they are taught by someone who is spending a great

deal of time thinking, researching, and writing about the field. The problems and perplexities involved in gaining new knowledge enter the classroom, and students have opportunities to work with their professors on research projects and to discuss, both formally and informally, current research and the professors' part in it.

The Students

An important consequence of having a faculty of this character is that we attract bright and interesting students as well as visiting scholars and professors from other institutions. This is something else for you to consider. It is rare indeed to find so diverse and interesting a group of scholars — faculty and students — gathered in a single place. The myriad of spontaneous and unplanned opportunities for interaction among them is a great advantage of an education at Cornell.

The Facilities

The library system is the heart of the University. Cornell has two central libraries and an extensive system of college, school, and department libraries. Its holdings of more than four million volumes place it among the ten largest academic libraries in the country; many thousands of volumes are added each year. The two libraries every student gets to know — Olin and Uris — stand side by side at the south end of the Arts Quad.

Uris is a model undergraduate library; its high ceilings and its arches, stairways, and fireplaces preserve its original character, while remodeling has

When I came to Cornell, I thought I wanted to be an engineer, and I had a four-year NROTC scholarship. In my first year I transferred to arts. A liberally educated officer is not an anachronism in the modern navy; a philosophy major belongs in the real world.

Student



Professors really seem to enjoy talking with students. That's contrary to every new student's expectations.

Student



provided marvelous spaces that make study at once profitable and enjoyable. Anyone who wants to read or write can find a suitable, almost a personal, place for it in Uris. Uris brings students and books as closely together as possible; the bookstacks are open. A suite of listening rooms houses a large collection of records and tapes of poetry, drama, fiction, and other material in the spoken arts.

The John M. Olin Library, one of the country's major research libraries, with a capacity of 2.5 million volumes, is the capstone of the system. The first floor contains many services for undergraduates.

Other essential facilities for teaching and scholarship are the laboratories in the science departments. Here Cornell has designed space for every use, from the freshman introductory courses to the advanced research projects of the faculty. The Department of Chemistry recently completed a series of module laboratories, each designed for some twenty students and arranged to foster a close relationship between faculty and students in recitations and experimental work. The Division of Biological Sciences has more than twenty-five laboratories in all, including some reserved for special undergraduate purposes — a “biological discovery” lab for forty-five advanced placement students each term, for example, and an autotutorial lab in an introductory biology course.

In addition, many special facilities are scattered across the campus. There are at least five theaters, ranging from large, traditional structures to small, intimately designed spaces used primarily for workshop and experimental performances. There are also music practice rooms, film-processing rooms, and innumerable other special-purpose spaces.



It would be hard to argue that the study of, say, Wordsworth is useful. We study him, Greek history, the ceiling of the Sistine Chapel, to deepen our understanding of the achievements of the human spirit, with the hope that this understanding will help us reach higher, feel more intensely, and participate more fully in the world we shape — as we are shaped by it. That's a large assignment, but intangible, and hard to pin down as useful.

Professor



Designing a Program

Freedom with responsibility has been the hallmark of Cornell since its early days. When the University was founded, in the nineteenth century, it was famous (or notorious, depending on one's attitude about these things) for insisting on the elective system of undergraduate education. The student's initiative, greatly cherished then, remains a vital component of an education at Cornell.

Although there is no academic program that all students must follow, the arts college faculty believes there should be a recognizable pattern to each student's education. That pattern includes familiarity with several different modes of thought: the physical sciences' examination of the natural world; the social sciences' study of human behavior and historical process; and the achievements of intellect and imagination, including the principles and predicaments from which they developed, that are the focus of the humanities and the expressive arts. By thinking carefully and writing frequently about these matters, students develop the power of creative thinking and the ability to speak and write well. These skills are fundamental to excellence in every career.

Distribution Requirements

To accomplish these objectives, the college asks its students to take two related courses in four areas: the physical or biological sciences; the social sciences or history; the humanities or the expressive arts; and mathematics. Students may replace mathematics with two courses in a subject not used to fulfill a requirement in any of the other three areas.

There are hundreds of courses offered in over thirty departments; no student need ever take a course simply to fill a requirement. Perhaps nothing offered in a given area seems appropriate to the program you are developing, but the time will come when you will recognize some courses in that area that can make a decided contribution to your program.

Foreign Language Study

Foreign language study is also essential to the process of discovery that is a liberal education. It provides another entrance to a larger world — in the obvious sense and in terms of cultural perspective. It affords a way of recognizing the arbitrariness of those thought and language patterns of English that we often take for granted as fixed realities. The college requires command of one language or basic training in two.

The Freshman Year

Most freshmen take four or five courses a term — nine or ten a year. Two of these are Freshman Seminars; another is probably in a foreign language; the rest are electives. It is important to distribute one's choices so as to gain experience in different areas of study.

The Freshman Seminar Program ensures that incoming students experience small, informal classes. There are over fifty courses from which to choose, offered by over a dozen departments in the humanities, the expressive arts, and the social sciences. They offer students a chance to practice writing English prose. Some of these courses are



It's a good feeling when a professor says, "Your findings may contradict everything I've told you, and that's all right. We don't know so much."

Student

devoted almost entirely to writing. During Orientation Week you may, if you want, have your writing evaluated to help you decide which kind of seminar to choose.

