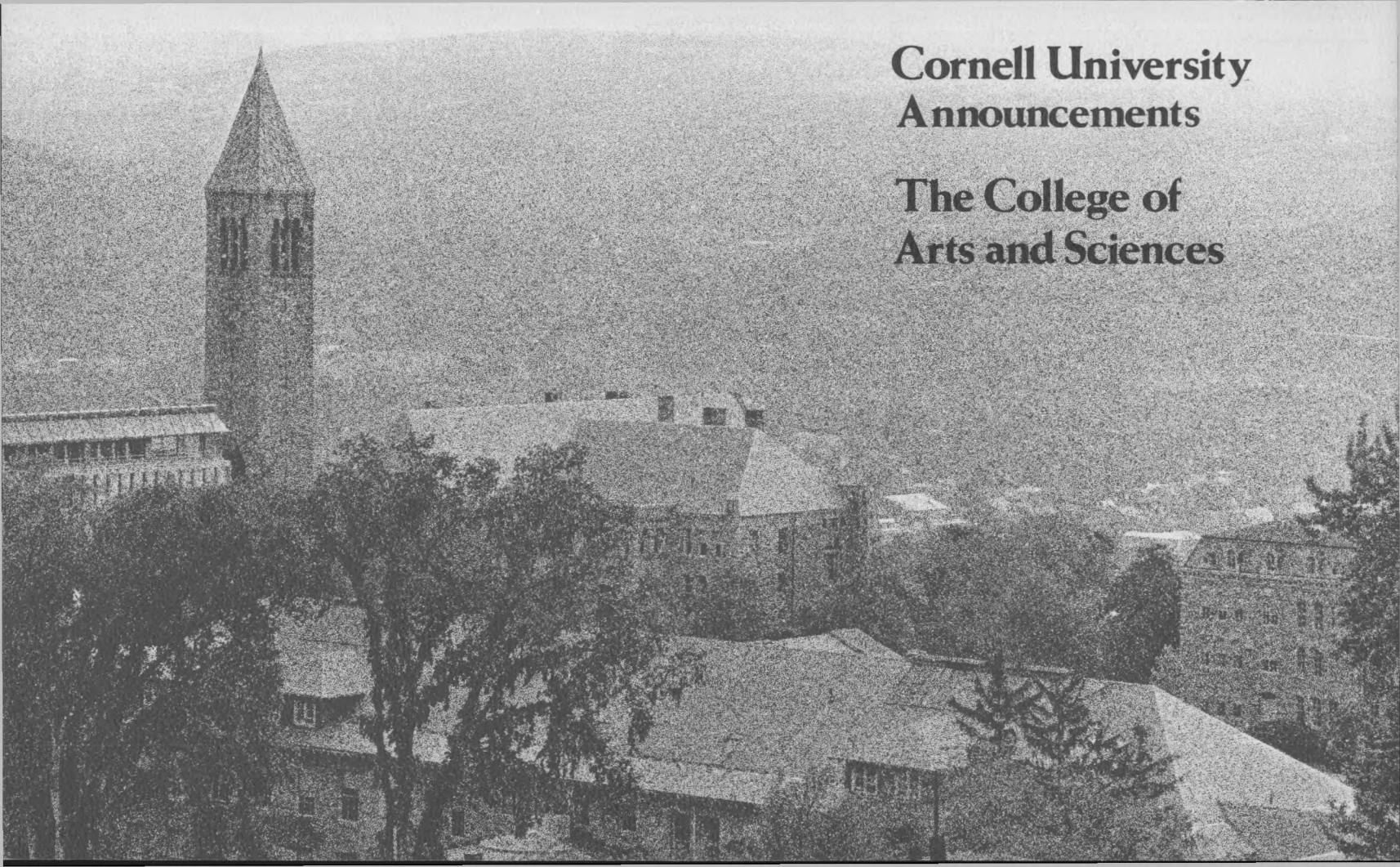
Cornell University Announcements

The College of Arts and Sciences



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Cornell University Announcements

The College of Arts and Sciences

The brochure you are about to read represents our desire to introduce you to the College of Arts and Sciences and Cornell University through the eyes of its faculty and students. It is a straightforward, candid view of the character, personality, and spirit of Arts College students and faculty; they tell you what makes Cornell special to them. In short, we have taken an introspective look at the College and the University together, and pass these thoughts and observations on to you. The text of the brochure was written by a faculty member; the quotations in the margins represent the feelings of students and faculty who want you to know something about the human environment of people committed to teaching and learning that lies behind the bricks and mortar of classrooms and dorms.

You will find this network of humanity pursuing a broad range of studies in the arts and sciences, with plenty of room for experimentation, discovery, and, ultimately, for concentration in at least one field. Enough flexibility is built into the arts and sciences curriculum so that students, with the help of advisers, can play a major role in determining the ways in which they spend their years here. Opportunities for honors work, independent study, independent majors, dual degrees, and double registration are but a few of the variations in the pursuit of a liberal education that are available at Cornell.

If you choose to apply for admission to the College, whether for entrance as a freshman, transfer, special, or part-time student, you may be assured of a thorough review by an experienced selection committee. Computers do not make admissions decisions at Cornell. Instead, committees composed of admissions officers, academic advisers, and faculty spend months reviewing all of the information submitted. Each application is reviewed systematically and thoroughly until a final decision can be reached, often after the third or fourth review.

There is no magic formula for admission to a college as competitive as this one. Each year we have nearly 7,000 applicants for a freshman class of about 900 students. I estimate that 90 percent of our applicants are capable of doing the work here; therefore, the responsibility becomes not that of simply selecting the

qualified students, but of selecting those who are most qualified in terms of overall academic and personal credentials. We stress human values and special talents in addition to past academic achievements. As most of our applicants are bright enough to do Cornell work, our concern is that of selecting those students for whom Cornell will be the most enriching and who, in turn, will contribute most to the Cornell community.

Should you be accepted for admission, you will know that we believe you have the personal and academic abilities necessary to take advantage of a Cornell education.

The Cornell experience contributes substantially to personal and intellectual growth and actively fosters the skills necessary for a lifetime of learning. As the costs of financing an education of this quality continue to rise, the University remains committed to assisting its students in meeting those costs through scholarships, loans, and part-time employment. Based on financial need, assistance is awarded by the Office of Financial Aid to students who have been selected for admission to the College. Financial aid applications are reviewed separately from the admissions process; admissions decisions are in no way affected by a stated financial need.

Should you have questions, or observations about the admissions process, we would like to hear from you. To obtain detailed information about a particular aspect of the College, simply detach and mail to us the card on the back cover of this brochure. The single University course catalogue should be available in your school's guidance office and will be mailed to incoming students next summer. We look forward to introducing you to the College, and add our best wishes for success in this next phase of your educational planning.

