



CORNELL CHRONICLE

Vol. 8 No. 23

Thursday, March 17, 1977

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Spring Comes to Cornell Shirt-sleeve weather is welcome as students walk to their next class along East Avenue past Baker Lab and Rockefeller Hall.

Parking Lot A Open Hearing

The Transportation Subcommittee of the Cornell University Senate will hold an open hearing to discuss prohibition of parallel parking on the South Side of "A" Lot at 5 p.m. Wednesday, March 23 in 133 Day Hall.

Students to Do Book Evaluating Courses

"Everything You Always Wanted to Know About Courses and Wish You Had Asked," a booklet containing student views of courses in the College of Arts and Sciences, is being prepared by six students in the college for release during preregistration next fall.

The booklet will contain evaluations of most 100- and 200-level courses offered during the spring semester (excluding Division of Biological Science courses, since these are already compiled through the Biology Center).

Intended primarily for freshmen and those seeking elective or distribution courses, the booklet will attempt to answer candidly the questions students face when deciding, "Is this the course for me?" The information will be presented in easy-to-understand paragraph form.

The information contained in the booklet will be obtained through a questionnaire distributed in May. The questionnaire will ask students

to rate the quality of lectures and reading assignments and their importance in the course format, the amount of work to be expected and the grading system used. Students also will be asked how the course fulfilled their expectations, whether it turned them on to or away from the subject and to whom they would recommend the course.

Student organizers of the course evaluation will be available to talk with persons interested in distributing and compiling the questionnaires or who would like more information about the project next week in 250 Rockefeller. The office hours will be 3 to 5 p.m. Monday, March 21; 10 a.m. to noon and 2 to 5 p.m. Tuesday, March 22; 11:15 a.m. to 1:15 p.m. and 2 to 5 p.m. Wednesday, March 23, and 2 to 5 p.m. Thursday, March 24. A general meeting for all who sign up for the project will be held at 7:30 p.m. Thursday, March 24, in 250 Rockefeller.

Third Talk in Genetics Series

Gaylin to Speak in Baker

Dr. Willard Gaylin, president of the Hastings Center of the Institute of Society, Ethics and the Life Sciences, will speak on "Biomedical Research and Public Accountability" at 8 p.m. Thursday, March 17 in 200 Baker Laboratory.

His talk is the third in a series on Genetic Technology and Society, sponsored by the University's Division of Biological Sciences and the Program on Science, Technology and Society. It is free and open to all interested persons.

Dr. Gaylin, who holds the M.D. degree from Western Reserve University Medical School and a certificate in psychoanalytic education from the Columbia Psychoanalytic School, is currently clinical professor of psychiatry at the Columbia University Medical School, adjunct professor of psychiatry and law at the Columbia University School of Law and adjunct professor of psychiatry at Union Theological Seminary.

Dr. Gaylin has contributed articles to Atlantic Monthly, Harpers, The New York Times Magazine, Commonweal and The Saturday Review and has published widely in technical and professional journals.

His most recent books include "In the Service of Their Country," a study of war resisters in prison (Viking Press, 1970), "Partial Justice,"

the study of bias and sentencing (Alfred Knopf, 1974) and "Caring" (Alfred Knopf, 1976).

He is a consultant to the American Medical Association Judicial Council and has served on the board of directors for the Penal Reform Institute's Committee on the

Psychoanalytic Education and Research, the board of directors of the Field Foundation, the national advisory board of Amnesty International, the advisory board of the American Civil Liberty Review and the executive board of the Committee for Public Justice.

Agriculture Day Set At Straight Monday

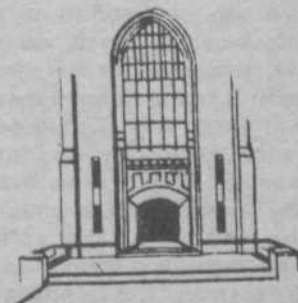
A cow will be milked in Willard Straight Hall at Cornell University and free apples, cheese, and potatoes will be distributed to call attention to American Agriculture Day on Monday, March 21.

Exhibits, demonstrations, and free food samples are planned from 8 a.m. to 4 p.m. in the Memorial Room by the student organization, Ag Positive Action Council (AGPAC), under sponsorship of the N.Y. State College of Agriculture and Life Sciences, Cornell.

A movie, "Unfinished Miracles," will be shown at 12:30 p.m., and a slide series on agriculture in New York State will be shown throughout the day.

American Agriculture Day was planned to create an awareness of agriculture's role in everyday life.

Dean W. Keith Kennedy said he hopes the day's events will "acquaint students in other colleges at Cornell University with the importance of New York and American agriculture in feeding this nation and in providing foreign exchange through the export of agricultural products."



Information and Referral Center

How Safety Dept. Works

The Information and Referral Center receives a lot of questions about Cornell's Department of Public Safety. Although information on Safety is available for the asking, we've found people are not really familiar with some of the ways they can help you.

Q. What kinds of problems can I call Safety with?

A. If you're ill or hurt, and cannot get help on your own, call Safety. They provide emergency first aid as well as transportation for Cornell employees and students to Gannett Clinic and Sage Infirmary. They will help students who live on campus and those who live nearby.

If you are locked out of a campus building or lab to which you normally have access, Safety will let you in after you show them proper identification and they verify it. They direct students to residence staff members for entry to a dormitory.

Safety responds when faulty utilities cause an emergency. They can also help get a mechanic to the scene.

Q. Does Safety have the only Lost and Found on campus?

A. No, but Safety's Lost and Found in G-18 Barton Hall is the central lost and found on campus. Other buildings have lost and founds and will hold articles for a short time. After about a week, they call Safety and have the articles transferred to Barton.

If you find an article it would be best to turn it in to Safety. A simple tag will be filled out describing the article and recording your name, address, school (if you're a student), and where you found it. You also get a receipt for the article. If the owner doesn't claim it within a specified time period, the article is yours (unless you are a Cornell employee).

If you have lost something on campus, stop in between 10 a.m. and 2 p.m. to see if Safety's lost and found has it. You give a brief description of your article so they can check if they have anything like it. If they do, and you can positively identify it, it's yours again.

Q. What information would Safety give me about an incident on campus?

A. The situation would determine what information would be given out. Names are never released because of the Buckley Amendment.

Q. What is the new crime prevention campaign Safety is waging?

A. Safety is actively engaged in developing new ways to assist people at Cornell in any way possible. Three of the programs in effect are:

Operation Key Tag: Safety will issue a tag imprinted with its address which can be attached to a key chain. A card with your name, address, telephone number and tag number is kept on file at Safety's office in Barton Hall. If you lose your keys, return postage to Cornell is guaranteed. The tags are available at the Cornell Credit Union (back of Bailey Hall) and at Safety's office to anyone requesting them.

Operation I.D.: engravers, available at all dormitory offices, the

Office of the Dean of Students, and the Safety office, are provided so that you can mark all your personal belongings (stereo sets, typewriters, calculators, etc.) in order to identify and trace them if they have been misplaced or stolen. Generally, your own social security number is used as the identifying mark.

Blue Lights: a system of telephones with blue lights attached to the poles have been installed throughout campus. If you wish to report an emergency or if you need information or assistance simply pick up the telephone under a blue light. The system is designed to put you in immediate contact with Safety's office. It also enables Safety to determine your exact location.

If the Information and Referral Center is not open and you have a question which needs an immediate response, call Safety at 256-5211. If the problem is not one they would handle, they will refer you to someone who can help.

In general the Department of Public Safety will do what they can when you call them for assistance. It may mean helping you with your disabled car or investigating the theft of your calculator.

Captain Cunningham, 6-5211, will answer any questions you have about the Department of Public Safety.

Drop in at the Information and Referral Center (Main Lobby of Day Hall) to ask your questions or call 6-6200.

Peace Corps, VISTA Recruiter to Visit

A recruiter from the Peace Corps and VISTA (Volunteers in Service to America) will visit Cornell March 22, 23 and 24.

The recruiter will conduct a general information session on opportunities in the Peace Corps and VISTA at 4:30 p.m. March 22 in G-92 Uris Hall. Interviews will be conducted March 23 and 24 in the Career Center. Students who wish to be interviewed are encouraged to fill out applications in advance. The applications are available in the Career Center.

Tom Halloran, a former Peace Corps volunteer in Western Samoa and now a Peace Corps/VISTA

recruiter, said "We are particularly interested in speaking with people who will be receiving their degree in Engineering, Math, Science, Nursing, Nutrition, French, Home Economics and Business." He added, "These are not the only programs that we need volunteers from, we would also like to hear from grad students and anyone else with an interest in the Peace Corps or VISTA."

According to Halloran, 68 foreign countries are now hosting Peace Corps volunteers, and there are VISTA programs in all of the United States, the Virgin Islands, Guam, African Samoa and Puerto Rico.

Drummond to Offer 'Louisville Harem'

A play with the intriguing title of "Indulgences in the Louisville Harem" has been selected by the Cornell University Theatre for presentation in Drummond Studio. Written by John Orlock, it will be given Wednesday through Sunday, March 23-27, with an 8:15 p.m. curtain. Tickets are now available at the Willard Straight Theatre Box Office (lower floor), open 3-6 p.m. Monday through Friday. Call 256-5165.

Orlock takes us to the sitting room in the Victorian home occupied by two sisters in their late 30's, living in Louisville, Kentucky, at the turn of the century. Typical of women of their era, Florence and Viola Becker have been brought up to think of marriage as the only fulfillment possible for a woman. Since neither one has married, they live dull and respectable but pointless lives, with only the happy and unhappy memories of childhood to comfort them. Both feel a desperate need for someone to depend on. Viola has found that someone in Florence, since she is the younger, but for her sister there is no one. Then, into their quiet lives,

comes new and unexpected interest in the form of a book issued by a Mrs. Whiting with photos and biographies of eligible men. Intrigued and curious, they decide to write to Mrs. Whiting and the result brings strange events into their home. Orlock's ending is surprising.

A former member of the faculty at Pennsylvania State University, Orlock is now Director of the Counterpane Theatre in Minneapolis and playwright-in-residence at the Minnesota Playwriting Lab. Known for his work as a director and musical composer, he has written a number of plays successfully produced.

"Indulgences in the Louisville Harem" is directed by Stephen R. Cole. Lenore Kletter has designed the setting, with lighting design by Bob McClintock. Costumes are by Cynthia Killian. Barbara Fauntleroy appears as Florence, with Cathy Russell as Viola. John Cowan appears as Amos Robillet and Paul Bonner is seen as Winfield Davis.

Job Opportunities At Cornell University

The following are regular continuing full-time positions unless otherwise specified. For information about these positions, contact the Personnel Department, B-12 Ives Hall. Please do not inquire at individual departments until you have contacted Personnel. An Equal Opportunity Employer.

Individuals in lay-off status will be given preference in referrals.

* indicates new jobs in this week

(sh) indicates shorthand required

POSITION (DEPARTMENT)

CLERICAL POSITIONS

Executive Secretary, A-19 (Univ. Dev. (N.Y.C. Regional Office) (sh))

* Sr. Admin. Secretary, A-17 (STS Program)

Administrative Secretary, A-15 (Personnel Services (sh))

Administrative Secretary, A-15 (CRSR)

Administrative Secretary, A-15 (Applied & Engr. Physics)

Multilith Operator II, A-15 (Graphic Arts Services)

Department Secretary, A-13 (Graphic Arts Services)

Department Secretary, A-13 (2) (Law School)

Steno, A-11 (University Development)

Steno. II, NP-6 (NYSSILR)

* Clerk II, NP-5 (Media Services Printing)

* Acct. Clerk, NP-5 (Agronomy)

CRT Operator I, NP-4 (Animal Science)

ADMINISTRATIVE POSITIONS

Director of Lab Operations I, CPO8 (Diagnostic Lab. - Equine Drug Testing (Vernon Downs))

Assistant Univ. Counsel, CPO8 (University Counsel)

* Budget Administrator, CPO8 (Budget Office)

Director of Employee Relations, CPO6 (Personnel Services)

Producer/Director, CPO5-Comm. Spec. (Media Services/ETV Center)

Systems Analyst III, CPO5 (Dining Services)

Manager Technical Svcs. CPO5 (Machine Shop) (Lab. of Nuclear Studies)

Graphic Designer-Visual Spec. III, CPO5 (University Publications)

* Personnel Associate II, CPO4 (N.Y.S. Agri. Experiment Station (Geneva))

Purchasing Agent II, CPO4 (Lab. of Nuclear Studies)

* Staff Writer II, CPO4 (Public Information)

Business Manager, CPO4 (Dining Services)

Catering Manager, CPO4 (Dining Services)

Development Officer I, CPO4 (Univ. Development (N.Y.C. Regional Office))

Computer Staff Specialist I, CPO5 (Computer Services)

Assistant Director, CPO4 (Academic Funding)

Executive Staff Assist. (Financial & Planning Services)

TECHNICAL POSITIONS

Sr. Electronic Tech. A-21 (Chemistry)

Control Mechanic (Physical Plant Operations (Union job))

Sheet Metal Worker (Physical Plant Operations (Union job))

Compositor-Job Expediter, A-20 (Graphic Arts Services)

Synch. Operating Tech., A-19 (Lab. of Nuclear Studies)

Copy Preparation Spec. A-15 (Graphic Arts Services)

* Laborer, A-14 (Physical Plant Operations)

* Food Service Worker, A-11 (Dining (9 month position))

Sr. Computer Operator, NP-14 (Animal Science)

* Assist. Dairy Cattle Supt. NP-12 (Animal Science)

Experimentalist I, NP-11 (Pomology & Viticulture (Geneva))

* Lab. Tech. II, NP-11 (James A. Baker Institute for Animal Health)

Lab. Tech. II, NP-11 (Food Science)

Research Tech. II, NP-10 (Div. of Nutritional Sciences)

Tech. Aide, NP-9 (Food Science & Tech. (Geneva))

Heating Plant Worker, NP-8 (Buildings & Properties (Geneva))

Building Main. Mechanic I, NP-7 (Animal Science (nights))

* Lab. Assist. III, NP-5 (Diagnostic Lab.)

Research Support Spec. II, CPO4 (Animal Science)

Research Support Spec. II, CPO4 (Entomology (Geneva))

Research Support Spec. II, CPO4 (Vet. Pathology)

Research Support Spec. I, CPO3 (Seed & Vegetable Sciences (Geneva))

Research Support Spec. I, CPO3 (Agri. Engineering)

Pharmacist, CPO3 (Pharmacy-Vet. College)

Extension Support Aides, CPO2 (5) (Coop. Exten. Admin. (NYC Urban Gardening Programs) (1 yr. possible renewal))

ACADEMIC AND FACULTY POSITIONS (Contact Department Chairperson)

Extension Assoc. II, CPO4 (Con. Econ. & Public Policy (1 year position))

Assist. Prof. of Poultry Genetics (Department of Poultry Science)

Immunologist-Serologist (Vet. Diagnostic Lab.)