Freshman classes range from fifteen or twenty in a Freshman Seminar or a language course to several hundred in an introductory course in the physical or social sciences. The value of small, informal courses is widely recognized, but the lecture system is equally important at Cornell, for it is an effective way of communicating the material in certain subjects. Cornell has always had a tradition of famous lecturers on the faculty. Many large courses meet twice a week in the lecture hall and then divide into discussion sections for the third hour.

Both the quality and the amount of work demanded of Cornell students is high, and it is the rare freshman who does not feel moved up to a higher level of education upon arriving. But it is the even rarer freshman who runs into academic failure. Students admitted to the arts college have the intelligence to pass their courses — the matter is as simple as that.

Majors and Concentrations

In their last two years students devote roughly half their time to acquiring competence in a major subject. The choice of a major is not necessarily the choice of a lifetime's occupation. By selecting a field of particular interest and bringing to bear the full extent of their imagination and intellect on something they care about, students develop critical skills and habits of mind that have wide-ranging applications.

Almost all the departments offer major programs, and there are also a number of interdepartmental majors. They are not at all narrow. For example, Classics is concerned with language and literature as well as with ancient history, philosophy, art, and archaeology; government involves political science as well as economics, philosophy, psychology, and sociology; physics offers a program of intense and sophisticated preparation for a profession as well as a general program for the premedical student, the future high school science teacher, or the person who wants a liberal education with a concentration in a basic science. Students may major in:

Africana studies
American studies
Anthropology
Archaeology
Asian studies
Biological sciences
Biology and society
Chemistry
Classics
Comparative literature
Computer science
Dance
Economics
English
French
Geological sciences
German
German area studies
Government
Greek
History
History of art
Italian

Latin
Linguistics
Mathematics
Music
Near Eastern studies
Philosophy
Physics
Psychology
Romance studies
Russian
Russian and Soviet studies
Social relations
Sociology
Spanish
Theatre arts

There are also areas of concentration and special programs, including:

Ancient Mediterranean studies
Astronomy
Biochemistry
Botany
Chinese
Ecology, systematics and evolution
Genetics and development
Human biology
International studies
Japanese
Jewish studies
Latin American studies
Law and society
Medieval studies
Neurobiology and behavior
Physical biology
Physiology
Population studies
Religious studies

Science, technology, and society
Social psychology
Southeast Asian studies
Urban studies
Women's studies

Requirements for Graduation

Students must earn 120 credits to graduate from the arts college; that is, four or five courses a semester for four years. Of those credits, 100 must be earned in the arts college. About half of these are free electives — outside the distribution and major requirements. Any number of additional courses may be taken outside the college; students sometimes take this opportunity to gain practical training in other divisions of the University.

Transfer students must earn at least 120 credits, including credits transferred from the other college. No more than sixty transfer credits may be applied toward the degree.



You won't find teachers who give you little projects for research when they already know the answer. We are not interested in making busywork.

Professor



*Special
Academic
Options*

College Scholars

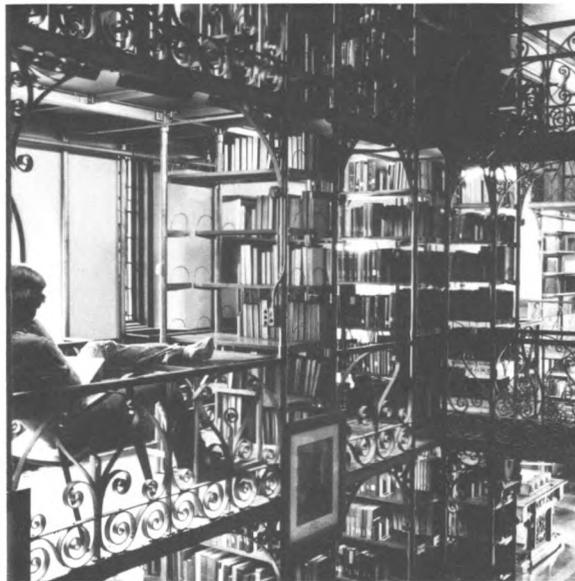
The College Scholar Program permits forty especially able freshmen whose interests and talents do not fit easily into the usual departmental majors to plan their own curricula with the help of a board of advisers. The program is particularly appealing to the student who would like to combine different disciplines into a coherent plan of study or to combine disparate interests (such as mathematics and one of the performing arts).

Independent Majors

Some students have an interest that cannot be pursued within an established major. They may plan, with the help of their faculty adviser, an independent major that includes courses from several departments. All such programs must be approved by a committee of faculty advisers, which also reviews the students' progress toward graduation.

Undergraduate Research

The Undergraduate Research Program enables students to participate in research projects of faculty members and to earn credit for their work. The program emphasizes not what students will contribute to the research but what they will learn from it. In developing a relationship with one faculty member, a student observes scholarly life firsthand and learns what a career in scholarship might be like. The program is most appropriate for juniors and seniors.



The incredible thing about Cornell — about any college, for that matter, but I've noticed it more here — is the freedom. You can stay up all hours, eat whatever you want or not eat. You can sleep late and skip classes. That's all new. It's exciting and a bit scary. But there's also the exhilarating freedom of intellectual inquiry. You can study what you want, write what you want, and, most importantly, think what you want. What a thrilling experience.

Professor

Independent Study

Students who want to pursue interests not treated in regularly scheduled courses can devise their own independent study courses. A faculty member, who becomes the student's adviser for the course, must approve the student's plan of study.