Harry Levin, Dean

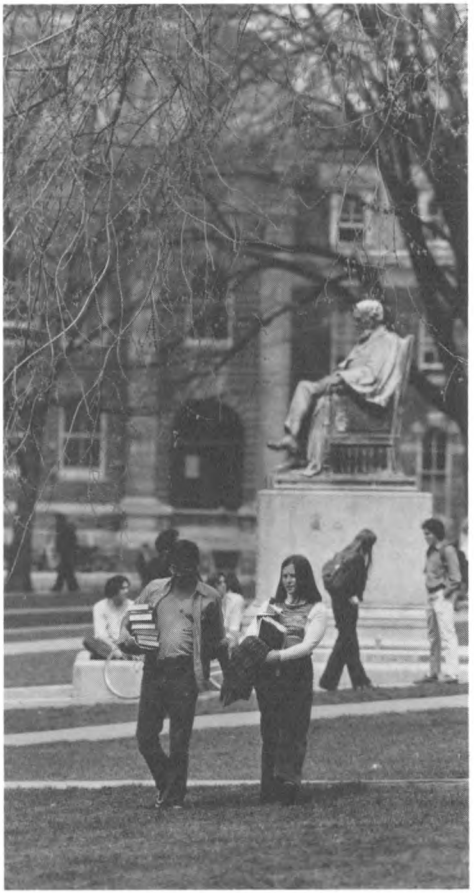
A Note from the Dean of the College of Arts and Sciences

Getting a Sense of the Place

The Arts College — for that is what everyone calls it — stands at the center of one place and overlooks another. It is the center of Cornell University, which most people know something about, and it overlooks a small city in Upstate New York called Ithaca, which most people cannot place (if they can, they might be thinking of Greece). This combination of places, the University and Ithaca, is a bit puzzling. Students usually come here because they are attracted by the prestige of the University. That wears off pretty quickly. In terms of personal experience, the international reputation of Cornell does not mean very much, and the value of an Arts College education depends less upon the fame of the place than upon day-by-day encounters with other students, with good teachers, and with interesting courses. It helps if these encounters take place in an area that is itself interesting, and that is why Ithaca and its surrounding region is a good place for the Arts College to overlook.

Ithaca is an old town with a character of its own, a character built up by generations of people who were glad they did not have to live in a metropolis. The surrounding region is distinctly rural — a lovely area of family farms, quiet and expansive parks, some light industry, sensational gorges and waterfalls, and a marvelous lake (Cayuga, one of the five Finger Lakes in Upstate New York). Of course, students can miss all of this. The University is so large and self-sufficient that some merely stay on the campus for the most part and get to know only the glum side of the city — high rents, for example. For anyone who likes to explore, however, Ithaca and the surrounding countryside can become a great attraction, a place that is worth living in for four years. A few students never leave. One sees them year after year, into their late twenties, approaching their class's tenth reunion. What are they doing? one asks. "Living in Ithaca" — as though that explained everything.

To say that the Arts College is the center of Cornell is rather a fiction. Administratively it is the center. Historically it is the center. It has more students and teachers, it gives more courses, than any other college of the University. People think of it as central. But if one is thinking of real territory, the University has spread to the east and south in recent years, leaving the Arts College in possession of the northwest corner. Still in terms of real territory, anybody who has been there knows what the Arts College looks like, for the place has a distinct visual character. It is a quadrangle, one of the largest

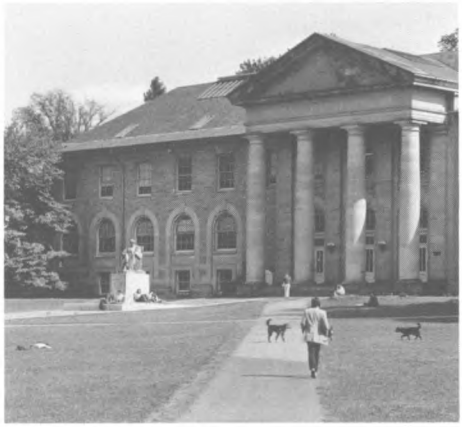


college quadrangles anywhere — acres of lawn crisscrossed by paths leading in every direction and bordered by the original buildings of the University. This is where Cornell was founded more than a century ago. Although some of the old buildings have been replaced by modern ones, like the library on the south edge or the new art museum by the northwest corner, the character of the quad has been preserved, and this is the view that most people think of when they remember the Arts College. Except for the worst of winter days, when one's business is to get across it as fast as possible, the quadrangle is a casual and enlivening place, filled with diverse activity. In good weather, people study, or read for pleasure, or sunbathe; some classes move outside to settle under the trees; there is always a frisbee being thrown; somebody is playing blues guitar beneath the austere statue of the founding father whose farm this used to be (his bulls used to graze on what is now the quad). All of this can go on at once, and yet the quadrangle never seems crowded. It is the closest thing to a symbol of the Arts College, for the whole scene is too plentiful and diverse to make a single pattern, yet most people know what they are doing there. The paths seem to lead every which way, but in crossing one of them you are usually getting from one place to another.

The fact that the Arts College is part of a large university matters in several ways. For one thing, the University is a little too large to be comprehended. Nobody leaves here with a sense of having belonged to all facets of Cornell, because nobody can stretch quite that far. One gets a sense of belonging to the College itself — which, although it is Cornell's largest, is not after all a very big school. Permanent faculty positions number about 500, and about 3,700 undergraduates are enrolled. Each fall the College enrolls about 450 freshmen of each sex and accepts about 150 transfer and visiting students from other schools. The benefit of having a college within a university is that although you cannot get to know the entire territory, you can find some advantages that are simply not available at the single and solely undergraduate college. A student interested in psychology or sociology can supplement his or her Arts College program with the kind of practical study and field work

Cornell leaves it up to the individual to survive, to get to do what he wants. To me, everything is here. It is a nice gigantic planet and its resources are infinite, but you have to go out and find them.

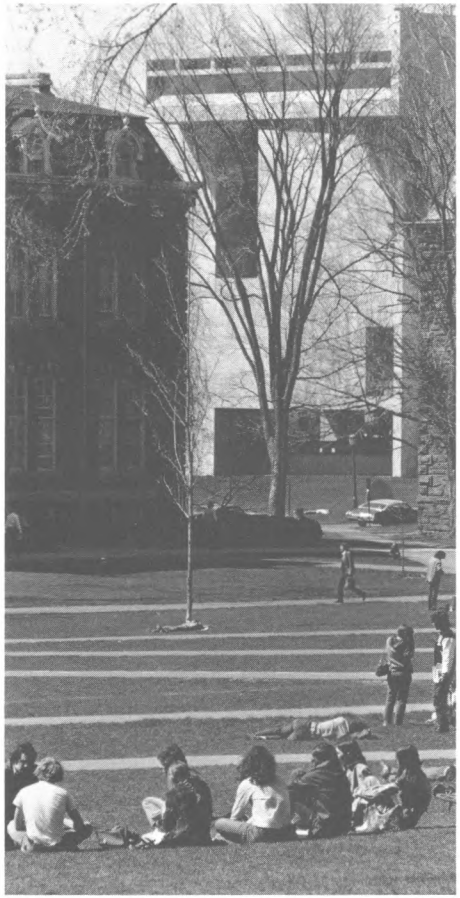
Student



offered in the College of Human Ecology, the School of Industrial and Labor Relaitons, or the College of Architecture, Art, and Planning. The fact that the Architecture College has its own fine arts library opens splendid opportunities for anyone interested in design, art, or architecture. Biology, one of the most popular undergraduate subjects, is taught in a special division which brings together four different units — the College of Arts and Sciences, the College of Agriculture and Life Sciences, the College of Veterinary Medicine, and the Division of Nutritional Sciences — to provide an unusually large and varied program of courses. Similar cooperation among the various colleges and schools exists in other disciplines. Hence the student majoring in economics is likely to take labor economics in the School of Industrial and Labor Relations and business history or transportation in the Graduate School of Business and Public Administration.