Supervising Virologist (Vet. Diagnostic Lab.)

Instructor of Vet. Medicine (Vet. Medical Teaching Hospital-Ambulatory)

Professor & Chairman (Human Dev. & Family Studies)

These are all regular full-time positions unless otherwise specified.

PART-TIME AND TEMPORARY POSITIONS (All Temporary and Part-time positions are also listed with Student Employment)

Admin. Aide I, NP-11 (Human Dev. & Fam. Studies (Temp. f/t))

Admin. Aide I, NP-11 (NYSSILR (N.Y.C.) (Temp. f/t))

* Admin. Aide I, NP-11 (NYSSILR (Albany) (Temp. f/t))

* Clerk I, NP-3 (Food Science (Temp. p/t))

Statistical Typist, NP-7 (Agronomy (perm. p/t))

* Admin. Secretary, A-15 (Grad. School of B&PA (Temp. f/t))

Admin. Secretary, A-15 (Affirmative Action (perm. p/t))

* Admin. Secretary, A-15 (Judicial Administrator's Office (Temp. p/t))

Continued on Page 4

Educators Are Ambivalent on Values

Higher education is suffering from "value schizophrenia," according to David Lyons, professor of philosophy. This is evidenced, he says, by ambivalent reactions to making value judgments, based on an obvious respect for what are termed "hard facts" in contrast to a far less favorable attitude towards what are termed "soft values." In the fourth discussion in the *Chronicle* series on the problems facing higher education, Lyons outlines the ambivalence which, he says, arises from a misunderstanding of rationality embedded in the current "ruling theory" among educators:

"The previous contributors to this series have focused on value questions—which values to transmit, what is most

Higher Education Deifies Science

important to preserve, proper goals in professional education. Other issues will emerge from the re-examination of our general education program for undergraduates. All of this illustrates that values can be dealt with in a logically respectable manner. But, as Dean Cramton noted in his article, we also have contrary views about values. I wish to pursue that point, for the resulting ambivalence inevitably undermines our planning and our practice.

"In society at large as well as in the university, we place great weight upon certain values, such as dignity, democracy, and freedom, which are used to justify policies that are sometimes imposed by force. But when we get 'tough minded' about values, we are prone to say that they are arbitrary, indefensible, and 'subjective,' that they lie outside the realm of reason. This implies that our policies as well as our values lack rational foundations.

"Now, it is true that deep philosophical questions can be raised about values. But the same applies to our ordinary claims to knowledge and even to our scientific pretensions. But (speaking generally) the former difficulties are taken far more seriously than the latter. For we are heirs to an intellectual tradition that defies 'science' — at least the science that is 'hard' — the science that rigorously marshalls evidence, that verifies or falsifies or else majestically withholds judgment, that secures agreement on all sides and thus progresses. To those who so conceive of science, values can seem 'soft,' the permanent locale of dispute and disagreement. Such a dichotomy finds articulate development in certain philosophical theories, which have, understandably, been most influential amongst



David Lyons

practitioners of science. That these theories have been subjected to devastating attack for a number of years may not be so widely known. At any rate, their influence persists.

"Consider this. Students of human societies recently came once again to appreciate that the values people have are largely shared within groups but may vary from one group to another. Some social scientists, keenly aware of widespread dogmatism about values as well as of the merits in their settings of many exotic social practices, entreated their colleagues to concentrate on describing and functionally analyzing alien cultures instead of judging them. But this sage counsel got confused with very different notions, such as the idea that one cannot validly appraise social practices, which are (allegedly) the bases for all evaluations. Now, outside the ivory tower, no one thinks or lives by that belief, it implausibly discounts dissenters (who intelligibly make evaluations), and it cannot be inferred either from the

methodological advice to separate judgment from description or from the facts of cultural diversity. But the banner of 'cultural relativism' still confusedly collects these independent ideas, some sensible, some dubious. I suggest this is because the ruling intellectual tradition, which defies science, has little respect for values and is prepared to dismiss them on the slightest pretext.

"Take another case. Students of human nature have rediscovered that values are 'learned' and that our having the standards that we have is a fact about us, susceptible of study just like any other, the result of natural processes. But this liberating notion got corrupted into the very different idea that values, being the consequences of 'social conditioning,' have nothing to do with reasons or reasoning, and thus have no validity whatever. This theory cannot bear examination. For it applies as well or as ill to all the beliefs that we happen to have, so if it casts aspersions on our values then it also undermines the claims of science. The theory consequently implies its own invalidity! These points are not difficult to see. No one could ignore such implications and sustain such a theory unless he or she were antecedently biased against values.

"Such silliness is pervasive in academia (though it is often more subtle) and the corresponding schizophrenia abounds. One person argues in favor of a plan for how we ought to act while officially denying that 'ought' judgments can rationally be defended. Another tells us that we have an obligation to abide by the rules of representative democracy, which is the right and just and proper form of government, and gives as his reason that one cannot rationally endorse judgments about rightness, justice, or moral obligation.

"Dissonance like that cannot be lost upon our students. It generates confusion and encourages cynicism — not least of all about our intellectual capacity or sincerity. For, once we are willing to do so, it is not difficult to see that either our principles or the ruling theory about them cannot be sustained.

"It might also be mentioned that the ruling theory undermines respect for genuine scientific investigation, which cannot satisfy unreasonable expectations, as it inevitably involves the most suspicious feature of evaluative deliberation—the exercise of human judgment.

"In such a setting, it is no wonder that we often pay no more than lip service to our most highly vaunted values. But perhaps the explanation works the other way around. Our failure to live up to our avowed principles — in society at large as well as in the university—may tempt us to embrace a theory that belittles the principles themselves."

Guinea Pig May Help In Cancer Research

The guinea pig, whose immune system is similar to that of humans, could provide a clue on how to treat human cancer of the colon, according to Dr. Edwin J. Andrews, associate professor of laboratory animal medicine at the New York State College of Veterinary Medicine.

Dr. Andrews recently began a three-year study of colon tumors induced in guinea pigs to determine whether stimulating the animal's immune system with BCG, a non-pathogenic form of tuberculosis bacteria, would cause the remission of existing tumors and whether tumors could be prevented if the cancer-causing agent and BCG are administered simultaneously. The work is being performed under a \$412,000 contract with the National Cancer Institute (NCI).

Cancer of the colon is a common, but little publicized disease which kills some 90,000 persons each year and often gives few obvious signs until it reaches an advanced state, Dr. Andrews said.

BCG has been effective in the treatment of certain kinds of leukemia, and the NCI is now trying to determine the agent's effect on other animal cancers, including colon tumors, he added.

Barton Parking Lot Access Redesigned

The visitor parking lot at the southwest corner of Barton Hall on the Cornell campus now has more limited access than it did previously.

Barriers have been erected and "do not enter" signs posted on the west end of the lot, so that all entry will be from the south end, and all entering traffic will have to go past the traffic control booth there.

William Richards, manager of the Traffic Bureau, explained that the change was made to increase the availability for off-campus visitors, whom the lot is designed to serve.

Education Career Program To Have Alumna Guest

Stephanie Long, a 1976 Cornell University graduate, will be the guest at a special education career program to be held at 4:30 p.m. today in Van Rensselaer Hall NG-10.

Miss Long was a major in the Department of Human Development and Family Studies and is now enrolled in the Special Education Program at George Peabody College, Nashville, Tenn. With her on the program are Michael Pronti, director of special education, BOCES; Prof. John S. Harding, and

Margaret L. Stout, both of the N.Y. State College of Human Ecology. The program is open to all interested students.

—Alice Bache—

Alice Odenheimer Kay Bache, an art collector, died recently in New York City. Active in the affairs of the Herbert F. Johnson Museum of Art at Cornell, she maintained homes in Washington, Conn. and Manhattan.

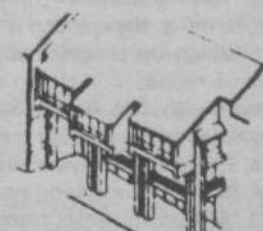
Lacrosse To Play Hobart

Cornell's national champion lacrosse team begins defense of its NCAA title Wednesday (March 23) against Hobart on Schoellkopf Field at 3 p.m.

Coach Richie Moran's team, 16-0 last season, defeated Hobart, one of its traditional rivals, 14-8 last year.

The Big Red has five other home games this season—Rutgers on April 9, Johns Hopkins on April 16, Harvard on April 20, Penn on April 24, and Princeton on May 7.

Season ticket holders are admitted free with their ticket books. General admission is \$2.



NORTH CAMPUS STUDENT CENTER

CORNELL CHRONICLE

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Chronicle Comment

Chronicle Comment is a forum of opinion for the Cornell community. Address comments to Elizabeth Helmer, Managing Editor, Chronicle, 110 Day Hall. Letters submitted for publication must be typed, double space, no more than 600 words in length. The Chronicle must adhere to this limit because of space and financial restrictions. The deadline is Monday noon. Letters addressed to someone other than the editor, personal attacks against individuals or unsigned letters will not be printed.

Five Endorse Views In Governance Letter

Editor:

In a letter to the editor last week, the Committee to Preserve Self-Governance described the president's referendum as illegitimate, and suggested that the question of self-governance should be returned to the community for further study. The following endorse the views ex-

pressed in that letter: Isaac Kramnick, professor of Government; Njoku Awa, professor of Communications Arts; Benjamin Nichols, professor of Electrical Engineering; Connie Murray, assistant dean of students; Pam Swanson Rappole, Student Activities Assistant.

Arts and Letters Prize Won by A.R. Ammons

A.R. Ammons, poet and the Goldwin Smith Professor of Poetry at Cornell, has won one of ten \$3,000 prizes awarded this year by the American Academy and Institute of Arts and Letters.

The Academy-Institute Awards were given to 10 writers "for literary excellence and promise of important work to come." The nine other winners include poets, novelists, critics and journalists from around the country.

Ammons is the author of 11 volumes of poetry, including the forthcoming "The Snow Poems," "Diversifications" (1975), "Sphere" (1974), and "Collected Poems" (1972). Ammons won the National Book Award for Poetry in 1973 and a Bollingen Prize in poetry for 1973-

74. He also won the Levinson Prize from Poetry Magazine in 1970.

A member of the Cornell faculty since 1964, Ammons has earned international critical acclaim for his work since the publication of his first book of poems, "Ommateum," in 1955.

NEH Applications Deadline Set for 1978-79 Program

The National Endowment for the Humanities has set a June 1 deadline for receipt of applications in the 1978-79 program of Fellowships for Independent Study and Research. The Fellowships, which carry a maximum stipend of \$20,000, are awarded to scholars, teachers, and other interpreters of the humanities who have made or demonstrated promise of making significant contributions to humanistic thought and knowledge.

Further information and application materials can be obtained from the Office of Academic Funding, 123 Day Hall, 6-5014.

Community Contributes to 'Praxis'

The Spring issue of Praxis, a journal established by Cornell University students last year, will contain works by members of the entire Cornell community, students, faculty, staff, alumni and even essays by students from the past.

The 80-page second issue of the magazine is expected to be off the presses in April.

According to Donald Herzog, Arts '78, Praxis was conceived to publish essays, articles, interviews, reviews, poetry, fiction, art photography, polemics, analysis, editorials and dialogues. The editorial staff is also plumbing the archives of Olin Library for senior theses and other student writings on subjects still of interest.

The issue about to be published will contain works by Cornell faculty members, Rose Goldsen, two short stories; A.R. Ammons, a long poem; Ciriaco M. Arroyo, excerpts from his upcoming book "The Crisis in the Humanities," and James Merod, an essay on Ammons. There will be

several student essays on drugs and freedom and works by alumni, taken from the archives.

Persons interested in submitting works for future issues of the magazine may send them to Praxis at 131 North Quarry Street. The magazine sells for \$1.25. However, because of the inevitable financial

Ice Cream Spree to Be Prize in Recycling Contest

The 1977 Cornell University Dormitory Recycling Contest will get underway with the pickup of recyclable materials on Saturday, March 19, and will continue through three more Saturday pickups: March 26, April 2, and April 16. The contest, cosponsored by Ecology House, Campus Recycling Program and Dean of Students Office, is open to all dormitories.

The prize of a free ice cream spree worth over \$100 will be an-

Gift To Fund Research on Women

Cornell undergraduates interested in devoting one semester of the 1977-78 academic year to off-campus research on topics related to women may apply for a Judith Ellen Kram Award through the Women's Studies Committee on Prizes and Awards, 431 White Hall. The deadline for applications is May 1.

The Judith Ellen Kram Award was given to Cornell by Ruth Kram and Daniel Kram (Cornell '48) of West Orange, N.J. in memory of their daughter, a former member of the Class of 1977 in the College of Arts and Sciences.

While Judith Kram was at Cornell she was keenly interested in field work in women's studies. Her parents made their gift to the University so that other students who share her interest could pursue their projects, according to Johanna Ettin, acting director of the Womens' Studies Program.

The award of up to \$1,000 can be used to meet any expense associated with the student's project — travel, living expenses, research materials.

Field projects suitable for the award might involve research in the office of a legislator or agency head at the state or national level, work with a state commission concerned with the status of women or activities in a private organization involved with topics of concern to women.

The proposed field work will be done for credit under the supervision of a faculty member and in accordance with the field work procedures of the student's school or college.

tant for successful field projects, interested students should contact Et-

Essay Contest Theme Is 'Struggle for Rights'

The Cornell Women's Studies Program is now accepting essays on "the history or the problems, present and future, of the struggle for equal rights for women" as entries for the 1977 Mary B. Knoblauch Prize.

Competition for the \$75 prize is open to all Cornell University students, and there are no specifications for the length or content of the essays, though they must conform to the topic. The deadline for submissions is noon, April 15.

Melody Long, women's studies administrative aide, said students are welcome to submit research papers they have written for classes. Long said that in past years, the majority of entries were 10-20 pages long, and the department considered most seriously those entries which contained documented research.

The Mary B. Knoblauch Prize has been awarded annually at Cornell since 1952.

German Literature Is Goethe Essay Theme

The Goethe Prize, endowed in 1935 by Ludwig Vogelstein, is awarded annually for the best essay on any topic connected with German literature. Juniors, seniors and graduate students are invited to submit essays with a suggested length of ten to twenty pages. The essays may be in German or English. They should be written under an assumed name and should be handed in along with a sealed envelope containing the author's identification) to the Dean of the University Faculty, 315 Day Hall, no later than April 15. The committee will award a first prize of \$250 maximum for the best essay. The chairman of the prize committee is Professor Dietger Bansberg, 182 Goldwin Smith Hall, 256-3388. Each student may enter only one essay. There may be a second prize of \$100 awarded.

Information Available On 'Challenge Grants'

The National Endowment for the Humanities Challenge Grants have been authorized as a part of the 1976 amendment to the National Foundation on the Arts and Humanities Act to help humanities institutions improve their financial stability by stimulating new or increased support from the public.