Preprofessional Study

The breadth and depth afforded by a liberal arts education are invaluable for those who plan medical careers, whether they intend to practice or to go into medical research. Such training has a profound effect upon a doctor's usefulness and affords the flexibility of mind needed for major research undertakings. While medical and dental schools do not require a particular major course of study in undergraduate school, they do require that certain undergraduate courses be completed. Students interested in medical careers are urged to visit the arts college's Academic Advising Center (134 Goldwin Smith Hall) and the University's Health Careers Program Office (14 East Avenue) for help in planning their undergraduate programs.

Law schools seek students with sound liberal arts training; they do not require any particular program of study. The important thing for students interested in law is to plan programs that interest them, in which they will do well. Beyond that, students are advised to take courses that will develop the powers of precise, analytic thinking and proficiency in writing and speaking. The college also offers an interdisciplinary concentration in law and society. Many prelaw students complete four courses in this concentration.

Students interested in other professions should contact the Academic Advising Center.

Double Registration

A few exceptionally well-prepared students, if they have earned 105 credits before the start of their senior year and if they are accepted by the Cornell Law School, the Cornell University Medical College,

or the State University of New York Upstate Medical Center, may register simultaneously in that school and the arts college during their seventh and eighth terms. They receive the Bachelor of Arts degree after the eighth term and either the Doctor of Law degree after two additional years of study or the Doctor of Medicine degree after three additional years of study.

Dual Degrees

Especially able students may earn both a Bachelor of Arts degree from the College of Arts and Sciences and either a Bachelor of Science degree from the College of Engineering or a Bachelor of Fine Arts degree from the College of Architecture, Art, and Planning. The program usually takes five years to complete.

Study Abroad

Many students find it appropriate to their majors or to their overall academic programs to study abroad for one or two semesters. When it makes academic sense, the college encourages its students to study in absentia and grants credit toward a degree for work satisfactorily completed.

Fieldwork

In some programs of study fieldwork can be an important addition to the major. Students, particularly those in the social sciences, sometimes spend a semester away from Cornell working on a project. They collect data, do independent research, and write several papers (or a long thesis) that are evaluated by faculty at Cornell.



Professors are tremendously approachable and concerned, and they seem to enjoy talking with students. There are weekend retreats to give students who are not keen on simply walking up to professors an opportunity to get to know them.

Student



*Some Notes
about
Student Life*

Living for several years at a university like Cornell is exhilarating. The student body, drawn from every state in the union and from some ninety foreign countries, is one of the most diverse groups of people to be found anywhere. All entering students, wherever they are from, go through the enlivening experience of encountering others their age from the world over. One of the richest parts of a Cornell education is this opportunity to know people from different backgrounds in spontaneous events — taking a coffee break with a few others after class, joining a midnight rap session in the dormitory, packing some food and heading for the gorge on a spring afternoon.

The variety of extracurricular opportunities is amazing. There are about three hundred student organizations, including a glee club, the Sage Chapel Choir, several concert bands, a symphony orchestra, and innumerable other music groups; various political organizations; a daily student newspaper and a dozen or so periodicals; a radio station; a filmmakers' association; and special interest clubs for just about anything that more than two people have found worth doing. No one even tries to keep up with all the plays, lectures, and concerts, but you can easily find out about those that might interest you; daily and weekly papers list them, and bulletin boards all over the campus draw your attention with posters.

The Herbert F. Johnson Museum of Art, designed by I. M. Pei, displays its own fine collections and many touring exhibitions. It also provides study areas for students who are working closely with art objects. The Department of Theatre Arts stages five full-dress productions each year, along with frequent experimental and informal performances. Two major concert series bring a number of orchestras, smaller

ensembles, and soloists — like the National Symphony Orchestra, the Guarneri String Quartet, and Joan Sutherland — to campus each year. There are frequent folk, rock, soul, and jazz concerts. Also, the Department of Music sponsors free concerts each week in the intimate and delightful atmosphere of Barnes Hall.

Major writers, public figures, and distinguished scholars come to lecture and to discuss their work in more informal settings.



The purpose of education is to challenge basic values. A good education confuses and disorients as it rebuilds and enlightens. This can be painful. We must make certain that intellectual pain is appreciated as an intrinsic part of the process of higher education. In the end, students may hold the same values they held when they began. But unless they have had to examine and reexamine what they came with, they have not been exposed to a real education.

Professor



It's hard to do well in courses and in athletics, too. Gymnastics has no season. But I really enjoy it, and the other members of the team and the coaches are all tremendously supportive.

Student

Athletics

The University's intercollegiate athletics program is the most varied in the country, and its teams have won national or Ivy League championships at one time or another in nearly every sport. Some twelve hundred men and women take part in intercollegiate sports each year — the men in twenty-two different sports, and the women in seventeen. The intramural program attracts more than 22,000 students a year who play twenty-one sports in 170 leagues. Participants need not be expert; in fact, they do not need to know any sports at all, and they can learn anything from squash and wrestling to riding and skating.

The facilities, ample and up to date, include a dozen separate buildings and forty-eight acres of outdoor



playing space. One needs a ride to Cayuga Lake and the ski slopes (and most people try to get one to the golf course), but all other activities are conveniently located on campus.

Religious Affairs

"Freedom to all; domination by none" is the guiding principle under which religious affairs have flourished at Cornell since 1869. Organizational structures have altered through the years to keep pace with changing times and with the need to meet the challenge of succeeding generations in their search for significant faith and meaningful life.