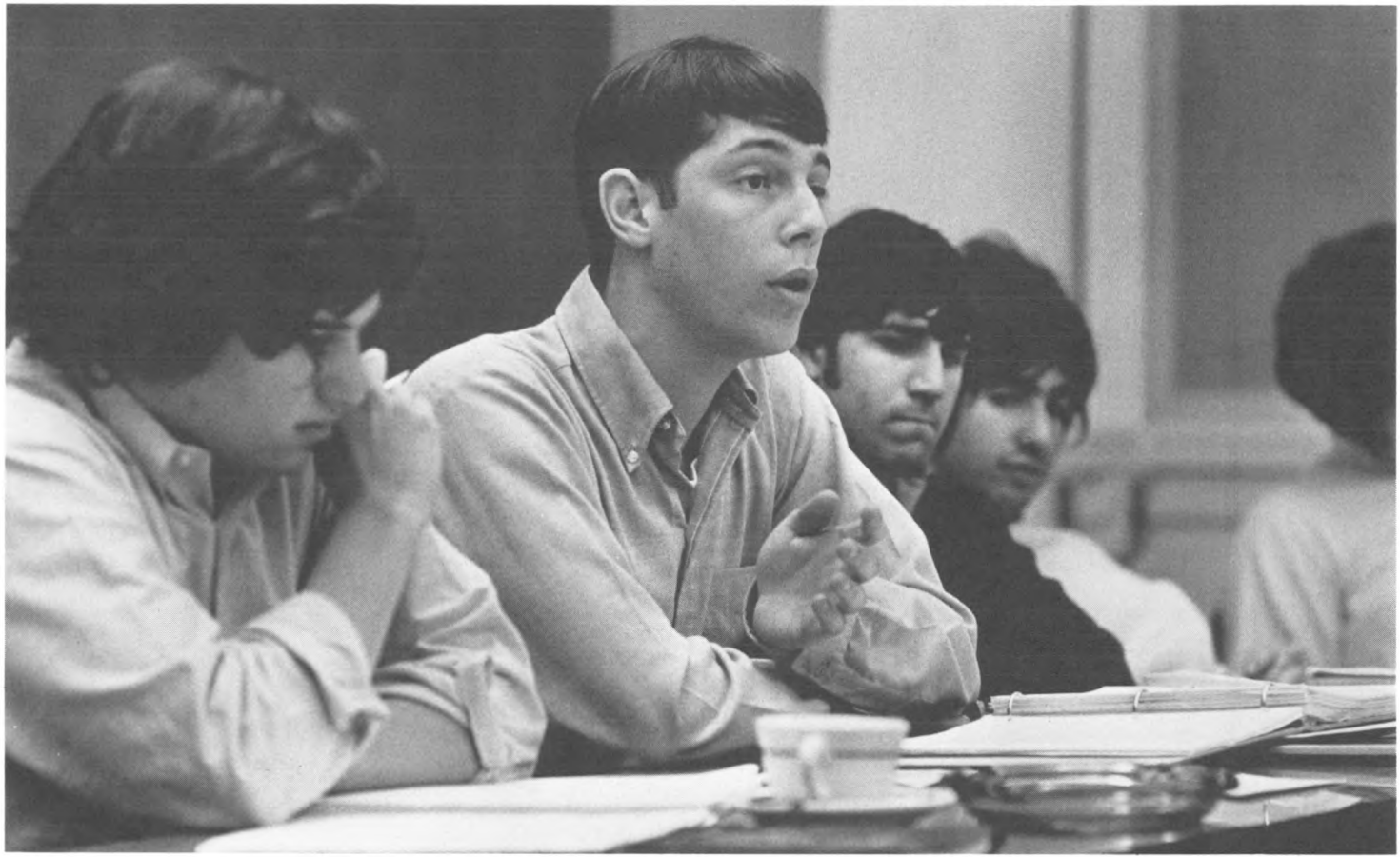
In other words, the University is a little too large to be tidy but large enough to be exciting. Exciting, that is, if you take the initiative. Just as students can avoid the Ithaca region by staying up on the hill, so can they avoid the rest of the University by staying snug in the Arts College curriculum. Nobody *has* to wander around.

But taking one's own initiative has been part of the Cornell tradition from the beginning. That founding father who used to graze bulls on the quadrangle land was also one of the self-made men of the nineteenth century — Ezra Cornell — and the motto of his University reads: "I would found an institution where any person can find instruction in any study." It has not worked out *exactly* that way, but the number of subjects is amazing, and it is hard not to take on a little initiative with so much happening all around.



If you don't learn to make your demands, you might find that the faculty is inaccessible. They're not going to chase you. I don't know of anybody who won't respond to a student's demands, but I also don't know of anybody who is going to go around chasing students. Who needs that?

Faculty



Academic Programs

The mission of the Arts College is to provide an education that truly enables all students to learn about the world in which they live and their own place in it. While students in the College pursue many different areas of study, they all share certain experiences that are fundamental to a liberal arts education: direct contact with intelligent and sensitive human beings dedicated to the pursuit of teaching and learning; an appreciation of the legacy of the past and a sense of vision into the future; and an excellent preparation for the world of work and for advanced professional studies. It is a practical education for life, not just for making a living, that emphasizes important and transferable skills as well as habits of thought and character that are appropriate to many areas of human endeavor.

The core of a Cornell liberal arts education is found in its academic curriculum. The Arts College offers a wide variety of fields and areas of study, organized into four basic divisions: the physical sciences, the biological sciences, the social sciences and history, and the humanities and expressive arts. Each division deals with an important aspect of mankind and the world: the physical and biological sciences examine the physical and molecular life of the world in which we live; the social sciences study man's behavior in groups and alone and explore the historical process of the human species; the humanities and expressive arts focus on man's intellectual and imaginative pursuits as they appear in literature, philosophy, and the arts.

The academic programs are subdivided into the following departments:

Humanities and Expressive Arts
Asian Studies
Classics
Comparative Literature
English
German
History
History of Art
Music
Philosophy
Romance Studies
- French
- Italian
- Spanish

Russian
Semitic Languages and Literature
Theatre Arts (including dance)

Social Sciences
Anthropology
Economics
Government
History
Modern Languages
and Linguistics
Psychology
Sociology

Biological Sciences
Biochemistry
Botany
Ecology, Systematics,
and Evolution
Genetics and Development
Neurobiology and
Behavior
Physical Biology
Physiology

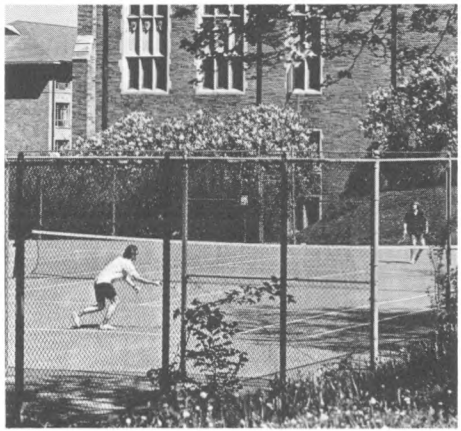
Physical Sciences
Astronomy
Chemistry
Computer Science
Geological Sciences
Mathematics
Physics

The departments also provide many opportunities for cooperative ventures that result in interdepartmental and intercollegiate majors. In addition, the College encourages student-initiated courses and majors, as well as sponsoring special programs that draw upon many disciplines in such areas as Africana studies, American studies, archaeology, computer science, German area studies, women's studies, and others.