Congressional action for the funding of the Challenge Grant program is not expected before the Spring of 1977. However, to enable potential applicants to begin planning, a brochure containing general information and preliminary guidelines is now available. This brochure may be examined in the Office of Academic Funding, 123 Day Hall.

Job Opportunities

Continued from Page 2

- * Technical Typist, A-13 (Civil & Environ. Eng. (perm. p/t))
- Tech. Aide I, NP-9 (2) (Entomology (Geneva) (Temp. f/t))
- * Lab. Tech. I, NP-8 (Diagnostic Lab. (Temp. f/t))
- Lab. Tech. I, NP-8 (Equine Drug Testing (Temp. f/t) (Saratoga))
- * Lab. Tech. I, NP-8 (Vegetable Crops (Temp. f/t))
- Temp. Service Professional (Market Analyst) (Conference Office) (Temp. p/t))
- Field Worker, NS (Pomology & Viticulture (Geneva) (Temp. f/t))
- Programmer I, A-19 (MSA (Temp. f/t))
- * Stockkeeper I, A-12 (Graphic Arts Services (perm. p/t))
- Research Support Spec. I, CPO3 (Natural Resources (Albany) (Temp. f/t))
- Research Support Spec. I, CPO3 (Ornithology (1 yr. app't))
- Student Dev. Spec. II, CPO3 (NYSSILR (Long Island) (perm. p/t))
- Extension Support Aide, CPO2 (Coop. Exten. Admin. (Sea Grant Adv. Service) (1 year position))

Human Ecology Sponsors Free Talks

Lecture Series Looks at Future

A series of lectures examining higher education as it relates to the well-being of individuals and families will be sponsored by the N.Y. State College of Human Ecology this spring to illuminate the kinds of problems the College must deal with in the future.

The free lectures, arranged by a committee headed by Marion E. Minot, associate professor of community service education, will bring speakers to Cornell from campuses across the country.

Each lecture will begin at 8 p.m. in the Martha Van Rensselaer Hall Auditorium. A reception will follow in the Faculty Commons. Speakers and titles of their talks follow:

March 25: "Human Ecology in the Land-Grant University," Charles Edward Bishop, president, University of Arkansas.

March 29: "Social Sciences in Social Decisions," Raymond Hunt, director, Survey Research Center,

State University of New York at Buffalo.

April 12: "Tomorrow's Students and the Ecology of the Learning Process," K. Patricia Cross, research educator, Center for Research and Development in Higher Education, University of California, Berkeley.

Jointly sponsored by Kappa Alpha Theta.

April 19: "Technology and the Biophysical Environment," Karl H. Pribram, head, Neuropsychology Laboratories, Stanford University.

May 4: "Faculty of the Future," Jacquelyn A. Mattfeld, president, Barnard College.

Seminar to Consider Energy Conservation

Four Cornell University professors will share their perspectives on energy conservation and its relationship to other key social issues during a special Sigma Xi Seminar on Energy Conservation at 8 p.m. Friday, March 25, in Ives 120.

The seminar, sponsored by the Cornell chapter of the Society of

Sigma Xi, is free and open to all interested persons.

Participants in the seminar will be David Pimentel, professor of entomology, who will discuss "Food and Energy"; Arnim Meyburg, associate professor of environmental engineering, who will discuss "Energy Conservation and Transportation"; Robert Pohl, professor of physics, who will discuss "Co-generation of Heat and Electricity for Energy Conservation," a scheme which uses the waste heat generated in electricity production for residential and commercial heating, and Robert J. Kalter, professor of agricultural economics, who will discuss "Economics of Energy Conservation?"

Simpson Linke, professor of electrical engineering, will moderate the session.

baugh Professor of History of Science and member of the Cornell Committee on General Education, and Philip Lewin, director of guidance at Ithaca High School.

Sage Convocation Is 'Choose Life'

John Cobb Jr. will be the Dean Sage Speaker at this week's Sage Chapel Convocation, 11 a.m. Sunday, March 20. The title of Cobb's presentation will be "Choose Life."

Cobb is the Ingraham Professor of Theology and director of the Center for Process Studies at the School of Theology in Claremont, Calif. He is a leading spokesman for "process theology" and has contributed to the emergence of a fresh contemporary interpretation of the doctrine of God. In this connection he has become deeply concerned with eco-justice issues. He is the

author of a number of books, including "God and the World," "Christians in a Pluralistic Age," and "Is It Too Late?" A Theology of Ecology.

Cobb was born in Japan in 1925, and his parents are Methodist missionaries. He received an M.A. in 1949 and a Ph.D. in 1952 from the University of Chicago Divinity School.

Cobb will also present the fourth lecture in this year's Thorp Lecture Series at 8 p.m. in the Founders Room of Anabel Taylor Hall.

Mineral Resources Talk Subject

Brian J. Skinner, the Eugene Higgins Professor of Geology and Geophysics at Yale University, will present a lecture on "The Magnitude of the World's Mineral Resources" at 4:15 p.m. March 29 in 135 Emerson Hall.

Skinner, a Yale faculty member since 1966, is on the editorial board of American Scientist, and is Editor of the journal Economic Geology. His current research interests include the origin and distribution of ore deposits and the chemical processes that form ore deposits.

U.S. and China Topic Of University Lecture

John King Fairbank, the Francis Lee Higgins Professor of History at Harvard University, will present a lecture, "The United States and China: Towards Normalization of Relations," at 4:30 p.m. Wednesday, March 23, in 110 Ives Hall.

Fairbank, who is also chairman of the Harvard University Council on East Asian Studies, is former director of the Harvard University East Asian Research Center. He has written several books on modern Chinese history, including "Trade and Diplomacy on the China Coast: The Opening of the Treaty Ports,



The president's office in Day Hall gets a lick and a promise of cleaning by WHCU radio personality Jack Deal, while President Corson continues with paperwork at his conference table. The carved birds on top of the bookcase, remarked on by most visitors to the president's office, have been there for a long time. They were carved by Victor Colby, professor of art.

Jack Deal Went to See The President's Office

Jack Deal has been saying good morning to Ithacans for as long as most restless natives can remember.

Because he works as the morning man for WHCU Radio, which is owned by Cornell University, he has formed many friendships with people from Cornell.

One of these is a former physics professor and dean, who also has been around Ithaca a long time and is now president of Cornell.

Last week, Jack Deal called Dale Corson, and said, in effect, "We've been buddies a long time, and you're

soon going to stop being president of Cornell. I've never seen the University president's office, and I'd like to."

"Come on up," was the response, and a date was made.

When he arrived and saw the work piled up waiting for Corson's attention, he thought he ought to do something to make himself useful, so he cleaned ashtrays and emptied wastebaskets for a few minutes.

Then the two old friends sat down for a chat.

Becker Lecture: 36 Dramatic Situations

Theater director Alan Schneider will deliver a Becker Alumni Lecture on Monday, March 21. The lecture, at 4:15 p.m. in Kaufmann Auditorium of Goldwin Smith Hall, is titled: "1941-1977, The 36

Dramatic Situations." Open to the public at no charge, it is sponsored by the Department of Theater Arts.

Schneider, who received an M.A. degree from Cornell in 1941, is one of the outstanding directors in the American theater, and was one of the pioneers in introducing the theater of the absurd to American audiences. He is particularly associated with the introduction of Samuel Beckett's early plays in this country, and has directed many of the premieres of Edward Albee's plays.

A director both on and off Broadway, he has also been associated with the Arena Stage in Washington, D.C., and with many other leading stages throughout the country. He recently joined the Juilliard School in New York as a director-teacher in addition to his professional work.

The Becker Alumni Lectures originated last year at Cornell and are the gift of Mrs. James H. Becker of Chicago.

Thorp Lecture 'Beyond Eco-Justice'

John Cobb Jr., the Ingraham Professor of Theology and director of the Center for Process Studies at the School of Theology in Claremont, Calif., will present a lecture entitled "Beyond Eco-Justice: Survival and Justice—Can We Have Beauty and Freedom Too?" at 8 p.m. Sunday, March 20, in the Founders Room of Anabel Taylor Hall.

Cobb has published several books, including "God and the World," "Christians in a Pluralistic Age," and "Is It Too Late? A Theology of Ecology." The last book reflects his concern for the issues of ecology and justice and the role religion can play in the crisis of planetary survival and justice.

The lecture will be the fourth in this year's Thorp Lecture Series and is sponsored by the Cornell University Center for Religion, Ethics and Social Policy.



Dissents on General Education:

The General Education Report prompted written dissents from several faculty members. Their comments follow Dean of the College of Arts and Sciences Harry Levin's memorandum to the faculty and students of the college.

MEMORANDUM

To: Faculty and Students, College of Arts and Sciences

From: Harry Levin, Dean

Subject: The Report on General Education

The concern with general education is ultimately a concern with the fundamental questions we must ask about the nature and purposes of a college of arts and sciences. The goals of an undergraduate collegiate education are simple to state in general terms but difficult to agree on when we try to be precise. In broadest terms the goal is mundane: to assist our students to become educated people. But there are probably thousands of definitions, most of them reasonable, of what we mean by "educated people." The Committee on General Education defined their vision of education in the following way: "We assume that college is a place where students discover what they can do well and where they are encouraged to find their talents and to develop them in a concentrated way. We also assume that college is where students are led to a certain self-consciousness about that discovery and come to raise questions about the relation their particular talents bear to other forms of knowledge and action" (p. 3). Later the report says, "In our discussions we frequently found ourselves coming back to this question, sometimes wishing to stress the continuities, historical or conceptual, among different ways of knowing; at other times insisting on the contingent overlappings and conflicts among fields. That such considerations arise, and that they provoke both clarifications and a certain residual puzzlement about just what constitutes knowledge, seem to us among the more important things we have to say to undergraduates" (p. 6). In other words, the committee described the educated person as one who knows some areas of knowledge well, usually areas that will be projected into his or her further education or work. Additionally, educated persons have a range of intellectual inquiries which they see in relationship to each other and in relationship to the core of their interests. The committee implies that it is not only the transmission of knowledge but, in their terms, "a certain puzzlement" which defines the intellectual life of the educated person. He is familiar with those thinkers who have shaped our civilization and our minds. He knows that learning is hard; the satisfactions come from the achievements. There is no way to sugar-coat serious learning and teaching.

Education is a life-long process. We are particularly concerned about the collegiate period because in these four years is concentrated the most significant and the most dense period of education. I think of the

educated person as having certain attitudes toward knowledge, toward himself, and toward the world. First, the educated person maintains an attitude of curiosity about many things. In fact, this curiosity, the desire to know, is a powerful motivator for learning both during college and later in life. The confidence that one can continue to learn and can educate oneself is important to my definition. Fundamentally, an educated person is someone who is curious about himself and about the world and is prepared to satisfy that curiosity by study, usually on his own, throughout his or her life.

Also, the educated person approaches himself, other people, and the world with a set of attitudes which, for want of a better term, we call a humane point of view. I can define these attitudes only in intuitive ways, but the definition revolves around a concern with the human condition and respect for the integrity of people. I do not think such attitudes can be taught or learned directly. Rather, they are consequences of the kinds of education that are described in the General Education Report.

I do not think that Cornell or any other college or university has done an adequate job in educating students. We are not alone in asking basic questions about our educational program.

I agree with the Committee that the attentions of the College have usually been more narrowly focused than on the general education of students. The Report lists a number of recommendations which I think will redress our shortcomings. There is general agreement in higher education that the laissez-faire, free elective system of course choice has not produced educated people. The General Education Report echoes this concern, although it does not recommend a common core curriculum for all students, as seems to be the current solution in other universities. We are fortunate that the College has maintained distribution requirements and language requirements so that they do not have to be put into place anew. The Report actually does not constrain the choices of curriculum in any serious way. In every student's program, although there is some pre-planning and modification of totally free choice, there is enough flexibility for a student not to be bound by specific course requirements. The pendulum of higher education is in my view rapidly swinging away from completely free electives, and I think the suggested point of the pendulum's rest in Cornell's program is still toward the freedom-of-choice end of the arc.

There are many excuses why the ideal of the educated person has been subverted. The media, the quality of mass culture, television, the lessening standards of the public schools may all contribute, but we profit more by accepting our students as we find them and working from that point. In fact, I optimistically believe that as college education changes we will influence

the secondary schools. Before long the values of the university will be reflected in high school curricula so that our students may come to the university with some of the training that we now must make up during their early years in college.

It is true that the conditions of the economy and the high cost of education have pushed students prematurely toward professionalism, but the blame is not all theirs. I believe with the General Education Committee that the pressures for early specialization come not only from the post-collegiate goals of our students but from the College itself. We are adept at introducing students to various disciplines and so giving them professional orientations much too early in their college careers. If the fault is partly ours, so is the solution.

A talented and dedicated faculty is the most important element for change. There is a tension between the research and basic teaching purposes of a major university, but I must agree that the new kind of education we seek can take place only in a university devoted both to the discovery and to the dissemination of knowledge. The best instructors for educated people are faculty members who are themselves intellectually motivated, who take their pride and satisfaction from discovery and who, by example and instruction, can communicate the excitement of knowledge to their students.

I enthusiastically endorse all of the recommendations of the Committee on General Education. I shall take up only a few. A Board on General Education is not another bureaucratic apparatus imposed on an already overbureaucratized educational institution. It is an office necessary to carry out new activities and to sustain attention on the achievement of new goals. It will have as its functions: defining precisely what is meant by a general education, describing general education courses, and searching for such courses among the existing curricula of the university. I suspect there are not many.

The most difficult and sensitive part of their task is to guard against the possibility that with time general education courses will be reduced to dilettantism. Further, they will peruse students' programs to make sure that they are not narrow. Since these courses are not easy to develop or teach, the Board will arrange for the needed time and resources. Eventually, if the proper courses are constructed and are as successful as we hope, they will be the primary means used by students to fulfill their distribution requirements.

The General Education Board will be concerned with the content of new courses. Their activities should be coordinated with those of the Board on the Improvement of Instruction. Together, we are more certain that both the content and the nature of the courses' organization and presentation will be of the highest quality.

Extending some of the require-

ments throughout the four years rather than jamming them into the early part of the undergraduate program is an excellent idea. This will help subject matter to be dealt with anew and will permit us to pay particular attention to the writing skills of students so that another recommendation of the Committee — that concern with writing extend throughout the undergraduate years — will be fulfilled.

It is fashionable to be troubled about the inadequacy of students' writing. The ability to write well presupposes many of the other mental skills that a general education program should bring about. Writing well is not simply putting words on paper. It has to do with thinking, organizing one's thoughts, expressing these thoughts in ways that are comprehensible to others, and with that felicity of expression which comes from intensive instruction in writing as well as exposure to authors and ideas. At one time, writing and rhetoric were combined to serve these purposes. The College has made a start in upgrading its programs in writing and in fact has taken some leadership in this endeavor among American universities, but there is still much to be done.