Cornell United Religious Work currently represents seventeen religious groups and has a staff of twelve chaplains. CURW helps interested people achieve religious growth and maturity; understand and appreciate the religious beliefs of others; explore the relationship between faith and action, education and religion; and experience human community and conviviality in creative and constructive ways.

The major cooperative programs financed and directed by CURW include Cornell-Ithaca Volunteers in Training and Service (CIVITAS), involving hundreds of students in individual or team projects of social responsibility, and the Sage Chapel convocations, held each Sunday morning. These nondenominational celebrations involve speakers of many denominations and faiths and the hundred-voice Sage Chapel Choir.

The particular religious denominations offer a variety of services to the University community including opportunities for worship and study, counseling, retreats, conferences, and fellowships.



University Government

Student, faculty, and employee groups do much of the planning, programming, and policymaking at Cornell. Student governing and coordinating units include residence hall associations, the Intrafraternity Council, the Panhellenic Council, the Organizations and Activities Review Committee, and the Undergraduate Student Finance Commission.

The Campus Council, made up of students, faculty, and employees, provides a forum for the discussion of campus issues, oversees the judicial system, and maintains a system of committees with policymaking

authority in areas of nonacademic University affairs. Applications for committee membership are made at the Campus Council office in Day Hall.

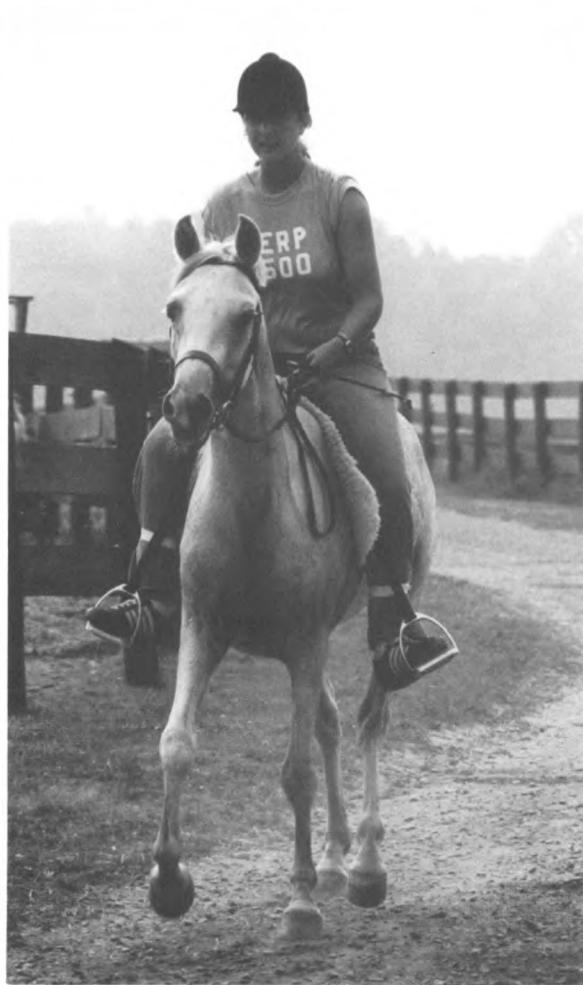
In the arts college the Educational Policy Committee, an elected body of six faculty and three student members, reviews new course proposals and makes recommendations to the arts college faculty on major issues of educational policy.

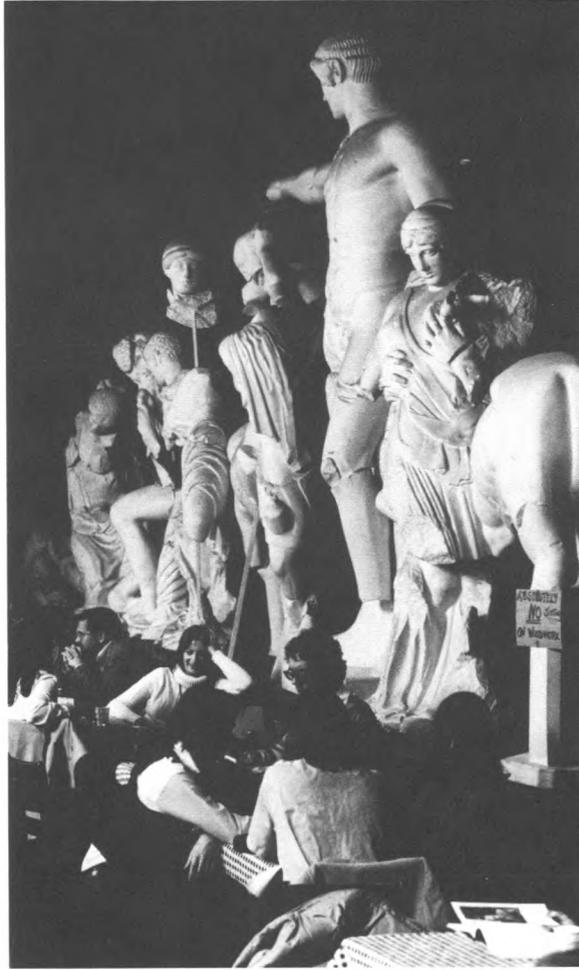
More than a thousand students are active in musical performance, in using the department's facilities and instruments, and in taking courses. Only 6 percent of these are music majors.