Courses: The Options for Freshmen

Freedom of choice in arranging courses has been the hallmark of Cornell since its early days. In the nineteenth century the University was famous (or notorious, depending on one's attitude about these things) for insisting upon the "elective" system of undergraduate education, and for the most part that system still operates in the Arts College. There is no academic course which all freshmen must take, and there are several hundred from which any freshman may choose. Yet the Arts College faculty does believe that there should be a recognizable pattern to each student's education. Roughly speaking, the pattern takes this form: the first two years should be devoted to gaining a broad general education, including some course work in the humanities, in the physical or biological sciences, and in the social sciences; the last two years should focus upon a "major" subject studied in depth and filling about one-half of an upperclass student's schedule of courses. This division of a student's four years into equal halves is not at all rigid in practice. Because of advanced placement credits or special programs taken in high school, many students are able to finish their general education requirements by the end of the freshman year and enter early upon their major programs. Students in this position often find that they are able to "accelerate" their education and graduate a term or in some cases a full year early, a process which can also be accommodated by taking courses during the summers. Other students pursue a more liberal education by taking a distribution of courses in various fields throughout their undergraduate years. But the pattern of a broad general education coupled with a concentration in a major subject remains basic to the Arts College curriculum.

The College also offers a special series of seminars especially intended for first-year students, and freshmen normally take one of these each term. This Freshman Seminar Program, as it is called, was created during the 1960s and is today known in educational circles as a leading innovation of the past decade. One reason for the program's success concerns the range of subjects offered each term. There are nearly three dozen topics to choose from. For those interested in literature and writing, the English Department teaches about a dozen seminars, one in fantasy literature, another in Shakespeare, another in writing from experience, two in American literature, etc., while another nine or ten literary topics are offered (in translation)

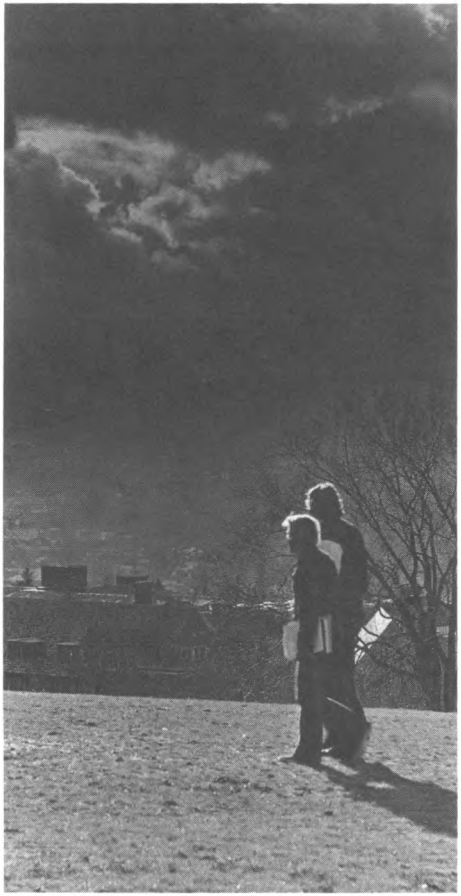


by the Departments of Classics, Comparative Literature, Russian, German, and Spanish. The Government Department has lately been teaching Freshman Seminars in American government, comparative government, and Japanese studies. An emphasis on play production and design is provided by courses in the Theatre Arts Department; the Africana Studies Center gives seminars in the history and politics of racism and segregation; Roman art and culture are taught by the History of Art Department; the Philosophy Department offers six or seven seminars each term on such topics as free will and determinism, relativism, or the nature of objective knowledge. The subjects are diverse, but certain qualities are common to all Freshman Seminars: they are guaranteed to have small enrollments, affording steady opportunities for the free exchange of ideas among students: and they concentrate particularly upon students' reading and writing techniques, building a foundation for all other courses taken in the College.

Foreign languages are another basic part of the general curriculum, although here students' programs vary widely in accordance with their previous experience,

and some will find that their high school preparation has already carried them beyond the College's requirement. The College looks for sound command of one foreign language or basic training in two — with the hope that students who reach one of these stages will be tempted to go further and will take it upon themselves to make use of Cornell's extensive resources in language study (instruction is offered in some thirty foreign languages).

Most freshmen take four or five courses each term — nine or ten for the whole year. Two of these will be Freshman Seminars, and one or two others will probably be in a foreign language. The remaining six or seven courses are electives, although here it is important to distribute one's choices so as to gain experience in different areas of study. A freshman might, for example, take two electives in the humanistic departments (English, Classics, Asian studies, comparative literature, music — there are fourteen departments to choose from) and another two in the physical or biological sciences (astronomy, biology, chemistry, geology, or physics), planning to study the remaining area, the social sciences and history, in the sophomore year. If the social sciences or history are important right away, those courses can be taken first and one of the other areas



One thing that I really learned how to do here was write. That's one of the most important things you have to learn to do, no matter what your major is.

Student

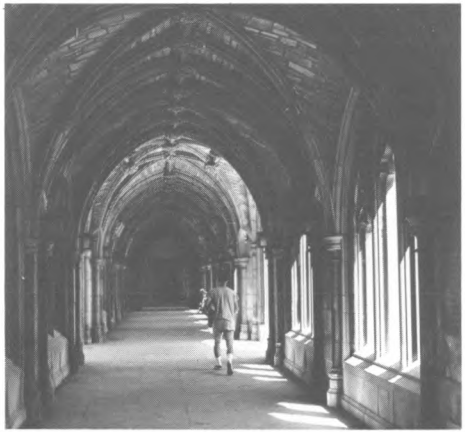
delayed. Beyond that, it is impossible to generalize about freshman courses. Rarely do any two freshmen have the same program.

Prospective students sometimes want to know about how classes are taught and what kind of academic pressure they entail. What about the size of classes, for example? Freshmen usually find that their classes range from fifteen or twenty in a Freshman Seminar or a language course, to several hundred in an introductory course in the physical sciences or the social sciences. There is a popular psychology course with over a thousand students. The value of small, informal classes is widely recognized, and that is one reason why the College stresses the Freshman Seminar Program. But the lecture system is equally important at Cornell, for it is an effective way of communicating the material in certain kinds of subjects. (Cornell has always had a tradition of famous lecturers on the faculty.) Many larger courses meet twice a week in the lecture hall and then divide into discussion sections for the third hour. Graduate students will often teach the discussion sections in such arrangements as well as participate in the Freshman Seminar Program. Overall, however, most of the teaching is done by the faculty.