In addition to the usual literacy of writing and reading well, I think every student should have at least an introduction to mathematical literacy; that is, familiarity with mathematical thinking, with computers, with basic issues in mathematics. I would have preferred that the Committee on General Education recommend such literacy as part of the undergraduate program. However, understandably, they preferred to wait for appropriate courses to be developed and to leave to the Board on General Education the decision about how widely the mathematics courses should be required of students. I might add that many of us are aware that the development of such courses, which would be interesting and effective for people with little formal training in mathematics or in the sciences, is particularly difficult and challenging to put into place.

An ideal collegiate experience does not depend solely on courses, general or otherwise, laboratories, tutorials, research, etc. We must pay more attention to the so-called "hidden curriculum." The General Education Committee puts it this way: "We believe that a university should provide its undergraduates with a number of different kinds of opportunities and obligations to extend their minds and sensibilities; with concerts and films and leisure for reading and conversation as well as with specific courses and programs of study. We would draw attention to questions of atmosphere as well: to the way students are housed and to the aesthetic qualities of the environment, to the way classes are conducted and papers and examinations graded, to the pace of the school year as it is set by the present calendar." (p. 4). Students learn from each other and from informal

discussions as well as from the formal programs of the university. Although the committee does not address itself to these issues, the university must consider programs that make possible such ambience for informal learning by organizing residences in ways conducive to education and by creating tutorials and other discussions which tie together the out-of-class and the in-class interests of students and faculty. When we realize that Cornell will compete for an ever smaller number of qualified students, I believe we cannot do otherwise than attempt to create an extraordinarily attractive undergraduate life which will appeal to the smaller number of students who will be available to go to college.

How do we put the recommendations of the General Education Committee into effect? The slowness with which universities change their programs and their curricula is legendary. I doubt that the recommended changes will all be put into operation in a brief time. Rather, I suggest that we set up opportunities for intensive discussion of the recommendations and then for modes of implementing them. Within several weeks I shall organize a "town meeting" where students and faculty can question the Committee on General Education about their report and some of the thinking that went into the recommendations. A large number of working papers were distilled into the report. In April, a group of students are organizing a weekend of discussion having to do with liberal education. The details will be announced. There will be outside speakers, panels of faculty and students, and opportunities for discussion and reports.

The College has formal procedures for recommending and adopting changes. Each of the recommendations will be discussed first in the College's Educational Policy Committee. On the basis of these discussions, the agenda items will be presented to the College's faculty for their discussion, followed by either acceptance or revision or rejection. The order of these items will be the same as appears in the Report. This is not a rapid process. I expect that we will discuss the recommendations for at least a year before they are all either voted up or down.

A general education program, even one as modest as we are considering, is costly. For one, the Committee urges departments to contribute a substantial amount of their teaching time to general education. In some cases departments are already doing so; in other cases departments will have to add or substitute courses for other parts of their undergraduate program. Sometimes departments will have resources for change, and in other cases they will have to be given additional means to carry out the new programs. These additional resources will be available in several ways. One is the substitution, as I have said, of new activities for old

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Report Prompts Different Views

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ones. Where new faculty or assistants must be available, support will probably have to come from additional university appropriations as well as from outside the existing university budget, that is, from foundation grants and other gifts and endowments.

Finally, I strongly believe that such definition of the purposes of the College is essential, not only for the future of the College, but also for the future of the University. Not that Cornell will cease to exist without changes, but if we are to improve as a major center for broadly-based learning, changes are essential. At the end, I think the vision of undergraduate education in the General Education Report is the most practical education today. It is an education for diversity, providing our students with the skills and attitudes with which to face a socially and economically changing world.

DISSENTS

The College presently requires the demonstration of certain *levels of competence* in foreign language, as demonstrated by test scores of their equivalents. The majority of this Committee has recommended instead that a certain number of *courses* in a foreign language be required, regardless of the level of competence achieved before (or after) these courses are undertaken. The undersigned members feel that both of these alternatives should be rejected, and the foreign language requirement should simply be abolished.

In making this suggestion we do not deny that the study of a foreign language may confer important benefits or lead to valuable insights about language and culture. There is no longer any reason to believe, however, that these gains are greater than those offered by many other courses of study. Arguments just as eloquent as those advanced in support of foreign language study could be put forward on behalf of history, or psychology, or biology, or of many other disciplines that we do not explicitly require. And while it is true that foreign language instruction enriches many students, enabling them to read otherwise inaccessible literature and understand otherwise incomprehensible speech, it is also true that it patently fails to do so for many others. They might well prefer to acquire other skills, and the choice should be their own.

At one time, all educated persons had to know Latin and Greek. The requirement was sensible, manageable, and appealing; sensible because many works that they wished to read were written in these languages, manageable because there were relatively few other subjects with an equally valid call on their time, and appealing because such knowledge marked them off from the uneducated masses in an obvious way. It is no longer sensible or manageable, and its appeal has faded in a more democratic society. Consequently, it has been abandoned. The time has come to abandon the general foreign

language requirement for similar reasons. There is now a great deal of literature available to those who read only English, and there are many more areas of knowledge competing for the energies of our students. The special emphasis on foreign-language study that was once entirely appropriate is no longer justified.

It is not our intention to diminish the college's commitment to general education in any way, but rather to strengthen it. Because many existing language courses do have a general education component, we recommend that the abolition of the foreign language requirement be accompanied by an increase in the number of credit hours required for distribution from 32 to 36 (with the area of the additional four hours to be elected by the student). Courses in foreign language and literature, like other courses in the College, could be recommended for distribution by the Board or accepted for this purpose by the student's adviser.

Ulric Neisser,
Psychology professor
Wolfgang Fuchs,
Mathematics professor

I am forced to disagree with the Committee's handling of the foreign-language requirement.

I agree that there should be such a requirement, but not for the reasons stressed in the Report. The pervasive monolinguality of our tourists, diplomats, and traveling businessmen and scientists is a national disgrace. We need sizable and growing stocks of educated citizens who can communicate effectively in languages other than English. While no one institution can do much towards that goal, I think it is the moral responsibility of our College to use whatever clout it has. This is as true now as it was three decades ago; and now, as then, we should lead, not follow.

I agree that over the years our foreign-language requirement has been progressively eroded, so that currently it means little; and that therefore it should be strengthened — as should, also, our entrance requirements in foreign language.

I agree that the current Catalog wording of the way the requirement applies to foreign students is absurd. An earlier formulation spoke appropriately in terms of languages foreign to the *student*, instead of languages foreign to us; the earlier formulation should be restored.

Otherwise, I feel that an implementation of the Committee's recommendations would constitute, not a strengthening of the requirement, but a further weakening.

The central feature of the recommendations is to replace our long-standing *achievement* standard for the language requirement by an *endurance* standard. That would be a shameful turning-back of the clock. We set such highschoolish notions behind us in 1946, when we agreed that the educational benefit of foreign-language skills inheres not in the manner in which they are acquired but in having and using them.

If our achievement standard has dropped too low, it should be raised, not abandoned.

The arguments presented in the Report in support of the proposed change are faulty in that they confuse practical language-learning with linguistics and with literary study:

(1) Learning how language works as a human institution, or how a particular foreign language differs from English, is a fine educational enterprise in its own right, but not one that is comfortably combined with practical foreign-language learning. Experience has repeatedly shown that, beyond a very small useful minimum, time spent learning *about* a language is time wasted from gaining skills *in* the language.

(2) Similarly, although studying a foreign literature in the original is an eminently worthy undertaking, introducing this into a language-learning program prematurely is doubly deleterious. As a language-teaching technique it tends to be extremely inefficient. And since the student does not control the language well enough to handle the literary material with ease, studying it is apt to be a bore instead of a pleasure.

I think the main reason we all have so much trouble dealing realistically with foreign-language study in the curriculum is that we are unable, or unwilling, to acknowledge how different language-learning is from any of the other sorts of learning that concern us.

In any other subject, facts which at first may seem diverse often turn out to be significantly interrelated; indeed, the search for the connections is often the chief intellectual challenge. This is especially the case for mathematics, where a whole vast system can grow, given the principles of logical inference, from a tiny set of postulates. A language is nothing like that. To be sure, there are sets of interconnected facts in any language. But the outstanding property of a language is the sheer bulk of the items that can only be learned individually. You can't know that the English word for wheat is *wheat* unless you have mastered *just that fact* — you could know everything else there is to know about the whole language and still not be able to infer it. Every language contains tens of thousands of such uniquenesses.

Consequently, there is simply no fast way to master a language. Materials can be organized progressively and presented efficiently, but with the best imaginable guidance the learner still has to slug it out in seemingly endless sessions of intensive drill. Therefore the introduction into our curriculum of alternative beginning language courses meeting fewer hours per week than the traditional seven is not to be welcomed, as the Report does, but to be deplored.

Now, it may be that a genuine foreign-language requirement, formulated in terms of achieved levels of control of practical skills, and shorn of high-sounding but irrele-

vant linguistic and literary considerations, cannot be claimed to make any important contribution to General Education. But if that is correct, then our General Education Committee should not say anything at all about the foreign-language requirement, but leave the continued discussion of that issue to other agencies.

Charles F. Hockett
Goldwin Smith Professor
of Linguistics and Anthropology

Due to my leave of absence from Cornell for the Viking-Mars missions I was unable to participate very actively in the deliberations of the Committee on General Education during the fall of 1976. I believe that the general direction of the Committee's recommendations are excellent; but I think the Report does not go far enough:

1. *The Point of a General Education.* The Report provides an inadequate discussion of the justification for a general education, especially in a time when many people hold vocational training to be the objective of four years in college. Success in many relatively narrow fields as well as significant contributions to society as a whole require an aptitude for interdisciplinary studies and a broad knowledge of things human. For many people college represents the last opportunity to experience an important new influence on their intellectual interests and life styles. Our lives are enriched if we appreciate the plastic and performing arts, the physical and biological sciences, music, psychology and anthropology, politics and economics, Eastern and Western philosophy, rhetoric and logic, and mathematics, to take a few not entirely random examples. The function of a general education is simultaneously to make the student far more effective in the pursuit of his career goals and to make the non-vocational part of his intellectual life far more enriched and rewarding. Unlike most other animals, we humans are able to tap the insights of our ancestors. Without a general education we are isolated from the long cultural tradition which has made us human.

2. *Elective vs. Required Courses in the General Education Curriculum.* I entered college with a very clear idea of career goals and a desire to begin immediately in vocational education. But the college (University of Chicago, 1951) had other ideas. It argued with some force that those applying for admission were relatively uneducated, and that the faculty were by and large better educated. This seems to me to be an important distinction, without which collegiate education would make little sense. For a student to choose his electives properly he must already understand the subject matter of the elective. When I entered college not only had I not studied but I had never heard of cultural anthropology, economic theory, enzyme chemistry, Freudian psychoanalysis, the second law of thermodynamics, binary arithmetic, comparative linguistics, Sophocles,

Dostoevsky, William Blake and all music composed before the time of J.S. Bach. (This is, incidentally, by no means an exhaustive list.) I am sure most students entering Cornell will have less severe gaps in their general education. I am also sure that, left to my own devices, I would not have studied many of these subjects. I believe many Cornell students may be in the same situation, and will be educationally short-changed if they themselves select their general education electives. I would far prefer to see a common core curriculum in general education which must be taken by all students in the College of Arts and Sciences unless they can demonstrate prior competence both in subject matter and method. Failing this I would urge that the list of courses appropriate to general education be very carefully devised and categorized so as to guarantee that no students graduate from Cornell without making contact with the principal intellectual themes which have shaped our civilization.

3. *Placement Examinations.* Many Cornell students arrive on campus with an adequate to excellent background in certain subjects. With mandatory general education, students must pursue both breadth and depth. There should be a regular mechanism for students to demonstrate prior competence in general education courses and, if successful, to be excused from such courses. In this way many students will be able to demonstrate abilities in a wide range of subjects without having to take formal courses. If a student wishes to spend time during a summer preparing for an examination in a given field, he or she should certainly have the opportunity to be examined on that subject. Such a scheme, of course, requires that several dozen new examinations be devised and graded by the faculty each year, but that seems a small price to pay. On this point, I have difficulty understanding the Report's discussion on foreign languages. Should not someone who exhibits on arrival at Cornell the same competence in, say, French, as the average of Cornell students who have taken an introductory course in French be excused from the requirement? Should not foreign students already fluent in their native language and in English be excused from language requirements?

4. *Courses in Thinking.* The report urges that new courses be concerned significantly with "the general ability to write and think," surely an exemplary objective. By and large Cornell students are very poorly prepared in constructive criticism of new ideas, in tough-minded skepticism, and in what used to be called logic and rhetoric. The widespread acceptance of mysticism and occult nonsense by college students is not very encouraging either for their understanding of much course material or for their subsequent creative contributions to their chosen fields. A citizenry used to asking tough ques-

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Bulletin of the Faculty

Report of FCR Meeting
4:30 P.M., March 9, Ives 110

If he may be permitted, the secretary observes from his corner of the Bulletin that it appears to be not only non-academic governance which is in difficulty. Even on so important a matter as voicing a view and voting on certain aspects of the Presidential Commission Report on non-academic governance, for which purpose the present meeting was called, the body failed to achieve a quorum — the second time in its six- or seven-year history. It may have been that it was the first balmy day of pre-spring; it may have been the feeling that it was impossible to deal in detail with so complex a matter in one-and-a-half hours; or it may have been that members felt the Faculty had already expressed its sentiments in the referendum. Whatever the reason for the poor showing, it would seem to bode no good for a prospective assembly, if indeed the president feels it incumbent upon himself to recommend such to the Board of Trustees. Herein, for better or for worse, is fuel for those who would back to the old general Faculty meeting for consideration of such things. But, let it be noted, the one held two weeks ago was an even less impressive show, as reported earlier.

That being said, herewith is the report:

The speaker called the meeting to order and called on the dean for a report, no quorum being necessary at least for that.

Dean Saunders said the Committee on Nominations and Elections will be meeting over the next few weeks to prepare slates of nominees for various committee assignments. He urged faculty to consider possibilities and return the nomination forms Faculty have received with suggestions.

He has received from Dean Levin (Arts and Sciences) a formal request to reconsider in the FCR the rule that Physical Education be required for graduation. He said the matter has been given to the Committee on Physical Education, which will presumably meet with the ad hoc group from arts to arrive at means for a resolution of the question. It is not yet clear that it will be on the agenda of a spring FCR meeting.

He also has a request that this body consider the impact of the Lowi Report on General Education; this because of ramifications it holds for the University generally. It is being referred to the Committee on Academic Programs and Policies; more will undoubtedly be heard of it. If any have comment or suggestions regarding it, forward same to the dean.

The Presidential Search Committee is working on a report of its recent doings and it will be distributed, possibly during the coming month.

Lastly, as a result of the December FCR action extending the present dean's tenure of office by one year, he announced that his continuance for that period will be submitted shortly to the Trustees for ratification.