Professor

For me, everything is here. It is a nice gigantic planet, and its resources are infinite, but you have to go out and find them.

Student





You go to places like the on-campus coffee shops, the Temple of Zeus, the Green Dragon, on your odd hours to have coffee. You don't go there to avoid students. You go there to be available to them.

Professor





Residence Life

Although students are not required to live on campus, more than half the undergraduates elect to live in University residence halls, small living units, and fraternity or sorority houses. Most freshmen choose to live on campus, and this experience of living with other students in a university setting can ease the adjustment to the collegiate community and to the demands of the academic program.

Living facilities range from the modern suites of the newly constructed North Campus dormitories through the collegiate gothic West Campus dormitories. Some dormitories are for women, some are for men, and some are coeducational. Room arrangements vary from singles and doubles to six-person suites.

Unions. The focal point of each of these dormitory areas is a student union — Noyes Center on West Campus and the North Campus Union — making available various game and conference rooms, dining areas, exercise rooms, study carrels, and music listening and practice rooms. But the best-known union at Cornell is Willard Straight Hall, usually called the Straight. Located near the Arts Quad, this impressive stone building is the center of much of the social and intellectual life of the campus. Founded to foster both friendship and debate, the Straight houses two large cafeterias, a theater, rooms for meetings and activities, a browsing library, and music, art, and dark rooms. Its services include rental of audiovisual equipment and phonograph records and an art-lending library. On the first floor is the Memorial Room, a large and handsome chamber given to, among other things, art exhibitions and debates.

Residential colleges. A recent development in campus living is the establishment of several residential colleges, dormitories for students sharing a special interest. For example, Risley emphasizes the performing and creative arts, the International Living Center makes it possible to live in a cross-cultural community, and Ecology House residents share an interest in the environment and sponsor educational projects both on and off campus.



*Career
Development
Services*

Students from the College of Arts and Sciences find many options open to them when they graduate.

Not only do professional graduate schools throughout the country welcome applications from Cornell seniors, but many of them, such as the Stanford University Graduate School of Business and the Yale Law School, actively recruit candidates by sending representatives to the campus. Every fall about sixty such representatives visit here. In the spring about twice that many corporations and government agencies recruit seniors for full-time employment.

During the school year a series of career programs impart information about careers, and instruction is given in the art of finding a job. For example, in a program called Career Profiles, former students such as an NBC producer and Pulitzer Prize-winning journalist may come to the campus to meet with students in small groups to share their experiences and to provide career information.

The University has what may well be the most extensive career library in the country. It is staffed by specialists to help students find information about careers, summer and full-time jobs, graduate study, fellowships and grants, prestigious awards, and study abroad. A student-run program assists students in securing internships with public and private agencies, congressional representatives, and corporations.



I traveled in Europe and Israel for two years between high school and college. It would have been much easier to come directly to college, but the experience was important for me.

Student



Admission

Faculty and students benefit both academically and personally from a diverse student body. The College of Arts and Sciences admits men and women who have diverse social, economic, and cultural backgrounds, racial and national identities, and talents. All students entering the college must be prepared to contribute to and benefit from the environment of Cornell. Therefore admission selection is an evaluative process that considers each individual's achievements and potential for success at the University.

The most important criteria for admission are intellectual potential and commitment — a complex combination of ability, achievement, motivation, diligence, and educational opportunity. Nonacademic qualifications are also important. The college seeks individuals with outstanding personal qualities and a record of significant involvement in extracurricular endeavors. Students with unusual talents and achievements in music, acting, creative writing, science, athletics, politics, and other areas are given special consideration in the admission process.

It is the policy of Cornell University actively to support equality of educational 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.

Cornell University is committed to assisting those handicapped students who have special needs. A

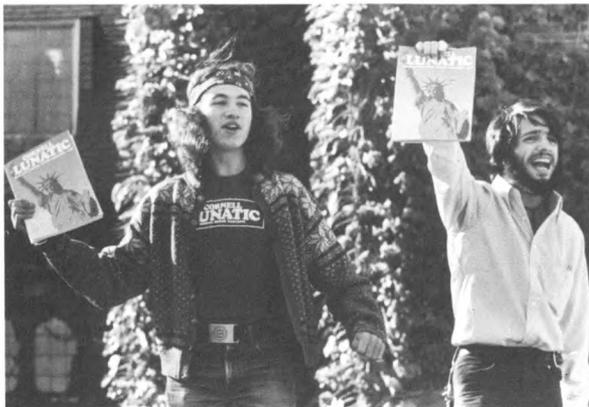
brochure describing services for the handicapped student may be obtained by writing to the Office of the Dean of Students, Cornell University, 103 Barnes Hall, Ithaca, New York 14853. Other questions or requests for special assistance may also be directed to that office.

Freshman Applicants

Application Materials

The application form. The Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850, can provide an application form. Complete it carefully; the responses to the questions about individual accomplishments, interests, and goals are reviewed by the Admission Committee of the college, which consists of members of the faculty and administration.

Standardized tests. Applicants are required to submit the results of the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) Program test and three College Entrance Examination Board (CEEB) achievement tests in different subjects, one of which must be English composition. For fall entrance prospective freshmen should take the SATs no later than the December test date of the senior year and the CEEB achievement tests no later than the January test date. They must request the College Entrance Examination Board to send the official score reports directly to Cornell University. SAT scores of successful applicants to the College of Arts and Sciences average in the mid-600s; however, the college does not have a cutoff score; the results of these tests are evaluated with the rest of the applicant's materials.