As for academic pressures, both the quality and amount of work demanded of Cornell students run high, and it is the rare freshman who does not feel stepped up to a higher level of education upon arriving. But it is the even rarer freshman who runs into the possibility of academic failure. Students admitted to the Arts College have the intelligence to pass their courses — the matter is as simple as that. If problems arise because of deficiencies in a student's educational background, there are several kinds of workshops, tutorial arrangements, and advisers to help one gain the necessary ground. In recent years only about 1 percent of each freshman class has left the University for reasons of academic failure. At a place like Cornell the main question is not whether students are going to pass or fail, but whether or not they are going to fulfill their potential and do their best work.

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

Faculty



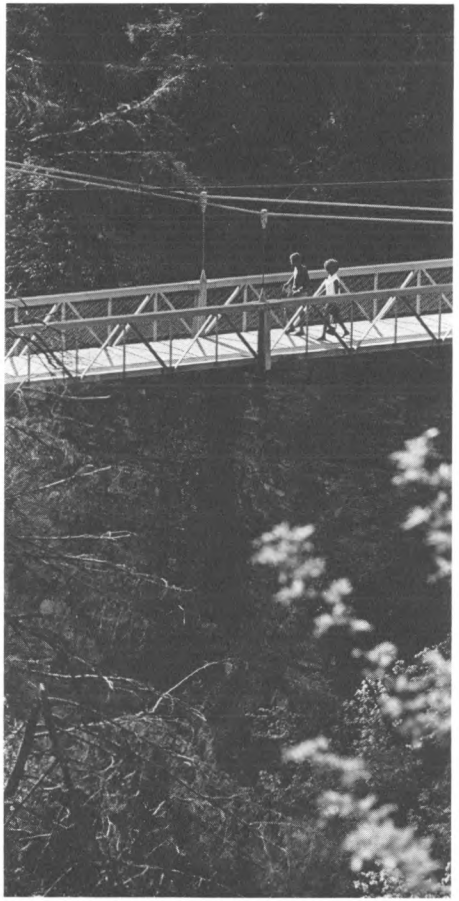
"Majoring" in a subject is simply a way of becoming organized and thoroughgoing in something you care about. Most students lay the foundations for several majors, sometimes without realizing it, in the general education pattern of their first two years. Once a major subject is chosen, sometime before the end of the sophomore year, courses in that field will occupy about one-half of a student's upperclass program. The other half normally consists of electives in other departments, some of which may complement the major.

The College offers all the conventional major fields and a fair number of exotic ones. The conventional majors, indeed, are not really conventional, and not at all narrow. Hence, the history of art major includes criticism and aesthetics as well as history; Classics is concerned with ancient history, philosophy, and art, as well as with language and literature. A student majoring in English can take a substantial program in creative writing and may be able to work on the staff of *Epoch*, a nationally circulated literary magazine edited by members of the department. Government as a subject for study means philosophy, psychology, and sociology, as well as politics.

Chemistry includes chemical physics, or theoretical chemistry, which leads to a fundamental understanding of physical-chemical behavior; or it may include molecular biology, the chemistry of biological systems, which leads to an understanding of life processes by way of chemical principles. A major in sociology can emphasize social relations, which combines sociology, psychology, and anthropology; social psychology, which is concerned with social forces and individual behavior; or sociology, which studies social structures and processes. An Arts College undergraduate can also study in a rarer field, such as Semitic languages and literatures, which presents Hebrew, Aramaic, and Arabic, and the thought and expression of cultures which produced Judaism, Christianity, and Islam.

Because the College is committed to multiplicity and because it shares the resources of a major university, its subject offerings are unusually abundant. Few major programs — even within the same department — look alike. The English Department, for example, gives about seventy undergraduate courses a year, covering the full range of English and American literature as well as a full program of creative and expository writing. Some departments organize separate

Looking Ahead: Major Subjects and Special Programs



majors for different kinds of students. The Physics Department offers a professional program of intense and sophisticated preparation along with a general program for the premedical student, the future high school science teacher, or the person who wants a liberal education with concentration in a basic science. Similarly, students majoring in mathematics can choose the professional program or one concentrating on applied mathematics while prospective doctors, professors, lawyers, and school teachers may choose a more general program appropriate for their goals.

Students are often quicker than curriculum makers to see fruitful associations and so have created the "informal major." Hence, in addition to taking enough courses in, say, history to receive major credit, a student might also take a concentration in economics and government and have what amounts to a major in international relations. It doesn't take a college long to see the merit of such a scheme and to encourage it by establishing interdepartmental programs. So biology combines with chemistry, physics, and engineering. The Asian Studies Program involves its students in economics and government, language and literature, ethnology and anthropology, and fine arts. Some of

these combinations become established as concentrations — roughly the equivalent of a "minor." Examples of these include Law and Society and Religious Studies. Other concentrations include Jewish Studies, Human Biology, Medieval Studies, Renaissance Studies, and Urban Studies, to name only a few examples.

Combinations are also offered among the different colleges. Possibilities in economics and the biological sciences have already been mentioned. Others include the art historian who does painting or drawing in the College of Architecture, Art, and Planning; the psychologist who works in the child psychology program of the College of Human Ecology; or the physicist who takes some courses in the College of Engineering. There are also special relationships with other universities so that, for example, the gifted Classics student has a chance to study at the Intercollegiate Center for Classical Studies in Rome, and the promising anthropologist may join the summer field studies programs in Brazil, Ecuador, Mexico, or Peru.

The University also maintains special centers and programs which study subjects of interest to more than one college. The Africana Studies and Research Center offers a program of courses in Africana

studies; the Center for International Studies coordinates interdisciplinary courses for undergraduates. Some centers have no direct responsibility for undergraduate education, but they do influence it. They provide facilities, and they help to create a cooperative intellectual climate which fosters the excitement of learning. Programs, on the other hand, are specifically designed to support teaching, as well as scholarship, on subjects which lie across departmental or college lines. The Women's Studies Program, for example, offers courses on such subjects as the social psychology of women, women in literature, and women in history, as well and serving as a clearinghouse for information about women's career opportunities. Medieval Studies, Social Relations, and Southeast Asia Studies are among the other Cornell programs with firmly established reputations.

If all of these opportunities for major programs still do not meet a student's needs, two kinds of "individualized majors" are worth keeping in mind. The College Scholar Program permits forty especially able freshmen to plan their own curricula with the help of a board of advisers. It is something like a College-wide honors program, particularly appealing to the student who wishes to combine a traditional major with an entirely different interest (such as mathematics and one of the performing arts) or the student who wishes to combine different disciplines into one coherent plan of study (such as international relations or comparative literature). The Independent Majors Program is for sophomores who realize, as it comes time to choose a major, that their interests do not coincide with one of the established departmental programs, but are interdisciplinary. Each student accepted into the Independent Majors Program will meet regularly with a faculty adviser (or committee of faculty advisers), who in effect becomes the "major department" and is responsible for reviewing the student's progress toward graduation.