At this point, there still being three members short of a quorum, the speaker skipped approval of last month's meeting minutes and two minor items that were to be considered in lieu of the general Faculty's default two weeks ago through its own quorum mismanagement. The body went instead directly to an informal discussion of the non-academic governance matter. He called on Professor P.C.T. de Boer for a presentation of the Executive Committee resolution regarding it.

Professor de Boer indicated that the committee thought it useful to have faculty input in some detail and beyond the two general questions voted in the referendum—that of the assembly concept and of the community input to the Board of Trustees. The committee

found it difficult to act on the whole report and instead chose to take specific points it felt especially important to the Faculty. So, beyond simply endorsing the assembly concept itself in Section 3.0 of the report, it endorsed in the first part of the resolution the subsidiary Recommendations 3.1 through 3.9 of the Commission Report, having to do with the assembly organization, procedures and roles.

In a second part, the resolution endorsed the Commission Recommendations 5.0, 5.1, 5.2, 5.3 (and its corollary 5.3.1), and 5.8, which recommend a Joint Committee on Governance, an Art Museum Board, a Council on Physical Education and Athletics, a procedure for setting the calendar (and making substantive changes in it), and the Library Board, all respectively.

A third item endorsed the recommendation that the Review and Procedures Committee study and report on the possibility of adding students to various Faculty committees. A fourth part rejected the Commission Recommendations 6.2 and 6.3, which deal with community representation on Trustee Presidential Search Committees and Executive Committees. The Report Section 6.0, concerned with community representation on the Board of Trustees, was not addressed by the FCR Executive Committee, but Professor de Boer planned to move its inclusion at the proper point in the day's proceedings.

Professor Robert Habel asked about the referendum. The dean responded by saying that results were intended to not be announced until after today's meeting. He allowed that the first item in the Executive Committee resolution might seem somewhat redundant, but the president wanted the independent opinion of the body on the proposal.

Professor Chester asked for some clarification on the rationale supporting endorsement of 5.2 on Physical Education, in which rationale is recognized a better balance in the council composition and "a strong step taken in the right direction, if not wholly satisfactory to some faculty." What directions is endorsed? The dean replied that some faculty would like to see de-emphasis of intercollegiate athletics and no alumni involvement therein. (He expected the record to note that the secretary is one such.) He noted that Recommendation 5.2 goes somewhat in that direction so far as alumni representation is concerned. The commission chairman was further troubled by the rejection of 6.2 and 6.3. The Executive Committee rationale there concerned itself largely with the word "shall," which seemed to make mandatory the recommendation.

Professor Ronald Donovan was likewise troubled, remarking that Recommendation 6.0, which Professor de Boer wished later to move, also uses the word "shall," no consistency. It is only a recommendation he pointed out.

Professor Arthur Berkey discussed some changes he wished to introduce. He desired a change in the first item of the resolution; he wants to make it the Board of Trustees rather than the president from whom the assembly and committees in Campus Life derive their authority. He argued that it is no less important to have the non-academic governance delegated by the Trustees than that our Faculty legislation be delegated from them, as is the case. Further, he said that having the president preside at meetings and yet to be the source of authority, makes any mediation of disputes by him somewhat pointless.

Another change he wished to make involved Recommendation 4.1.9 of the report. Instead of referring to the president unresolved questions between the Campus Affairs Committee and the Vice President for Campus Affairs concerning their authority, Professor Berkey wants such matters referred to the Steering Committee of the Assembly to be settled in a majority vote, rather than by administration fiat.

Finally, he had two other changes to make in the report's "General Guidelines for Committees and Boards in working with Departments," relating, first, to freedom granted department heads in cases of committee inaction and, second, in allowing heads to make

small changes of policy on their own. In the first he would allow it only on a majority vote of the Campus Affairs Committee and the second he would eliminate.

The speaker having asked the body to consider adjournment, calling an adjourned meeting for the immediate future, or voting in the absence of a quorum and hoping for an affirmation of the action by a meeting (with quorum) the next time around, requested the body's pleasure. Result: we go ahead and vote and take the consequences.

Professor de Boer thereupon moved the resolution and the body went into consideration of it, paragraph by paragraph. The three introductory WHEREAS got by unscathed. On the first endorsement of the resolution, Professor Berkey then moved his amendment to delegate authority from the Trustees. Professor Ian MacNeil pointed out that one had to weigh the business of a board getting all mixed up in campus affairs with that of a dictatorial president. He has the feeling that over the years the Trustees are getting more strongly involved while the presidential office has gradually weakened. He senses risk there and opposes the amendment. Professor Chester made several points: there is danger in delegating it to the Trustees — they need knowledge and sensitivity on campus matters which they don't have; it is rare — very rare — that they won't follow the president's views; one can not reach them as readily as the president — it is quite impossible to hash over things that should be easily possible; finally, one can not over-emphasize the danger of tampering with delegation of authority — if the delegator meddles in what the delegatee does, the latter simply goes away. The president is far more sensitized to this than the Trustees.

Professor Berkey countered, citing the case wherein the provost granted free bus transportation to Africana Studies students and the Senate then sought free tickets for other long distance travelers. What rejoinder would there be if the authority in such a case came from the president and he overruled an objection; there would be no recourse. The argument notwithstanding, his amendment failed in the vote.

In proceeding to item #2, Professor Norman Malcolm raised objection; why could not a vote be taken on the items one at a time rather than on the whole business at the end? The speaker pointed out that amendment could be made at the end just fine and offered him page 235 of a Robert's rules of Order on the point. Rather, Professor Malcolm preferred to move to divide; it was seconded. Questions then: how far the division? does each Whereas get voted? The professor of Philosophy just wanted to vote on parts 1, 2, 3, and 4 separately; group the WHEREAS together as a zeroth order statement. The speaker read from page 235 of Robert. A vote on the division failed. So on to item #3 and then to #4.

Professor Donovan moved an amendment to item #4, changing the word "rejects" to "endorses," and modifying some subsequent wording to fit the change. There was no second. Professor Chester then spoke in opposition to the rejection in the Executive Committee resolution. He felt there was value in having community persons on the Trustee Presidential Search Committee — they have not acted narrowly.

He also felt it important with 62 members on the board, to have community representation on their Executive Committee, wherein the preparation and planning of business to be discussed in full meeting is done.

The entire document was thrown open for discussion. When Professor de Boer decided not to move endorsement of 6.0 as he had planned, Professor Chester expressed concern. In particular, 6.0.1 spoke directly of Faculty Trustees and he fully expected certain endorsement there. Professor MacNeil moved an amendment to #4. He deleted the word "rejects," replacing it with "endorses," not only 6.2 and 6.3 but also Professor de Boer's 6.0, all three having to do with community participation on the Board of Trustees, its Executive Committee and any Presidential Search Committee, in reverse order respectively. He added that it was a damn good thing

they had it in the recent search exercise and we should impress on them our view. Dean Saunders asked if 6.0 carried all the sub-paragraphs with it; these spell out the details of the community participation on the board. Professor MacNeil reworded the amendment to include these. A vote on the amendment carried easily.

Before the vote on the entire resolution, Professor Malcolm moved to amend the first item by changing the word "endorses" to "rejects," which would have the effect of throwing the assembly concept to the wolves. He allowed as how he had spoken before, to no effect whatsoever, about the ineffectiveness of the proposed assembly. This would be his last time to have no effect whatsoever. The assembly is bound to be subservient to the administration. It has no power. People should not be kidded by the proposal. He has, in serving as a nominating committee member, found it next to impossible to get Arts Faculty to serve in the FCR; how will we get faculty to work in a powerless assembly?

Professor Chester then cited four powers it was to have: legislative authority over the Judiciary, approval of the Judicial Administrator and Ombudsman, administration over broad areas of campus life, and importantly, to conduct investigations. He further added that in his memory the most interesting and useful University discussions had always been those in which there was no authority. Professor Robert McGinnis reminded Professor Malcolm that the Senate, with authority, failed because they couldn't muster a quorum at meetings (ironically, laughter) — that we hope to be going from an adversary role to one of consensus. The vote on Professor Malcolm's amendment failed, achieving but two supporters.

Professor Berkey moved his amendment re the Commission Report Section 4.1.9 mentioned above. It failed for lack of a second. He chose thereupon not to try his third amendment.

Realizing that a vote on the resolution would have to be ratified at a subsequent FCR meeting, the body voted the amended resolution. No dissenting votes were noted (perhaps in error); at least one abstention was made known, although there was no show of hands for such.

Meeting adjourned.

The text of the amended resolution is as follows:

WHEREAS, The President's Commission (Chester Commission) on Self-Governance has issued its final report, and

WHEREAS, The Faculty, by means of the Advisory Campus Referendum, has had the opportunity to express its support or lack of support for the governance system recommended by the Chester Commission, as well as for the recommendations regarding community representation on the Board of Trustees, and

WHEREAS, The Report includes specific recommendations directly involving the Faculty, which appropriately should be considered by the Faculty, therefore,

BE IT RESOLVED, That the FCR, on behalf of the Faculty:

1. endorses Recommendation 3.0 concerning the establishment of a University Assembly and the subsidiary Recommendations 3.1 through 3.9 which constitute a proposed charter for the Assembly;

2. endorses Recommendations 5.0, 5.1, 5.2, 5.3, 5.3.1, and 5.8 and agrees to use standard FCR procedures for the identification of appropriate members for the various commissions and boards;

3. agrees to refer Recommendation 5.9 to the Review and Procedures Committee for study and report on the advisability of adding student members to various Faculty committees; and

4. endorses 6.0 and all sub-paragraphs thereof, 6.2, and 6.3, relating to faculty membership on the Board of Trustees and to partial composition of future presidential search committees and the Executive Committee or the Board of Trustees.

P.L. Hartman
Secretary

Cornell University Libraries Spring Recess Schedule: April 2-10, 1977

LIBRARY	Saturday April 2	Sunday April 3	Monday April 4	Tuesday April 5	Wednesday April 6	Thursday April 7	Friday April 8	Saturday April 9	Sunday April 10
Africana	Closed	Closed	9A-5P	9A-5P	9A-5P	9A-5P	9A-5P	Closed	1P-9P
BPA /A	Closed	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	Closed	6P-11P
Engineering	Closed	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	Closed	Closed
Entomology	10A-1P	Closed	9A-12N	9A-12N	9A-12N	9A-12N	9A-12N	Closed	Closed
Fine Arts	Closed	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	Closed	Closed
Hotel	Closed	Closed	8:30A-5P	8:30A-5P	8:30A-5P	8:30A-5P	8:30A-5P	Closed	6P-11P
ILR /B	Closed	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	Closed	6P-11P
Law	Closed	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	Closed	1P-12P
Mann	9A-1P	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	9A-1P	6P-11P
Mathematics	Closed	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	9A-5P	1P-11P
Music	Closed	Closed	9A-5P	9A-5P	9A-5P	9A-5P	9A-5P	Closed	7P-11P
Olin /D	1P-5P	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	9A-1P	6P-11P
Physical Sci.	1P-12M	8A-12M	8A-12M	8A-12M	8A-12M	8A-12M	8A-12M	8A-12M	8A-12M
Uris /D	1P-5P	Closed	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	9A-1P	6P-11P
Veterinary	8A-1P	7P-11P	8A-5P	8A-5P	8A-5P	8A-5P	8A-5P	9A-1P	2P-11P

/A: Limited service, hours subject to changes due to renovation

/B: April 1, 1977 open 8A-5P

/C: Electricity will be off in lower campus units 8A-12N April 2

/D: April 1, 1977 open 8A-6P

ACTION Recruiting VISTA Volunteers

Last year recruiters for ACTION (the national agency for volunteer service) discouraged applications for VISTA because very few positions were available. Since then the situation has changed significantly. ACTION offices in the Northeast have been requested to supply volunteers for 1,000 positions, some in this region and others nationwide. Consequently, ACTION is encouraging any individual (or couple) with a degree and an interest in social service work to apply as soon as possible.

Volunteers in VISTA serve for one year. All are assigned inside the United States and work at the request of local sponsoring organizations. Projects are intended to be temporary, not permanent, and are set up to achieve specific goals outlined by the sponsoring organization. Volunteers work and live within the same community. VISTAs receive pre-service orientation and training, a basic living allowance to cover rent and food as well as incidentals, comprehensive medical care, vacation, and \$50 for each month of volunteer service, payable at the completion of service.

VISTA recruiters are visiting Cornell on March 23 and 24 and will be available in the Career Center. Interested individuals should call the Career Center, 256-5221, to set up an appointment ahead of time.

CURRENT VOLUNTEER NEEDS

FISHING ENTHUSIASTS WANTED to take patients of local long-term health-care facility fishing. Transportation will be provided, but volunteers should bring own equipment and anything extra to share. Weekday mornings preferable, but other times may be possible.

DANCE MARATHON: Volunteers needed to help with publicity and preparations for Cancer Society dance marathon. Call Leslie at 256-2403 or 256-7513.

TUTORS still needed for high school students having difficulty with math (intermediate algebra and geometry), physics and chemistry. Times and days flexible, and can occur after school or evenings.

COMMUNITY ACCESS TO TV PROGRAMMING: Volunteers needed to dub video tapes of community programming for two hours a week, afternoon or evening. Previous experience welcome but not necessary as training will be provided.

CREATIVE PLAY PROGRAM FOR PRESCHOOLERS: Mothers attending nutrition education program downtown need help with their preschoolers while they learn. Assistance needed Wednesday mornings, 10 a.m. to noon, except for the first Wednesday of the month when class is held from 12:30-2 p.m.

To respond, please call CIVITAS, 256-7513, Monday through Friday, from 10 a.m. to 2 p.m., or drop in Room 125, Anabel Taylor Hall.

Cornellian Trustee of Seeing Eye

Dr. Robert W. Kirk, chairman of the Department of Small Animal Medicine and Surgery and director of the Small Animal Clinic at the New York State College of Veterinary Medicine, has been elected a trustee of The Seeing Eye, Inc. The Seeing Eye provides dog guides for blind men and women.

Dr. Kirk is the author or editor of

60 articles and books including the "Handbook of Veterinary Procedures and Emergency Treatment." He held a National Science Foundation Science Faculty Fellowship in 1967-68 and was elected New York State Veterinarian of the Year in 1971. He is on the editorial board of the Cornell Veterinarian and the Journal of Theriogenology.

Board of Trustees to Meet in Ithaca

The summary agenda for the meeting of the Executive Committee and the full Board of Trustees of Cornell University to be held March 17, 18, 19, 1977 in Ithaca, N.Y. follows.

NOTE: This summary agenda as released for publication may not include certain confidential items which will come before the meetings. Also, other items may be added to the final agenda prior to the meeting.

1. Minutes of the Jan. 27, 1977, Executive Committee meeting will be submitted for approval as will full board minutes for the Jan. 28, 29 and Feb. 16 meetings. Minutes of the Oct. 21, Nov. 9, and Dec. 14, 1976, Executive Committee meeting will be submitted for ratification and confirmation. The proceedings of the Joint Administrative Board of The New York Hospital-Cornell Medical Center for Dec. 14, 1976, will be presented for information.