Secondary school report. The applicant must submit the secondary school report form to the secondary school guidance counselor or the headmaster to complete. This report should demonstrate that the student has been prepared for a challenging college curriculum. While it is recognized that substantial differences exist among secondary schools, both in the United States and abroad, applicants are strongly urged to include in their program at least four units of English, three of mathematics, and three of a foreign language (ancient or modern). Deficiencies in these subject areas should be explained in a letter accompanying the application for admission. While approximately 80 percent of successful applicants are in the top ten percent of their secondary school class and class rank is reviewed carefully, consideration is also given to such factors as the grading system, the courses available and taken, the size, location, and type of secondary school, and cultural opportunities.



Letters of reference. In most cases the observations of individual teachers are incorporated in the secondary school report; separate teacher evaluations are therefore not required. Letters of reference are welcome only when they can provide a valid assessment of the applicant's academic or personal qualities.

Dates. Students planning to enroll in the fall semester must submit an application for admission by January 15. Because it takes time for the student to assemble complete records, prospective freshmen are urged to request applications by December 1. Cornell notifies applicants of all admission and financial aid decisions by the middle of April.

For January admission, see page 39.

Campus Visits

Admission interviews. The college recommends that students visit the campus for a personal interview. Although not required for entrance, an interview can help a student choose a college. It also provides the admission counselor or faculty interviewer with an opportunity to record some observations that may be useful to the Admission Committee. Interviews for prospective freshmen are conducted on campus Monday through Friday, from 9:00 a.m. to 4:00 p.m., between June 1 and January 15, and Saturday mornings, from 9:00 a.m. to noon, between September 1 and January 15. Because of the large number of requests, all appointments should be scheduled well ahead of time by letter or by telephone (607/256-4833).

Panel discussions. On Fridays at 3:00 p.m. and Saturdays at 10:00 a.m., between September 1 and January 15, a member of the admission staff, a student, and a faculty member will lead a panel discussion on the College of Arts and Sciences. Topics included are curriculum, special programs and options, student life, and admission and financial aid policies. All prospective students and their families are invited to attend. These sessions are intended to be informative rather than evaluative. Although not required, appointments are recommended and can be made by contacting the Arts and Sciences Admissions Office by letter (150 Rockefeller Hall) or by telephone (607/256-4833).

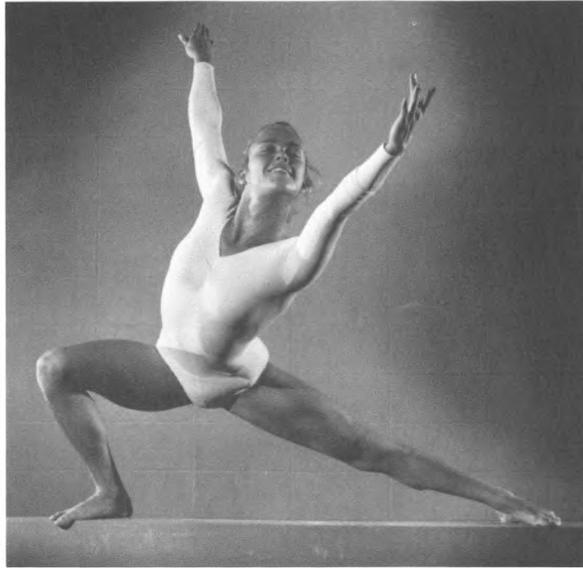
Group admission conferences. These group sessions are for those who have limited knowledge about the University or are not sure how their interests would best be accommodated by a Cornell undergraduate program. Conferences, open to students, parents, and other interested persons,





This is one of the shocks that the student should be prepared for: he or she will not be the only outstanding student in the class.

Professor



include discussion about the admission process, financial aid, educational programs, and campus facilities. There is ample opportunity for questions and answers. Sessions last about an hour and are held at the University Office of Admissions, 410 Thurston Avenue, on Mondays and Fridays at 9:30 and 11:00 a.m.; Tuesdays, Wednesdays, and Thursdays at 9:30 a.m.; and Saturdays at 9:00 a.m. Those who want to participate are encouraged to make appointments by writing the Office of Admissions or by telephoning (607/256-5241) a few days before the visit, but appointments are not required. Parking is available at the office, and arrangements for on-campus parking will be made for those who want to visit other facilities.

Off-Campus Interviews

Off-campus interviews are conducted by representatives of the Alumni Secondary Schools Committee, who contact applicants at home after their application for admission has been received by the Office of Admissions. For additional information on alumni interviews call (607/256-3479) or write to the Office of Admissions, 410 Thurston Avenue.

Special Options

Early decision. The College of Arts and Sciences offers an Early Decision Plan to highly qualified secondary school seniors whose first preference is Cornell. In addition to the regular application for admission, each applicant interested in this plan is required to submit by November 1 an early decision request form, with which the applicant agrees to withdraw all other applications if accepted for admission to Cornell. This form accompanies each application packet distributed by late October. Applicants are notified of the University's decision, including financial aid, by the middle of December. Those who are not selected for early acceptance but seem qualified for further consideration during the regular review process are notified that action on their applications has been postponed.