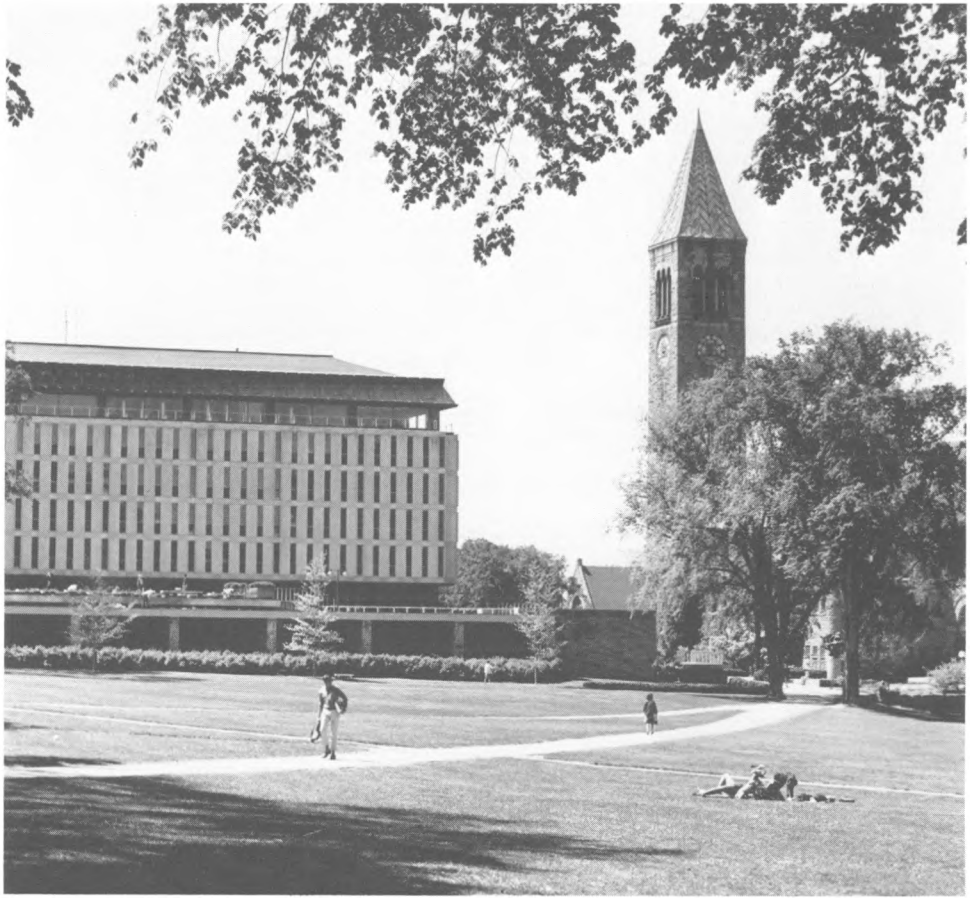
All told, there are more than twenty-five departments and centers offering regularly established major programs in the College. Since many of these departments offer various patterns to the major, the number of actual "majors" to choose from is virtually uncountable — *actually* uncountable if one considers the opportunities for individualized majors. We come back to the central point about the Arts College: the range of opportunities is vast, and the main requirement every student faces is that of taking the initiative to choose an arrangement of courses that will be coherent and self-satisfying. *That* can be an education in itself.

The College Scholar Program isn't really an honors program. It's a place for pioneers, with honorific connotations that help get students into advanced courses.

Administrator

Cornell gave me the freedom to do what I wanted to do.

Student



Libraries and Laboratories

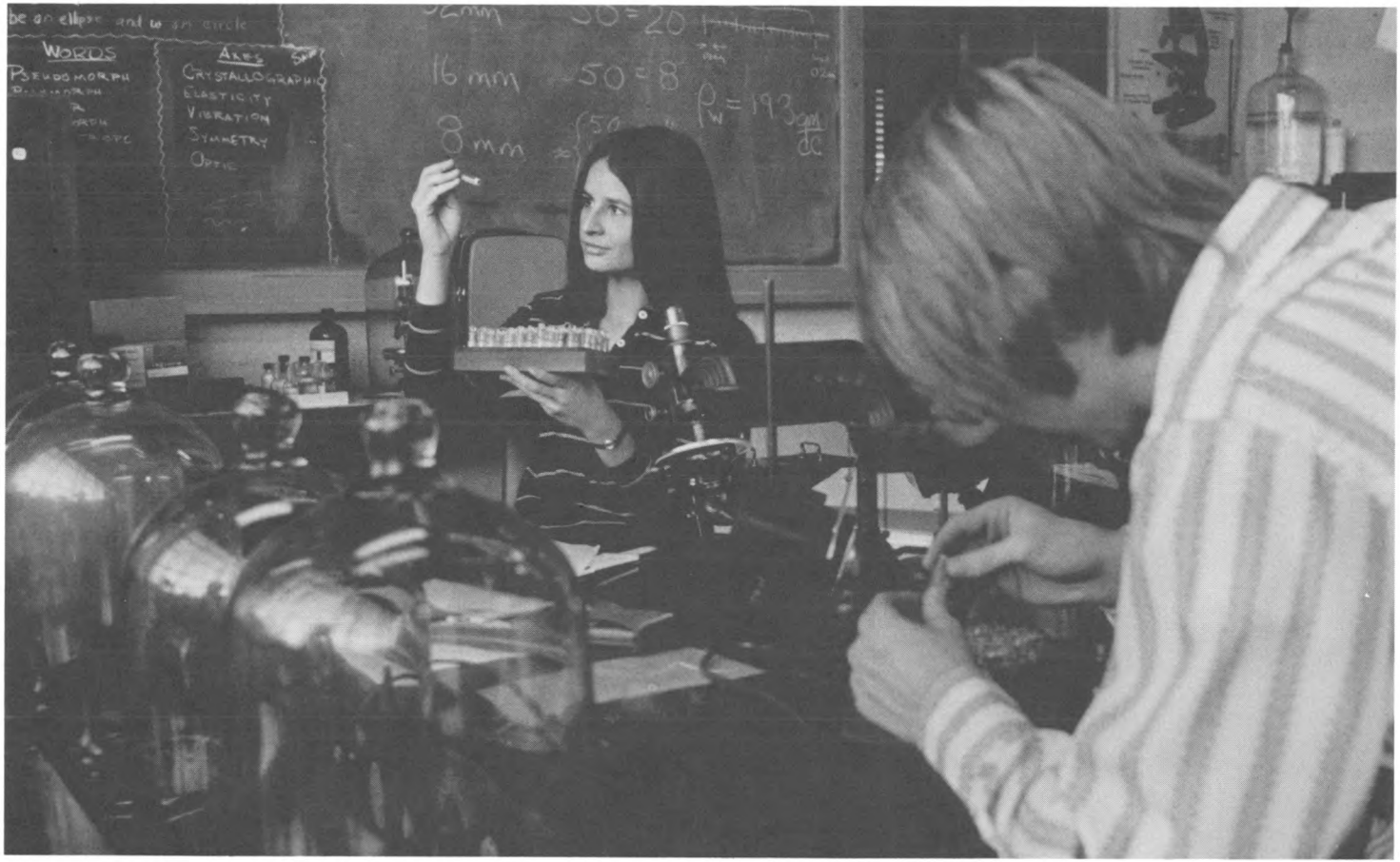
The library system is the heart of the University. Cornell has eighteen separate libraries, two of them forming a kind of "central library" and sixteen of them special and departmental. Its total holdings of more than four million volumes place it among the ten largest academic libraries in the country; many thousands of volumes are added each year.