2. The trustees will hear a report on the University's current fiscal position. University President Dale R. Corson will recommend that the trustees permit changes in the administration's financial reporting to the board. Under the presidential recommendation, future reports would be provided regularly on a quarterly basis and would include key financial indicators.

3. The president will recommend allocation of general contingency monies to meet current COSEP and Learning Skills Center funding requirements and he will recommend an appropriation be made from University Unions reserve funds to finance some \$18,000 in unions projects at Willard Straight and Noyes Student Center.

4. The president will make several recommendations subject to Buildings and Properties Committee approval. He will seek authorization to proceed with renovation of the student lounge in Malott Hall, to solicit bids, and to award a construction contract. Authorization will be sought also to execute an agreement for engineering services to design modifications required at the Wilson Synchrotron Laboratory to accommodate installation of a colliding beam facility. The president will seek authorization as well to proceed with the seventh phase of construction at the Marine Biology Laboratory on Appledore Island in the Isles of Shoals. Also, he will seek authorization to proceed with three more critical maintenance projects (roof repairs) and will present, also subject to Buildings and Properties approval, a report on plans for the second phase of the Critical Maintenance Program in accordance with terms and conditions set forth by the Executive Committee on

Oct. 21, 1976.

5. The president will brief the trustees on the status of recombinant DNA research at the University. Allied to this he will make a recommendation, subject to trustee committee approval, on increasing the scope and project budget for additional floors in Wing Hall.

6. Trustee Earl Flansburgh, chairman of the Buildings and Properties (B&P) Committee, will report on other matters before his committee and present for information the minutes of the Jan. 27 B&P Committee meeting.

7. The president will announce the results of the campus-wide referendum on campus governance and the nature of the March 9 consideration of the matter by the Faculty Council of Representatives. He will make recommendations concerning campus governance. The trustees also will hear a report and recommendations from the Trustee Ad Hoc Committee on Governance, also chaired by Trustee Flansburgh.

8. The president will report recent developments in health service planning. He proposes to make specific recommendations for future plans for University Health Services to the Trustee Executive Committee in April.

9. The president will recommend a meeting schedule for the Executive Committee and for the

Board of Trustees for 1977-78.

10. The president will seek several technical authorizations concerning housing security deposit signatories, signatories on certain other University bank accounts, and on the official closing of several bank accounts already closed by administrative action.

11. The president will report the appointment of John S. Ostrom as University controller.

12. The president will recommend a series of personnel actions.

13. The semi-annual report of early warning indicators will be presented to the trustees, in accord with a recommendation of the Trustee Ad Hoc Committee on Capital Financing.

14. The president will report the death of Trustee Emeritus Mary H. Donlon Alger and a memorial resolution will be presented to the trustees.

15. The secretary of the board, Neal R. Stamp, will report the result of an election conducted at the Medical Center for a student trustee representing the student bodies of the Medical College, Nursing School and Graduate School of Medical Sciences.

16. The president will report on the state of the University.

17. The trustees will hear a presentation from Dean Jean Failing of the New York State College of

Human Ecology on the activities and programs of the college. The dean will be joined in the presentation by Dr. Charles P. Gershenson, special assistant for research in the Children's Bureau of the Office of Child Development, U.S. Department of Health, Education and Welfare. Dr. Gershenson is chairman of the State College of Human Ecology's Advisory Council.

18. Acting Dean Thomas Meikle will address the trustees concerning the current and future financial situation at the Medical College in New York City.

19. Trustee Charlotte Conable will report on the activities of the Committee on Academic Affairs and Trustee Joseph King will report on behalf of the Committee on State Relationships.

20. The Chairman of the President's Committee to Review the Campus Judicial System, Professor Joseph Bugliari, will discuss campus judicial problems and the campus judiciary system.

21. The full board will hear reports and recommendations from the Executive Committee through its chairman, Trustee Charles T. Stewart.

22. Trustee Jansen Noyes Jr., chairman of The Cornell Campaign, will report and there will be reports on the Cornell Fund and other gifts to the University.

Sagan: Report Does Not Go Far Enough

Continued from Page 7

tions of its elected officials and to challenging traditional assumptions is fulfilling a vital role in the democratic process. But it is difficult to take stands without adequate training. Where does a Cornell student study the usual logical fallacies so common in politics and everyday life — the *ad hominem*, the excluded middle, the straw man, *post hoc ergo propter hoc*, analogical errors and so on? Where does he gain systematic practice in oral argument and effective debate, and in the presentation of unpopular views? These are essential tools for living in our modern society; I would put them on an exact par with the ability to write and would urge a comparable stress on these subjects (which might be called "thinking") in freshman seminars and interdepartmental curriculum committees.

5. *Science and Technology.* We live in a society whose character is powerfully determined by science and technology; but the vast bulk of the populace, including governmental leaders, has a very poor understanding of what science and technology are about. To be more effective citizens and decision-makers, to decrease the alienation which many feel toward our civilization, and to enjoy the profound pleasures of understanding something of how the universe

works, the general education student should devote significant time to the study of science and technology. The awakening of new intellectual perspectives and the sense of shaking the foundations of conventional assumption which the study of science provides is at least equal to that so well described in Section 4 of the Report on the value of foreign tongues. The representative curricula indicated in Appendix B of the Report make no distinction between the physical and biological sciences. I am astonished that in a representative course program, English and French literature majors might make no study whatever of the physical sciences, while physics and government majors might make no contact with the biological sciences. Students in all representative curricula make not even glancing contact with engineering and technology. I believe that no one should graduate from the College of Arts and Sciences at Cornell without having made some study of these subjects, even if it is a special three or four term introduction to the physical and biological sciences.

6. *History of Western Civilization.* I think it is axiomatic that no one should graduate from Cornell without taking a course in the history of Western civilization.

7. *Computer-assisted Education.* There are new technologies now

available which can complement and in some cases replace traditional classroom instruction. The most effective of these is computer-assisted instruction. At some schools such as Dartmouth College, computer terminals are scattered all over the campus and in the residence halls, and provide access to hundreds of instructional programs on the entire range of curricula. The computer is very clear and very patient and the student has no fear of appearing stupid. Disadvantaged students in particular can benefit from such a program. Computer-assisted instruction should be a major focus of general education at Cornell.

8. *Foreign Languages.* I find the arguments in Section 4 of the Report the best possible case that could be made for mandatory study of foreign languages. However, considering the other courses ("Thinking," "Science and Technology," and "History of Western Civilization") listed above, which I think are even more urgently required, I reluctantly conclude that the mandatory foreign language requirement should be dropped. (I also would like to see substantially more discussion of the exception mentioned in Section 4 that languages "should be required of all students except those having language-learning aptitude well below the average." Is the principle that those

who have the most to learn in a given subject should have the fewest requirements in that subject? Is this a principle of general applicability?)

There is a continuum of possible positions on general education. The present position of the Committee on General Education represents a significant step forward for Cornell but does not represent nearly the dedication to general education that I personally believe every university should adopt and indeed has an obligation to provide to its students. However, any significant improvement in general education at Cornell requires money. Because general education courses of the sort set out in the Committee's Report are so rare at Cornell, their development will require significant investments of faculty time and in some cases re-

education of the faculty. If faculty are to be excused from some assignments to institute new general education courses, replacement must be found and their salaries paid. Additions to the faculty in general education, and general education teaching assistants cost money. Computer-assisted instruction costs money. A good measure of Cornell's dedication to general education will be the funds made available for this purpose. It is conceivable that foundations or, more likely, individual donors might wish to contribute to general education at Cornell, and a special fund to support general education might be created to be administered by the Dean of the College of Arts and Sciences.

Carl Sagan

David C. Dunca

Professor of Physical Science

The Senate Page

(The Senate Page is the official bulletin of the Cornell University Senate. Publication is supervised by Jody D. Katz, secretary of the Senate, 133 Day Hall, 256-3715.)

Calendar

THURSDAY, March 17

Housing Subcommittee, 7:30 p.m., Balch Hall.

WEDNESDAY, March 23

Admissions and Financial Aid Committee, 4:30 p.m., Loft Willard Straight Hall.

Special Seminars

Agriculture and Life Sciences

FOOD SCIENCE JOINT WITH NUTRITION: "Fibre in Nutrition and Disease," Denis P. Burkitt, Medical Research Council, England, 4:30 p.m., Monday, March 21, Stocking 204.

FOOD CHEMISTRY: "Physical and Biochemical Events During Rigor Onset in Selected Beef Muscles," Judith Nuss, University of Alberta, 4:30 p.m., Tuesday, March 22, Stocking 204.

JUGATAE: "The Effects of Chlorination on Stream Invertebrates," Neil Lamb, 4 p.m., Monday, March 21, Caldwell 100.

NUTRITION: SEE FOOD SCIENCE ABOVE.

PLANT BREEDING: "Inheritance of Leaf Peroxidase in Oats and Locating Genes Controlling This Trait by Monosomic Analysis," S.P. Yen, 12:20 p.m., Tuesday, March 22, Emerson 135.

POULTRY BIOLOGY: "Mutagenicity and Carcinogenicity," F.J. de Serres, National Institute of Environmental Health Sciences, 4:15 p.m., Thursday, March 17, Rice 201.

PLANT PHYSIOLOGY: "Ion Transport and Absorption Changes in Thylakoid Membranes," R. Schmid, 11:15 a.m., Friday, March 18, Plant Science 404.

PLANT PHYSIOLOGY: "The Motor Cells of the Sensitive Plant," Neil Campbell, San Bernardino Valley College, 4:30 p.m., Friday, March 18, Plant Science 404.

Arts and Sciences

ANTHROPOLOGY: "Periodicity in Conflict Resolution," Richard Scaglion, University of Pittsburgh, 4 p.m., Friday, March 18, McGraw 165.

ASTRONOMY AND SPACE SCIENCES: "Turbulent Thermal Convection within Rapidly Rotating Astrophysical Bodies," F. Michael Flaser, NASA/Goddard Space Flight Center, 4:30 p.m., Thursday, March 17, Space Sciences 105.

ASTRONOMY AND SPACE SCIENCES: "What Happens to Globular Clusters when They Collapse, and Have Any Already Done So?" Alan P. Lightman, Harvard University, 4:30 p.m., Friday, March 18, Space Sciences 105.

PHYSICS: "Stability of Matter," Elliott Lieb, Princeton University, 4:30 p.m., Monday, March 21, Clark 700.

Biological Sciences

BIOCHEMISTRY: "The Organization of Proteins in the Erythrocyte Membrane," T. Steck, University of Chicago, 12:20 p.m., Thursday, March 17, Stocking 204.

ECOLOGY AND SYSTEMATICS: "Social Systems and Sexual Chauvinism in Butterflies," Henry Horn, Princeton University, 1:25 p.m., Friday, March 18, Langmuir Penthouse.

NEUROBIOLOGY AND BEHAVIOR: "Biosynthesis and Axonal Transport of Membrane Glycoproteins in Single Neurons," Richard T. Ambron, Columbia University, 1:30 p.m., Thursday, March 17, Langmuir Penthouse.

NEUROBIOLOGY AND BEHAVIOR: "Social Behavior of Lobsters: Observations and Experiments on Dominance, Territoriality and Mating Pair Formation," Jelle Atema, Marine Biological Laboratory, Woods Hole, 4 p.m., Friday, March 18, Langmuir Penthouse.

NEUROBIOLOGY AND BEHAVIOR: "Volume Perception by the Honey Bee: Pacing, Peering and Vector Calculus," Thomas Seeley, Harvard University, 12:30 p.m., Wednesday, March 23, Langmuir Penthouse.

PHYSIOLOGY: "Renin Angiotension System Involvement in Renal Hypertension," Barry Watkins, University of Mississippi, 4:30 p.m., Tuesday, March 22, Vet Research Tower G-3.

Business and Public Administration

JOINT WITH GEOLOGICAL SCIENCES: "The Role of the Independent Producer in Facing the Energy Crisis," Robert D. Gunn, independent geologist and petroleum consultant, 3 p.m., Friday, March 18, Collyer Room, Malott Hall.

Engineering

CHEMICAL ENGINEERING: "Structure of Glutaraldehyde Cross-Linked Collagen Gels," Richard C. Weissman, 4:30 p.m., Friday, March 18, Olin Hall B.

CHEMICAL ENGINEERING: "The Effect of High Pressure on Ionic Reactions in Aprotic Solvents," Paul Glugla, University of Illinois, 4:30 p.m., Monday, March 21, Olin Hall B.

GEOLOGY: "Seismology," Bryan Isacks, 12:15 p.m., Thursday, March 17, Kimball 212.

GEOLOGICAL SCIENCES: SEE BUSINESS AND PUBLIC ADMINISTRATION

GEOLOGICAL SCIENCES: "A Kinetic Model of Phanerozoic Taxonomic Diversity," John Sepkoski, University of Rochester, 4:30 p.m., Tuesday, March 22, Thurston 205.

MECHANICAL AND AEROSPACE ENGINEERING: "The Cost of Solar Heating in Ithaca," S.A. Klein, University of Wisconsin, 4:30 p.m., Tuesday, March 22, Grumman 282.

OPERATIONS RESEARCH: "A Probabilistic Model of Economic Equilibrium," E. Dynkin, 4:30 p.m., Tuesday, March 22, Upson 305.

PLASMA STUDIES: "Inertial Confinement Fusion with Heavy Ions," A. Maschke, Brookhaven National Laboratory, 4:30 p.m., Wednesday, March 23, Grumman 282.

THEORETICAL AND APPLIED MECHANICS: "Grain Boundary Deformation and the Fracture of Materials," R. Raj, 4:30 p.m., Wednesday, March 23, Thurston 205.

Centers and Programs

COMPUTER SERVICES: "Current Work on VM and HASP Scheduling Algorithms," Richard Cogger, Robert Cowles and Michael Kaplan, Systems Facilities, Office of Computer Services, 3:30 p.m., Friday, March 18, Uris Hall G-14.

APPLIED MATHEMATICS: "How Many Animals with N Cells Are There?" David Klarner, SUNY, Binghamton, 4:30 p.m., Friday, March 18, Olin Hall 165.

Human Ecology

TEXTILES: "Apparel Fabric Flammability Evaluation at the National Bureau of Standards," Donna L. Hopkins, National Bureau of Standards, 4:30 p.m., Tuesday, March 22, Martha Van Rensselaer 317.

Veterinary Sciences

MICROBIOLOGY: "Role of Molybdenum in Nitrogenase Synthesis," Leonard Mortenson, Purdue University, 4:30 p.m., Thursday, March 17, Stocking 204.

MICROBIOLOGY: "S-adenosylmethionine and the Physiology of a Specific Yeast Methyltransferase," Leo Parks, Oregon State University, 4:30 p.m., Monday, March 21, Stocking 124.