The SAT (taken no later than November of the senior year) or the ACT Program examination (taken no later than October of the senior year) is required. CEEB achievement tests do not have to be submitted for early decision review but must be completed by accepted applicants before entrance. Early decision applicants whose review is postponed must complete the required achievement tests no later than January.



January admission. The College of Arts and Sciences offers the opportunity for admission in the spring term. Applications must be submitted by November 1, and students are notified by mid-December. January admission may be especially attractive to those who graduate from high school at midyear and want to enter college immediately and to those who want to defer college entrance for a semester in order to gain a different kind of experience, such as work or travel.

Freshmen accepted for the spring term who have taken college-level courses during the fall semester should have course descriptions and official transcripts sent to the Records Office, College of Arts and Sciences, 144 Goldwin Smith Hall.

Delayed enrollment. Students accepted for freshman admission who want to delay enrollment until the following year or later may do so if they are committed to entering Cornell at a later time and will not be applying elsewhere. An accepted student who wants to delay entrance should (1) accept Cornell's

admission offer by the stated date; (2) complete and return the registration fee coupons that come with the acceptance, along with the required \$50 fee; and (3) explain in an accompanying letter the reasons for the requested delay in enrollment and indicate when entrance is wanted. If the request for delayed entrance is approved, the student will be guaranteed a place in the specified future freshman class.

Advanced placement and credit. Many students entering the College of Arts and Sciences qualify for advanced placement or credit or both. Placement and credit are awarded by academic departments on the basis of the CEEB examinations. Students are notified in the fall during Orientation Week, before course scheduling takes place. Students may also qualify for advanced placement and credit on the basis of departmental examinations given on campus during Orientation Week; a schedule is mailed to entering students in late summer. The Departments of Economics, Psychology, and Sociology award placement and credit for high scores on the College Level Examination Program (CLEP) examinations. The brochure *Advanced Placement of Freshmen* contains details and will be sent to all accepted freshmen in April. It is also available on request.

Students holding foreign credentials who feel they may be eligible for advanced placement or credit should contact the International Student Office, 200 Barnes Hall, before enrolling.

Transfer Applicants

The College of Arts and Sciences welcomes students interested in transferring, either in the fall or at midyear, and makes every effort to integrate transfer students into the University. Highly motivated

students frequently seek the advantage of Cornell's broad curriculum and the stimulation of a diverse student body; in turn, the college is enriched by their experience.

All transfer applicants must have completed one semester, or the equivalent, of college before enrolling at Cornell. However, a high school student who graduates at midyear and pursues a college program for the rest of that academic year is considered a *freshman* applicant, with consideration for advanced placement and credit as appropriate, and the freshman application deadline applies. Transfer applicants normally complete a full year of college before entering Cornell, but in special cases the College of Arts and Sciences considers for spring term admission applicants who will have completed only one semester of college work. A student who wants to enter Cornell as a junior must be accepted as a major in an academic department in the College of Arts and Sciences. This process is normally channeled through the Arts and Sciences Admissions Office. Advanced students should also consult the section on special students.



Application materials. The following materials must be submitted for review by the Admission Committee:

1. The application form, available from the Office of Admissions, Cornell University, 410 Thurston Avenue. Applicants are urged to complete it carefully.
2. Secondary school and college transcripts, including midyear grades for September admission.
3. SAT or ACT Program test results from secondary school.
4. The college report on transfer candidate form, completed by an adviser, a dean, or a professor of the last college the applicant attended.
5. At least one letter from a professor about the applicant's academic work. If the student is applying for junior status, the professor should be in the student's major field.
6. Catalogs from all colleges attended (for credit evaluation).
7. A list of all courses in progress and their assigned credits.

Transfer applicants planning to enroll in the fall semester must submit an application for admission by March 15; for spring semester consideration the deadline is November 1. To receive prompt notification of admission, all candidates are urged to complete their application materials as early as possible, by May 15 for fall term admission and December 1 for spring term admission. The college notifies all candidates as decisions are made, between April 15 and mid-June for the fall term and by the first week of January for the spring term.

Reapplication. Applicants who have applied for admission to Cornell in the past three years should ask the Office of Admissions to reactivate their



People actually
applaud after some
of the classes.

Student

application, as it contains many of the application materials. However, reapplicants do need to submit a new application form and a \$25 application fee and update their college transcripts.

Credits. Students accepted as transfers receive a tentative credit evaluation with their letter of acceptance. A student normally receives credit for college courses whose content compares favorably with Cornell courses and in which the student has received a grade of C or better. Academic departments assess final credit and determine placement in sequential courses. A student can receive no more than sixty transfer credits, including no more than twenty credits in courses not commonly given in the arts college.

Special Students

The College of Arts and Sciences regularly enrolls students who want to study for one, two, or three successive semesters without being degree candidates. This opportunity is especially attractive to students approaching their junior year at undergraduate colleges that do not offer the variety of courses available at Cornell. Special students may be on leave from a college or they may be college graduates. The special student program is also attractive to people already employed who want to broaden their knowledge in a particular field or perhaps to initiate a career change. Special students are expected to take twelve to eighteen credits a semester.

Occasionally a person who has an unusually strong talent or experience in a field of study but lacks the academic requirements for regular admission attends Cornell as a special student before being accepted into a degree program. In no case, however, is transfer to a degree program automatic or guaranteed. Students from other colleges planning to obtain a Cornell degree must apply for admission as transfer candidates.