The two libraries every student gets to know — Olin and Uris — stand across from one another at the south end of the Arts Quadrangle. Each in its own way is a model. Olin is a model of a research library (one distinguished faculty member once remarked that "it makes scholarly laziness either impossible or inexcusable") and Uris is a model of an undergraduate one; its high ceilings and its arches, stairways, and fireplaces preserve its original character, while remodeling has provided marvelous spaces which make study at once profitable and enjoyable. Anybody who wants to read or write will find a suitable, almost a personal, place for it in Uris.

The prime aim at Uris is to bring students and books as closely together as possible. Accordingly, the bookstacks are open to all readers. Its holdings are selective rather than comprehensive. In addition to a collection of 4,000 key reference works, encyclopedias, handbooks, and dictionaries, and about 300 periodicals, Uris contains about 100,000 volumes for course reading, for general exploration, and for recreation. A suite of listening rooms houses a large collection of records and tapes of poetry, drama, fiction, and other material in the spoken arts.

The John M. Olin Library, one of the country's major research libraries, with a capacity of 2.5 million volumes, is the capstone of the system. The first floor contains many services and areas open to undergraduates: large reading and periodical rooms, the central index file for the entire library system, and the circulation and reference desks. The second through the seventh floors contain bookstacks and offices. They are reserved primarily for faculty, staff, and graduate and honors students, but undergraduates can easily order and discharge books.

The two libraries occupy separate buildings, and one is primarily for reading and the other for research. But the community is not divided into two parts, one confined to Uris and the other to Olin. Every undergraduate will find paths leading from the open shelves of Uris to the larger collections of Olin. The two models are planned to complement each other just as teaching (or learning) and scholarship do.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The other essential facilities for teaching and scholarship are the laboratories in the scientific departments. Here Cornell has designed space for every use, from the freshman introductory courses to the advanced research projects of the faculty. The Chemistry Department has recently completed a series of module laboratories, each designed for some twenty students and arranged for a close relationship between faculty and students in recitations and experimental work. The Division of Biological Sciences has more than twenty-five laboratories in all, including a number reserved for special undergraduate purposes: a "Biological Discovery" lab for forty-five advanced placement students each term, for example, and an autotutorial lab in an introductory biology course. Freshmen have access to labs like these. They do not have access to the twelve-billion-electron-volt synchrotron which has enabled Cornell physicists to make outstanding discoveries in small-particle research. Not everyone *wants* access to a twelve-billion-electron-volt synchrotron, it may be added. One might well settle for studying with the faculty members who are making the discoveries. At Cornell, they teach undergraduate courses, too.

Are you going to find teachers who are going to give you little projects for research where the teacher already knows what the answer is? No. We are not interested in making busywork.

Faculty

People actually applaud after some of the classes.

Student

BROWN

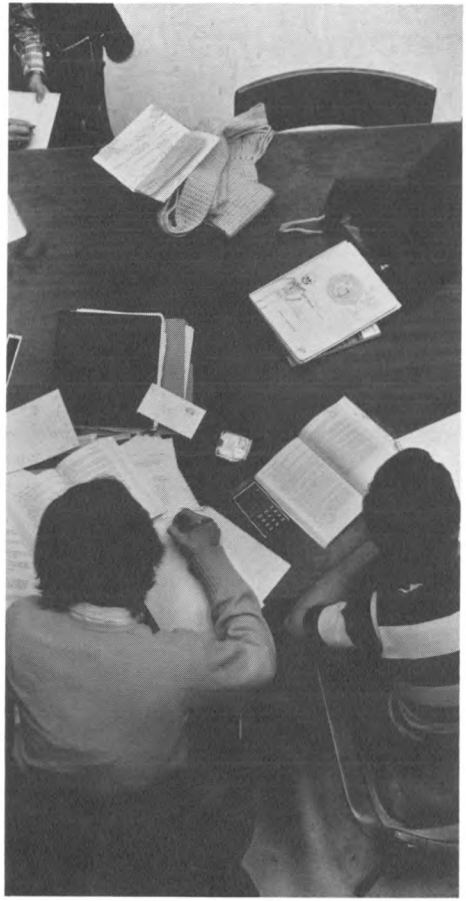
Some Notes about Student Life

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

The variety of extracurricular life is amazing. There are something like three hundred officially recognized student organizations. These include a glee club, several concert bands, a symphony orchestra, and innumerable special music groups; political organizations of various persuasions; a daily student newspaper and a dozen or so periodicals; a radio station; and special interest clubs for just about anything that more than two people have found worth doing.

No one even tries to keep up with all the plays, lectures, and concerts that are given by members of the community and by distinguished visitors. The impressive Herbert F. Johnson Museum of Art displays its own fine collections and many touring exhibitions. The Theatre Arts Department stages five full-dress productions each year, along with frequent experimental and informal performances. The annual Bailey Hall concert series has become one of the community's leading cultural attractions, bringing orchestras like the Boston Symphony and performers like Mistislav Rostropovich and Joan Sutherland to the campus, and each week during the academic year the Music Department sponsors less formal (and free) concerts in the intimate and delightful atmosphere of Barnes Hall.

The University's intercollegiate athletic program is the most varied in the country, and its teams have won national or Ivy League championships at one time or another in nearly every sport. Some twelve hundred men and women take part in intercollegiate sports each year — the men in twenty-two different sports and the women in eighteen. The intramural program attracts more than five thousand students a year who play twenty-four sports in eighty-seven leagues. Participants need not be expert; in fact, they don't need to know any sports at all and can learn anything from



squash and wrestling to riding and skating. The facilities, ample and up to date, include a dozen separate buildings and forty-eight acres of outdoor playing space. One needs a ride to Cayuga Lake and ski slopes (and most try to get one to the golf course), but all other activities are conveniently located on campus.

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

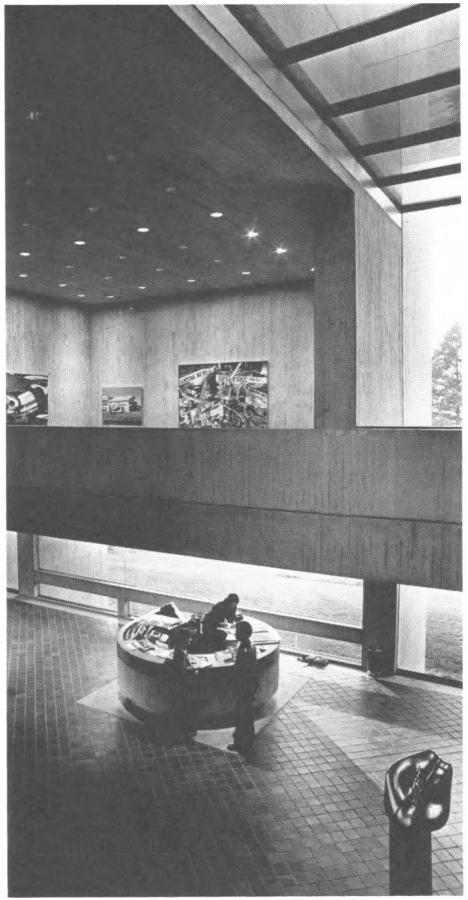
The Council of Federated Ministries, representing seventeen religious groups, has a staff of twelve chaplains appointed and supported by their respective judicatories. The major cooperative program financed and directed by the Council is Cornell-Ithaca Volunteers in Training and Service (CIVITAS), involving hundreds of students in individual and team projects of social responsibility.