Sage Notes

(From the Graduate School)

Applications are now available for Cornell Graduate Summer Fellowships and Cornell Graduate Summer Tuition Awards. Cornell Graduate Summer Fellowships offer a \$750 stipend for ten weeks which must be devoted entirely to graduate study. Students interested in applying for these fellowships should consult with the Graduate Faculty Representative in their field for information and application forms. Each field has received a quota for applications they may submit, so all applications must be handled through the Field Office. The deadline for submission of applications to Chairmen of Special Committees is March 28.

Summer Tuition Awards will provide \$80 per credit hour for courses taken through the summer session. Applications for these fellowships are available in 116 Sage Graduate Center and must be submitted to Special Committee Chairmen by April 18.

NSF students who will be continuing next year are reminded to return to the Fellowship Office, 116 Sage Graduate Center, their "Declaration to Utilize or to Reserve a Subsequent Year of a 3-Year Graduate Fellowship Award," by March 25, 1977.

Save \$10. Turn in add-drop forms by April 1. These register a change from a credit to audit, or add/drop of a course, or change from grade to S/U, or changes due to course number error, or changes in credit hours listed. The forms must have the signatures of instructors of relevant courses and Chairman of student's Special Committee.

Bulletin Board

Madrigal Concert Planned

The Cornell Chamber Singers will present a concert of part songs and madrigals at 12:15 p.m., Wednesday, March 23 in the Dean Room of Uris Library.

Capital Punishment is Topic

Aryeh Neier, executive director of the American Civil Liberties Union will speak on "Capital Punishment" at 7:30 p.m., Wednesday, March 23 in Kaufmann Auditorium, Goldwin Smith. The talk, which is open to the public, is sponsored by the Cornell chapter of the New York Civil Liberties Union.

Rap Session with Librarian

A rap session with the undergraduate librarian will be held from 3 to 5 p.m., Tuesday, March 22 in the White Library of Uris Library. Refreshments will be served.

Folk Concert to Benefit Preschool

Joanna Cazden will be doing a benefit concert for the Children's Corner Preschool at 8 p.m. on Sunday, March 20, in Barnes Hall. Joanna Cazden is a contemporary folk singer, guitarist and woman song writer with LP recordings, "The Greatest Illusion" and "Hatching."

Tickets are \$1.25 and may be purchased at the door. All proceeds will be used to purchase a fire alarm system for the preschool. The Children's Corner Preschool and Joanna Cazden's concert are being sponsored by Ananda Marga — a non-profit, spiritual, social service organization.

Calendar

Continued from Page 12

3:30 p.m. Storage and Treatment of Paper Artifacts and Art Objects, a video tape lecture series by Dr. Robert Organ, chief, Smithsonian Institution's Conservation-Analytical Laboratory. "Remedies for Deterioration; Drying of Wet Paper; Deacidification." Lecture Room, Herbert F. Johnson Museum.

4 p.m. Western Societies Seminar: "Can Britain Control Government Spending?" W.J.L. Plowden, director, Central Policy Review Staff, The Cabinet Office, London. Sponsored by Center for International Studies, Uris Hall 153.

4:30 p.m. CRP 890: "Resource Recovery Planning in NYS," Julian Laub, NYS Department of Environmental Conservation, West Sibley 101.

4:30 p.m. University Lecture: "United States and China: Towards Normalization of Relations," John King Fairbanks, Francis Lee Higgins Professor of History, chairman, Council on East Asian Studies, Harvard University, 110 Ives Hall.

4:30 p.m. Department of Music presents a recital of Lute Songs: Jean Hakes, soprano; Stanley Charkey, lute, Barnes Hall.

5 p.m. Episcopal Evening Prayer Service, Anabel Taylor Chapel.

6:45-8:45 p.m. Art Insights: Making Senses adult workshop, Herbert F. Johnson Museum of Art.

7 p.m. Chess Club, Straight Art Lounge.

7:30 p.m. Bridge Club, Straight North Room.

7:30 p.m. Cornell International Folkdancers, Teaching and requests, Straight Memorial Room.

7:30 p.m. Cornell Gay Liberation business/general weekly meeting, Straight 28.

7:30 p.m. Hebrew Conversation: 7:30 p.m. beginning; 8:15 p.m. intermediate; 9 p.m. advanced, Anabel Taylor 314.

8 p.m. *Japanese Film Series sponsored by the China-Japan Program presents "She and He," director Hani, 1963, Uris Auditorium.

8:15 p.m. *Department of Theatre Arts presents "Indulgences in the Louisville Harem" by John Orlock, Drummond Studio, Lincoln Hall.

Thursday, March 24

9 a.m.-5 p.m. Peace Corps/Vista interviews in the Career Center.

12:10 p.m. The International Economic (Dis)Order Bag Lunch Seminar: "Intermediate Technology," Bart Conta, professor of Mechanical and Aerospace Engineering, Sponsored by CRESPI, CIS. Coffee and cookies available, Uris Hall 202.

12:15 p.m. Catholic Mass. All welcome, Anabel Taylor G-19.

4 p.m. Open reading-Prose and Poetry, Temple of Zeus, Goldwin Smith.

4:15 p.m. Lecture: "Outstanding Problems in Middle English Scholarship," George Kane, University of North Carolina at Chapel Hill, All are invited. Sponsored by Quodlibet, Goldwin Smith 264.

4:30-6 p.m. World Tae Kwon Do Association-Korean Karate, Third floor lounge, Noyes Center.

6 p.m. The Christian Science Organization invites students, faculty, staff and visitors to campus to a Readings and Testimony meeting in the Founder's Room, Anabel Taylor.

7:30 p.m. Cornell Christian Fellowship meeting for prayer, singing, fellowship, special events, All are invited, Founder's Room, Anabel Taylor.

Sierra Club Meeting

The Sierra Club's Finger Lakes group will hold its monthly meeting, open to the public, at the Lab of Ornithology at 8 p.m., Tuesday, March 22. "Parks of the Finger Lakes Regions" is the topic to be discussed by Andrew Maizella, regional director, and Robert Terrell, general parks superintendent. Also, a slide/tape of local parks will be shown.

Cricket Club Practice Begins

The Cornell Cricket Club begins practice for the summer at 1:30 p.m., Sunday, March 20 in Bacon Cage. New members are welcome. For further information contact Praveen Khullar at 256-3582 weekdays; 256-1242 evenings and weekends, or Gyan Bhanot at 256-5160 weekdays; 257-0969 evenings and weekends.

Listening Rooms Have Tapes

The following tape recordings have been added to the Listening Rooms collection at Uris Library: David Mitten speaking on "The Bronze Age of Sardis: Discoveries and Prospects," and Edward Keenan speaking on "Ivan the IVth: Terrible or Just Miserable."

Income Tax Assistance

A representative of the U.S. Federal Income Tax Division and New York State Income Tax Bureau will be available from 8:30 a.m. to noon, Thursday, March 31, in the International Student Office, 200 Barnes Hall, to assist international students and staff with *especially complicated* income tax problems.

Assistance in filling out tax forms of a routine nature is available at the local office of the Internal Revenue Service, Babcock Hall, Terrace Hill, Monday through Friday from 8:15 a.m. to 4:45 p.m.

Career Center Calendar

March 17 — Resume Critique, 3 p.m., Career Center. Bring a typed draft of your resume.

March 17 — United Nations Internships — briefing, 7:30 p.m., Career Center.

March 17 — Pre-law Advisory Program, 4 p.m., Kaufmann Auditorium.

March 20 — Cornell Internship Program counseling session to help students locate summer employment, 7-9 p.m. Career Center 172.

March 21 — Job Interviewing Techniques, 3 p.m., Career Center. Sign up in advance.

March 21 — First session in a series of small group workshops

on Careers, Career Planning and Job hunting, 4:30 p.m. Sign up in advance.

March 23 — Resume Critique, 2:30 p.m. Sign up in advance.

March 23 — Life Planning workshop, 3:30-9:30 p.m. with break for dinner, Edwards Room, Anabel Taylor. Sign up in advance.

March 24 — Resume Critique, 3 p.m., Career Center. Sign up in advance.

March 24 — First and second sessions in a series of small group workshops on Careers, Career Planning and Job Hunting, 2:30-4 p.m., Career Center. Sign up in advance.

7:30 p.m. Informal seminar on "Roots": "Roots and the History of Slavery in America: Its Contemporary Consequence," Straight International Lounge. Sponsored by University Unions Program Board.

7:30 p.m. Israeli Folk Dancing, One World Room, Anabel Taylor.

7:30 p.m. Lecture: "Orwell's 1984: How real a vision?" Douglass Cater, Sponsored by the Department of Communication Arts, Graduate Teaching and Research Center, 640 Stewart Ave.

8 p.m. *Cornell Cinema presents "Richard III," Co-sponsored by Cornell Law School. Attendance limited, Uris Auditorium.

8 p.m. "Thursdays" featuring the talented duo of Paul Korning and Joel Gordon. Admission is free and open to the Cornell community. Refreshments available, Sponsored by Willard Straight Hall Board, Straight Memorial Room.

8 p.m. Panel Discussion: "Redefining the Goals of Education," Sponsored by Graduate Women in Science and American Association of University Women, Emerson 135.

8:15 p.m. *Department of Theatre Arts presents "Indulgences in the Louisville Harem" by John Orlock, Drummond Studio, Lincoln Hall.

8:15 p.m. Howard Moss, poet and Poetry Editor for The New Yorker Magazine, author of "Selected Poems" (1971) and "Second Nature," will lecture on Chekhov and Contemporary Writers as part of the year-long Chekhov Festival sponsored by the Council on the Creative and Performing Arts, Kaufmann Auditorium, Goldwin Smith.

9 p.m. Free Film Series, sponsored by Noyes Center Board: "And Then There Were None," Third floor lounge, Noyes Center.

Friday, March 25

3-7 p.m. Happy Hour, Thirsty Bear Tavern, North Campus.

3:15 p.m. Classics Department Colloquium: "Lydia Sardis: Texts and Topography," a lecture by Andrew Ramage and Lynne Abel. Refreshments, Goldwin Smith 124.

4:15 p.m. *Cornell Varsity "B" Lacrosse-Rochester (scrimmage), Schoellkopf Field.

7 p.m. Pentangle II Free Film Series: "Farrebique (Rouquier, 1948, France); Short: "Combat Bulletin No. 27" (U.S. Army, 1944, U.S.). Uris Auditorium.

7:30 p.m. *Cornell Cinema presents "The Three Musketeers" and "The Four Musketeers." Attendance limited, Statler Auditorium.

8:15 p.m. *Department of Theatre Arts presents "Indulgences in the Louisville Harem" by John Orlock, Drummond Studio, Lincoln Hall.

8:15 p.m. Department of Music presents a student recital with Cathy Craver, flute; Paul Rosenbloom, piano. Works of Bach, Schubert, Schumann, Hindemith and Prokofiev, Barnes Hall.

8:30 p.m. *The Cornell Folk Song Club presents Jim Ringer and Mary McCaslin, Straight Memorial Room.

9 p.m. Dance with "Lehigh Valley Ramblers," sponsored by North Campus Union, First floor lounge, North Campus.

9 p.m. *Cornell Cinema presents "Singin' In The Rain." Attendance limited, Uris Auditorium.

9 p.m. Jazz Night, sponsored by Noyes Center, Third floor lounge, Noyes Center.

9 p.m. Hillel Kumsitz Coffeehouse, entertainment and refreshments around the fireside, Founders Room, Anabel Taylor.

11:15 p.m. *Cornell Cinema presents "Smile Orange," Late Night Series. Co-sponsored by West Indian Students Association, Uris Auditorium.

Saturday, March 26

2 p.m. *Cornell Varsity "B" Lacrosse-Cobleskill Community College, Schoellkopf.

7 & 9 p.m. *Cornell Cinema presents "Singin' In The Rain." Attendance limited, Uris Auditorium.

7:30 p.m. *Cornell Cinema presents "The Three Musketeers" and "The Four Musketeers." Attendance limited, Statler Auditorium.

8:15 p.m. *Cornell Polo-Youngstown, Oxley Polo Arena.

8:15 p.m. *Department of Theatre Arts presents "Indulgences in the Louisville Harem" by John Orlock, Drummond Studio, Lincoln Hall.

8:15 p.m. Department of Music presents The Amade Trio, Works of Haydn, Mozart and Beethoven, Barnes Hall.

8:15 p.m. *The Ithaca Dancemakers, Mother Mallard's Portable Masterpiece Co. and the Thomas Sokol Choral in David Borden's new work "The Continuing Story of Counterpoint; Choreographed by Jane Desmond. Tickets at the door, Helen Newman Gym.

9 p.m. Hillel Kumsitz Coffeehouse, entertainment and refreshments around the fireside, Founders Room, Anabel Taylor.

11 p.m. The Risley Free Film Series will show "Tales of Hoffman," the well-known Offenbach opera, Risley Theatre.

11:15 p.m. *Cornell Cinema presents "Smile Orange," Late Nite Series. Co-sponsored by West Indian Student Association, Uris Auditorium.

Sunday, March 27

2 p.m. *Cornell Cinema presents "The Point," Children's Film Series. Co-sponsored by Ithaca Youth Bureau, Animated Harry Nillson Classic, Uris Auditorium.

8 p.m. *Cornell Cinema presents "Human, Too Human," Machines and Life Series. Co-sponsored by Science, Technology, & Society, Uris Auditorium.

8:15 p.m. *The Ithaca Dancemakers and Mother Mallard's Portable Masterpiece Co. in joint concert. Choreography by Jane Desmond, music by David Borden. Tickets at the door, Helen Newman Gym.

8:15 p.m. *Department of Theatre Arts presents "Indulgences in the Louisville Harem" by John Orlock, Drummond Studio, Lincoln Hall.

ANNOUNCEMENTS

INTRAMURAL SPORTS

Softball (slow pitch) Men, Co-ed: Deadline on entries is at 4 p.m. Monday, March 21 in the Intramural Office, Grumman Squash Courts Building. A minimum of 12 to enter. Co-ed: equal number of men and women.

Box lacrosse: Deadline on entries is at 4 p.m. Monday, March 21 in the Intramural Office, Grumman Squash Courts Building. A minimum of 10 to enter (team consists of six players). A fee of \$10 is due with your roster to enter. Players must supply their own sticks.

Calendar

March 17-27

*Admission charged.

Attendance at all events is limited to the approved seating capacity of the hall.

All items for the Cornell Chronicle Calendar must be submitted by mail or in person to Fran Apgar, the Office of Central Reservations, 32 Willard Straight Hall at least 10 days prior to publication of the Chronicle. The Calendar is prepared for the Chronicle by the Office of Central Reservations.

Thursday, March 17

12:10 p.m. The International Economic (Dis)Order Bag Lunch Seminar: "Agricultural Strategies in China." Ben Stavits, research associate with PPSTDN. Sponsored by CRES and CIS. Coffee and cookies available. Uris Hall 202.