The application form for special student status is available from the Office of Admissions, Cornell University, 410 Thurston Avenue. It should be submitted with transcripts from secondary schools and colleges attended, official SAT or ACT Program test scores, letters of recommendation from two professors in the field the applicant wants to pursue, and a list of the courses the applicant wants to take at Cornell. Foreign students may substitute the Test of English as a Foreign Language (TOEFL) for the SAT or ACT Program test scores.

Completed applications must be submitted by December 1 for spring term admission and August 1 for fall term admission.

While special students take full advantage of all Cornell resources and are considered full-time students, no financial aid is available to them nor can housing on campus be guaranteed. The Department of Residence Life, Cornell University, 223 Day Hall, helps students locate suitable accommodations.

Internal Transfer Students

One of the advantages of studying at Cornell is the possibility of taking courses in other divisions of the University and, when it is clearly desirable, transferring to another division. Internal transfer is attractive to many students whose interests or primary focus has changed. Students who want to transfer to the College of Arts and Sciences should discuss their eligibility with an admission counselor at that college.



Extramural Students

The Division of Extramural Courses makes available to Ithaca area residents the extensive course offerings of the University for part-time study. Those interested may apply for admission to practically any course in the University and will be admitted if they receive the instructor's written approval. However, space in some classes is limited, and extramural registrants may be asked to withdraw from a class if there is not enough space for all Cornell degree candidates who have registered for the course.

Extramural registration is normally limited to eight credits a term, although under special circumstances an individual may be permitted to register for nine credits.

Part-Time Students

The College of Arts and Sciences offers a part-time degree program for adult residents of the Ithaca area. Enrolling in the Part-Time Degree Program allows students to pursue the Bachelor of Arts degree steadily and systematically and entitles them to all the University privileges offered to full-time students. This opportunity is particularly valuable to those who have nonacademic commitments of time and effort that make full-time study difficult or impossible.

For additional information request the brochure *Part-Time Degree Program* or contact the Arts and Sciences Admissions Office (256-4833) to schedule the required interview.



Foreign Students

The student body of the College of Arts and Sciences includes representatives from many foreign countries. Cornell's International Student Office assists foreign students in the application process and with whatever problems they may encounter at Cornell. All nonimmigrant foreign students (except Canadians) must write for application materials to the Office of International Students, 200 Barnes Hall. Applicants for fall term admission who are enrolled in schools abroad must submit a preliminary application by December 15.

The college accepts applications for freshman and transfer admission at midyear from foreign students currently enrolled in schools in the United States. Foreign students residing abroad may apply for admission at midyear as special students only.

Digging at Alambra began in 1976. The site contributes to our knowledge of Bronze Age settlements and architecture. Undergraduates are thrilled to work in a foreign country and to take part in significant research into our past. Discipline, hard work, cooperation, and tolerance are the key to the dig's success.

Professor



*Expenses
and
Financial Aid*

It was Ezra Cornell's intent that no student be denied the opportunity to study at this university because of insufficient funds. This policy, maintained by the board of trustees since Cornell University was founded in 1865, assures the continued diversity of the student body. No student should hesitate to apply for admission because of financial circumstances. Application for admission and financial aid are separate processes.

The cost of attending Cornell University is comparable to that at other major selective colleges and universities. Tuition in the College of Arts and Sciences is \$5,256 for the 1979–80 academic year. In addition, a nonrefundable \$50 registration fee must be paid when an applicant decides to enroll at Cornell. (The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.)

Living costs depend to a great extent on the individual's standard of living. Recent estimates indicate that undergraduate students spend approximately \$2,250 a year for room and board. The cost of books, supplies, and personal expenses total about \$814 a year. Additional allowance must be made for travel. The total expenses for a student, excluding travel, are estimated at \$8,370 for the year 1979–80. All financial aid awards are based on this estimate.

Approximately 50 percent of the Cornell students currently receive financial aid from Cornell University resources; in addition, another 20 percent receive aid from other sources, including federal and state governments and private organizations. Thus more than two-thirds of Cornell students receive some form of subsidy for their education. During the year

1978–79 a total of \$25 million was administered by the Office of Financial Aid, of which approximately \$11 million was disbursed as Cornell scholarships and grants.

Cornell University administers a variety of special opportunity programs designed to provide financial assistance and other forms of assistance to (1) minority students and (2) low-income students meeting program guidelines. The emphasis of these special programs is to aid in increasing representation of students from minority groups present in New York State who historically have been underrepresented in higher education. However, participation is also available to those residing outside New York State. For details on these special opportunities, including the Higher Education Opportunity Program (HEOP) and the Committee on Special Educational Projects (COSEP), prospective students should consult *Information for Applicants*, which accompanies each undergraduate application or will be sent, upon request, by the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850. You may also contact the Arts and Sciences Admissions Office.

Applicants for financial aid must submit both a Cornell application for financial aid, which is included in every application packet, and a financial aid form (FAF), prepared by the College Scholarship Service, Princeton, New Jersey. For further information write to the Office of Financial Aid, Cornell University, 203 Day Hall.

As I look down the list of our undergraduate researchers, I'm impressed by the diversity of the projects in which they participate: organic semi-conductors, insect defensive compounds, photoacoustic spectroscopy, cancer chemotherapy... Active participation in a research group can mean new friends, a source of references, new techniques, a possible publication, and even the thrill of real discovery.

Professor



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