Sage Chapel convocations are held each Sunday at 11:00 a.m. when the University is in session. These are nondenominational gatherings with visiting speakers of many denominations and faiths. The

one-hundred-voice Sage Chapel Choir is a weekly feature.

Students take an active role in the affairs of the University, sometimes informally, and regularly through organizations. In April 1970 the Cornell University Senate was recognized by the University Board of Trustees as the principal legislative and policymaking body of the University in all nonacademic areas of campus life. As one of the true community governmental bodies now operating on American campuses, the University Senate provides both a forum and a framework in which all sectors of the University community — students, faculty, administrators, and employees — can participate in decisions that both reflect and influence the quality of life at Cornell.

All students are permitted to live wherever they choose. A few years ago the trend was away from the campus dormitories and toward the hundreds of privately rented apartments and rooms available in the Ithaca area. Now the direction has reversed, and increasing numbers of undergraduates are choosing to live on campus. Perhaps the coeducational North Campus dorms have had something to do with the change in fashion. Distinctly contemporary in design, these seven buildings are designed on a suite plan. Each suite consists of two double



Things like the on-campus coffee shops, the Zeus, the Green Dragon, places like that where you go on your odd hours to have coffee — you don't go there to avoid contact with students. You go there on purpose, to be available.

Faculty

rooms, two singles, a bathroom, and a storage closet. For every six suites there is a kitchen, lounge, and study room. Moreover, each building has a main living room with adjacent kitchenette, laundry facilities, a typing room, and resident staff apartment. There are also several apartments for faculty and staff.

The other dormitories are more traditional in design. Balch Halls, four lovely buildings in the collegiate Gothic style clustered around a small courtyard, are reserved for women. Most of the rooms are doubles or singles. Men and women live on alternate floors in Mary Donlon Hall, usually in suites for two to four students, while most of the rooms in Clara Dickson Hall are singles. All of these buildings are near the new North Campus dorms. The other major dorms are in the west campus area. Some of the west campus buildings are reserved for men, some for women, some are coeducational, and various room arrangements are available.

A recent development in campus living is the establishment of several "residential colleges," dorms which attract students sharing a special interest. Risley Residential College emphasizes the performing and creative arts (the arrival of spring is heralded each year by the Risley Medieval Fair, some twelve hours of plays, music, dancing, drinking, and banqueting for everyone in the community). The International Living Center makes it possible to live in a cross-cultural community, while Ecology House residents share an interest in the environment and sponsor educational projects both on and off campus. Altogether, the living arrangements on the campus take many shapes, and choosing how and where to live is another phase of the independence prevalent at Cornell.

The focal point of each of the dorm areas is a student union — the Noyes Center in the west campus area, and the North Campus Union — making available various kinds of game and conference rooms, dining areas, exercise rooms, study carrels, and music listening and practice rooms. But the best known union at Cornell is yet another building, Willard Straight Hall, or simply "the Straight." Located near the Arts Quadrangle, this impressive stone building is the center of much of the social and intellectual life of the campus. Founded to foster both friendship and debate, the Straight houses two large cafeterias, a theatre, rooms for meetings and activities, a browsing library, and music and art rooms. On the first floor is the Memorial Room, a large and handsome

chamber given over to, among many other things, folk dancing, poetry readings, art exhibitions, and debates.

The most thoroughly worn paths on the Arts Quad are those that go from classroom to Straight to library and around again.

For the Arts College student, independence and freedom take many forms. So does the responsibility which independence and freedom entail. Students are allowed to live wherever they choose for the same reason that they are permitted a wide range of electives in their academic programs. They are mature and intelligent enough to be recognized as adults. That they are *young* adults is worth recognizing too, and counseling help of every kind, programmed and informal, is available — from the resident assistants in the dorms, from the personnel of the Dean of Students Office, from counselors in the educational opportunity programs, from the physicians and psychiatrists in the health clinic, from both student and faculty advisers in each academic department. Help is available, but it is not imposed. On the assumption that students are for the most part ready and eager to make their own judgments and choices, Cornell has steadfastly refused to be paternal or protective.

You may not be interested in all of the particular opportunities mentioned in this brochure, but we hope you will appreciate these examples of breadth and flexibility in our College. Often people ask about opportunities on campus not so much because they are interested in the programs themselves, but because they are searching for indications that the institution is responsive to new ideas. In addition to the variety of subjects available, there are a number of examples that serve to illustrate how one may work with an adviser within the College's loosely knit structure to suit individual needs. These include opportunities for deferred or delayed admission, early admission after the eleventh grade, January admission after a term of travel or work, leaves of absence or "stopping out" to work, travel, or study elsewhere in an *in absentia* status, fieldwork, and double and dual registration with other academic divisions on campus. Other opportunities include independent study, honors programs, and the possibility to work with a scholar in the design of one's own major.

A distinguished university achieves its name because it has a distinguished faculty who are given the freedom to teach what they consider important in their subject areas and who attract bright and interested students. These diverse faculty interests are then combined and connected to construct a curriculum. In a university college, the curriculum that results is both broad and deep, with courses in English, for example, devoted to particular writers and works as well as to countries and periods of time.

Cornell's faculty holds many distinctions and honors and includes members who have won major prizes and awards such as Pulitzer, National Book, and Nobel and membership in the National Academy of Sciences and the National Academy of Arts and Letters. Many of the textbooks used in advanced secondary school and college courses have been written by Cornell professors and alumni. These include Keeton's *Biology*, Plane and Sienko's *Chemistry*, Rossiter's *American Presidency*, Williams' *Western Civilization*, and Thomas' *Calculus*.

Those not familiar with college life often have a misconception about the role of the faculty. They think of them as experts in a narrow field who teach one course a term to graduate students and spend a majority of their time in research, or consulting, or on television. This

A Final Word

stereotype does not fit the Cornell practice. For example, Michael Kammen, recent winner of the Pulitzer Prize for *People of Paradox*, is one of our most dynamic teachers, an active adviser, and he teaches undergraduates in addition to being chairman of the History Department. Carl Sagan is a leading expert in exobiology, the study of life on other planets, and a frequent guest on late night television. But he also teaches the introductory astronomy course. Archie Ammons is a distinguished poet and winner of the National Book Award; he teaches and counsels many of our budding writers, both the obviously talented and those less sure of their abilities. These names are given to indicate that all faculty are actively involved in undergraduate education on a day-to-day basis.

A major difference between the faculty at a university college such as Cornell's College of Arts and Sciences and at other liberal arts colleges is in the research activity of the faculty. We believe that the best teaching is done by professors who can convey to students the excitement, directions, and results of current research; that introductory astronomy or American history has more vitality when taught by someone who is spending a great deal of time thinking, researching, and writing about the field. An additional advantage of such active scholarship is that students have opportunities to work with their professors in research projects, small tutorials, seminars, and informal colloquia to discuss current research and students' participation in it. It is not unusual for undergraduates in the College to work in substantial ways with faculty on important research projects.

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