12:15 p.m. Catholic Mass. All welcome. Anabel Taylor G-19.

4 p.m. Open reading - Prose and Poetry. Temple of Zeus, Goldwin Smith.

4 p.m. Department of Natural Resources Seminar: "Adaptive Structure of Trees," Henry Horn, Princeton University. Fernow 304.

4 p.m. Lecture: "Full Recovery or Stagnation?" James Tobin, Sterling Professor of Economics, Yale University. Sponsored by the Economics Coordinating Committee. Bache Auditorium, Malott Hall.

6 p.m. The Christian Science Organization invites students, faculty, staff and visitors to campus to a Readings and Testimony meeting in the Founder's Room, Anabel Taylor.

7:30 p.m. Israeli Folk Dancing. One World Room, Anabel Taylor.

7:30 p.m. Informal Seminar on "Roots": "Jubilant and Tribulation: Emancipation and Beyond." Sponsored by University Unions Program Board. Straight International Lounge.

8 p.m. Spring Latin American Free Film Series: "Cuba: Man from Maisinicu." Uris Auditorium.

8 p.m. Lecture, sponsored by Democratic Caucus: "The Assassination of Marxism," Eric Lee, editor of New International Review. Uris Hall G-08.

8 p.m. Genetic Technology and Society Lecture Series: "Biomedical Research and Public Accountability," Dr. Willard Gaylin, president of the Hastings Center Institute of Society of Ethics and the Life Sciences. Open to the public. Baker 200.

8 p.m. "Why do the Japanese Continue to Use Chinese Characters?" Takao Suzuki, Keio University, Tokyo, Japan, visiting professor, Yale University. Joint sponsorship by CLC and China-Japan Program. Morrill 106.

8 p.m. "Historians and the History Student-The Perils of the Pro-Am Tour," D.A. Baugh. Forum, Anabel Taylor. Sponsored by the History Club.

8 p.m. "Explorations in Southeast Asian Archaeology: 'The State of the Craft in 1977,'" a slide-illustrated lecture by Kenneth R. Hall, Elmira College. Sponsored by the Archaeological Institute of America. Kaufmann Auditorium, Goldwin Smith.

8:15 p.m. Astronaut Don Lind will give a lecture on "The Future of the Space Program." Co-sponsored by University Unions Program Board and Space Odyssey: Ithaca. Ives Hall 120.

8:45 p.m. "Thursdays" featuring a concert by the Cornell Jazz Ensemble. Free and open to the community. Refreshments available. Sponsored by Willard Straight Hall Board. Straight Memorial Room.

Friday, March 18

12:15 p.m. Catholic Mass. All welcome. Anabel Taylor G-19.

12:15 p.m. Women's Studies Friday Seminar: "What Happens to the Division of Labor at Home When Women Go To Work: Evidence from Austria and the U.S. Compared," Maximiliane Szinovacz, Pennsylvania State University. I&LR 105.

1:15 p.m. SALAT-AL-JUMA (Friday prayer for Muslims). Edwards Room, Anabel Taylor.

3-7 p.m. Happy Hour. Thirsty Bear Tavern, North Campus.

3:30 p.m. "Monetary Policy in the Economy: The Transmission Mechanisms," James Tobin, Sterling Professor of Economics, Yale University. Sponsored by the Economics Coordinating Committee. Bache Auditorium, Malott Hall.

3:30 p.m. Storage and Treatment of Paper Artifacts and Art Objects, a video tape lecture series by Dr. Robert Organ, chief, Smithsonian Institution's Conservation-Analytical Laboratory: "Remedies for Deterioration: Discoloration, Washing Techniques." Lecture Room, Herbert F. Johnson Museum of Art.

4 p.m. The Cornell Literature Forum announces a lecture and panel discussion: "Patterns of Anxiety in Gogol's Short Stories," Stephen Lottridge, Department of Russian Literature. The public is invited. Andrew D. White Center for the Humanities, 27 East Ave.

4-6 p.m. Happy Hour with Geoff Gailey. First floor lounge, Noyes Center.

4:15 p.m. Albert Rueprecht of the Vienna Burgtheater will give a presentation in German of texts from contemporary Austrian authors. Kaufmann Auditorium, Goldwin Smith.

4:15 p.m. Coalition for the Right to Eat meeting to discuss issues of world hunger and campus activities to raise awareness. Forum, Anabel Taylor.

4:30 p.m. Shabbat Services (Orthodox). Young Israel House.

5:30 p.m. Shabbat Services (Conservative). Founders Room, Anabel Taylor.

7 & 10 p.m. *Cornell Cinema presents "2001: Space Odyssey." Shown in cooperation with Space Odyssey: Ithaca, and the Boardman Planetarium. Statler Auditorium.

7 p.m. Pentangle II Free Film Series presents "The Stars Look Down" (Reed, 1940, England); Short: "Billabong" (Hindle, 1968, U.S.). Uris Auditorium.

7:15 p.m. Cornell Christian Fellowship meeting for prayer, singing, fellowship, special events. All are invited. Founders Room, Anabel Taylor.

7:30 p.m. Spring Solidarity Series on Women in Latin America: "Women in Cuba Today," Marifele Perez-Stable; "Institutional Change and Political Participation in Cuba," Lourdez Casal. Both women are from Areito magazine, a group of Cuban exiles who support the revolution in Cuba and have visited Cuba recently. Sponsored by Committee on U.S.-Latin American Relations. Free and open to the public. Uris Hall 202.

8 p.m. The Classics Department presents a dramatic reading of Terence's comedy "The Mother-in-Law." Free. Temple of Zeus, Goldwin Smith.

8 p.m. Lecture: "Easter: Myth, Hallucination or History," Edwin Yamauchi. Sponsored by Graduate Christian Forum. Ives 215.

8:15 p.m. Department of Music Concert: Sonya Monosoff, violin; James Weaver, harpsichord; Judith Davidoff, cello. Works of Geminiani, Leclair and Gibbs. Barnes Hall.

8:15 p.m. *The Risley Theatre announces a production of "The Physicists," a play by Friedrich Durrenmatt. Advance tickets are available at the Willard Straight Ticket Office. Risley Theatre.

8:30 p.m. *The Cornell Folk Song Club presents Alistair Anderson and his fabulous concertina in a concert. Straight Memorial Room.

9:15 p.m. *Cornell Cinema presents "Jonah Who Will Be 25 in the year 2000." Attendance limited. Uris Auditorium.

11:15 p.m. *Cornell Cinema presents "Monterey Pop." Attendance limited. Late Nite Series. Uris Auditorium.

Saturday, March 19

9:30 a.m. Shabbat Services (Orthodox). Edwards Room, Anabel Taylor.

10-11:30 a.m. Art Insights: Making Senses family workshop. Herbert F. Johnson Museum of Art.

1-3 p.m. Art Insights Making Senses teen workshop. Herbert F. Johnson Museum of Art.

5-7:30 p.m. *Steaks Ltd. in the Student Cafeteria at Statler Inn.

5:15 p.m. Catholic Mass. All welcome. Anabel Taylor Auditorium.

7 & 9:15 p.m. *Cornell Cinema presents "Jonah Who Will Be 25 in the Year 2000." Attendance limited. Uris Auditorium.

7 & 10 p.m. *Cornell Cinema presents "2001: Space Odyssey." Shown in cooperation with Space Odyssey: Ithaca, and the Boardman Planetarium. Statler Auditorium.

8:15 p.m. *Charlie and Co." A new musical based on the life and time of Charlie Chaplin. Sponsored by the University Unions Program Board. Bailey Hall.

8:15 p.m. Cornell Women's Polo. Intercollegiate. Oxley Arena.

8:15 p.m. Department of Music Concert: Sonya Monosoff, violin; James Weaver, harpsichord; Judith Davidoff, cello. Works of Geminiani, Leclair and Gibbs. Barnes Hall.

8:15 p.m. *The Risley Theatre announces a production of "The Physicists," a play by Friedrich Durrenmatt. Advance tickets are available at the Willard Straight Ticket Office. Risley Theatre.

9 p.m. *Hillel Spring Dance with disc jockey from WVBR. Informal Lounge, Donlon.

11 p.m. The Risley Free Film Series will show "All The King's Men," starring Broderick Crawford. Risley Theatre.

11:15 p.m. *Cornell Cinema presents "Monterey Pop." Attendance limited. Late Nite Series. Uris Auditorium.

Sunday, March 20

9 a.m.-1:30 p.m. *Sunday Brunch in the Rathskeller a Statler Inn. Classical International Cuisine.

9:30 a.m. Episcopal Church Worship Service. Sunday school and nursery provided. Anabel Taylor Chapel.

9:30 & 11 a.m. Catholic Mass. All welcome. Coffee hour follows Mass. Anabel Taylor Auditorium.

10 a.m. Ithaca Society of Friends (Quakers). Meeting for worship. Forum, Anabel Taylor.

11 a.m. Sage Chapel Convocation. John B. Cobb, Jr., professor of Theology, School of Theology at Claremont, CA.

12:20 & 5 p.m. Catholic Mass. All welcome. Anabel Taylor Auditorium.

2 p.m. *Cornell Cinema presents "The Adventures of Robin Hood" (1938). Children's Film Series. Co-sponsored by Ithaca Youth Bureau. Uris Auditorium.

2 p.m. *The Risley Theatre announces a production of "The Physicists," a play by Friedrich Durrenmatt. Advance tickets are available at the Willard Straight Ticket Office. Risley Theatre.

4 p.m. Cornell Symphonic Band Concert, James Gibson conducting. Works of Giovanni Gabrieli, Dvorak, Prokofiev, Bernstein, Hamlich, Washburn and White. Straight Memorial Room.

6 p.m. "Distinguished Chef Series": Arno Schmidt, The Waldorf Astoria Executive Chef will prepare a classical menu. One seating; reservations required. 256-2331. Statler Dining Room.

7 p.m. Cornell Table Tennis Club. Round robin singles. All welcome. Barton Hall.

7 p.m. Cornell International Folkdancers. Straight North Room.

7:30 p.m. Ecology House Environmental Film Series: "Of Rivers and Men," film on the Adirondack Park Agency. Shown at Ecology House (located off Triphammer Road).

8 p.m. *Cornell Cinema presents "Red Desert." Co-sponsored by Science, Technology and Society. Uris Auditorium.

8 p.m. Thorp Lecture: "Beyond Eco-Justice: Survival and Justice—Can We Have Beauty and Freedom Too?" John Cobb, Claremont Theological Seminary. Sponsored by the Center for Religion, Ethics and Social Policy. Founders Room, Anabel Taylor.

8 p.m. *Joanna Cazden, a contemporary folk singer, guitarist, and song writer will be doing a benefit concert for the Children's Corner Preschool. Sponsored by Ananda Marga. Barnes Hall.

Monday, March 21

8 a.m.-4 p.m. The College of Agriculture and Life Sciences and the Ag Positive Action Council will be displaying exhibits, live, edible and interesting to view, in honor of National Agriculture Day. Guaranteed to be entertaining and educational for everyone. Straight Memorial Room.

12:15 p.m. Catholic Mass. All welcome. Anabel Taylor G-19.

4:15 p.m. Becker Alumni Lecture: "1941-1947: The 36 Dramatic Situations," Alan Schneider, MA '41, Kaufmann Auditorium. Sponsored by the Theatre Arts Dept.

4:30 p.m. Department of Music Concert: Eastman Musical Nova, Paul Phillips conducting: "Of Night and the Sea," a cantata by Robert Palmer. Barnes Hall.

4:45 p.m. Marine Biology Program: "The Drifting of the Continents," a Time/Life Film. Plant Science 233.

7:30 p.m. Food Science 150 Spring Lecture Series: "Why Are Foods Processed?" Malcolm Bourne, Institute of Food Science, Uris Auditorium.

7:30 p.m. Hillel Seminar: "Sefer Aggadah," informal discussion of selected passages of Midrashic literature. Some knowledge of Hebrew required. Anabel Taylor G-30.

7:45 p.m. Ornithology Seminar. Public welcome. Lyman K. Stuart Observatory, 159 Sapsucker Woods Road.

7:30 p.m. Drop-in Sexuality Rap Groups. Morrill 111.

9 p.m. *Cornell Cinema presents "Mr. Deeds Goes to Town." Film Club Members only. Uris Auditorium.

Tuesday, March 22

12:15 p.m. Catholic Mass. All welcome. Anabel Taylor G-19.

12:15 p.m. Cornell Women's Caucus. Uris Hall 494.

4:15 p.m. Society of the Humanities lecture: "The Enoch Legend and Its Literature" (illustrated), Matthew Black, visiting professor of New Testament Studies, Princeton. Kaufmann Auditorium, Goldwin Smith.

4:30 p.m. Peace Corps/Vista open informational meeting. Uris Hall G-92.

4:30-6 p.m. World Tae Kwon Do Association-Korean Karate. Beginners classes registration for spring semester. For more information, call Philip D. Zaneteas, 256-1790. Third floor lounge, Noyes Center.

4:30 p.m. Lecture, sponsored by Department of Romance Studies: "Tropics: Flaubert and Marx," Hayden White, Kena Professor of History and Letters, Wesleyan University. Ives Hall 110.

4:45 p.m. "The Evolution of Sail," a slide talk by Jon Lucas, Captain of the R/V Westward, an oceanographic research and training vessel operated in a college program by the Sea Education Association. Plant Science 233.

5 p.m. Southeast Asia Film Series: "The Miao Year" (Parts I & II). Shows the annual cycle of Miao peoples, an upland tribe in mainland Southeast Asia. Morrill 106.

6:30-8 p.m. Bible Study, sponsored by Lutheran Campus Ministry. All welcome. Lutheran Church Community House, 111 Oak Ave.

7 p.m. Badminton Club. Helen Newman Gym.

7:30 p.m. Folk Dancing for couples. Singles, beginners, all ages welcome. Plant Science 404.

7:30 p.m. Men's Resource Center open meeting in the Altman Library. Anabel Taylor.

7:30 p.m. Eco-Justice Forum: "Should Power be for Profit? The Issue of the Municipalization of Electric Power," Richard Schramm, chairman of the Municipalization Task Force. Old World Room, Anabel Taylor.

8 p.m. *Cornell Cinema presents "French Can-Can." Jean Renoir Series. Attendance limited. Uris Auditorium.

9 p.m. Cornell Country Dance Club Dance. Straight Memorial Room.

Wednesday, March 23

9 a.m.-noon. Any student or faculty member interested in learning about opportunities to study or conduct research aboard the R/V Westward can meet informally with Captain Lucas in Plant Science 202. Students can earn 16 Cornell credits at sea; Faculty can use the facilities of the Westward at no charge.

9 a.m.-5 p.m. Peace Corps/Vista interviews in the Career Center.

12:15 p.m. Catholic Mass. All welcome. Anabel Taylor G-19.

3 p.m. *Cornell Varsity Lacrosse-Hobart. Schoellkopf.

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