



FIAT LUX

ALFRED, NEW YORK, FEBRUARY 22, 1972

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Master Plan Meeting

Members of the Student Life Committee met this Saturday for Students to Voice their Opinions

Tenure and the two-track liberal arts programs were the major subjects of discussion at an open meeting on faculty and curriculum led by Trustees Robert Bromley and George Lawrence on Saturday, February 12. The purpose of the meeting was to ascertain the reactions of the University community to the final Master Plan recommendations presented to the Board of Trustees and composed by President Miles. The meeting was attended by approximately fifty faculty members and five students.

The Master Plan Committee proposal on tenure stated that, "The tenure system should be replaced with a five-year contract arrangement. Following the initial probationary period, the faculty members should each year receive a contract normally extending for the next five years. If his performance has not been satisfactory, he should have no other four years in which to improve enough to receive another five year contract."

Due to the faculty's nearly unanimous opposition to this proposal the President recommended a modified tenure system. The probationary period would be extended from five to six years. The teaching and advising effectiveness of tenured faculty members would be evaluated

World Support for China Visit

As U.S. Vice President during the 1950's, Richard Nixon recognized the threat that Peking, then closely allied with Moscow, presented to Asia, and he forthrightly criticized China's aggressive foreign policy. He pointed out then, however, that America should not be inflexible towards China. "Our attitude should not be rigid," he said. "We cannot and should not say we will never recognize the Government that rules over . . . 600 million people . . ."

Later, in a 1967 article in *Foreign Affairs*, Mr. Nixon analyzed the rapidly changing situation in Asia: "Taking the long view," he wrote, simply cannot afford to leave China forever outside the family of nations, there to nurture its fantasies, cherish its hates, and threaten its neighbors."

Establishing Contact. Soon after he became President, Mr. Nixon directed Dr. Henry Kissinger to begin a quiet and systematic study of how to resume communications with China. In mid-1969, the President then began a series of limited unilateral initiatives to remove Korean war restrictions on trade and travel to Mainland China. Later he expedited visas for visitors from the PRC, permitted limited direct trade, and modified currency, shipping, and bunkering controls to facilitate trade between the two countries.

The Historical Breakthrough is Made. By July, the more than two years of patient and realistic probings yielded their fruit. The President's Assistant for National Security Affairs, Dr. Henry A.

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every four years by the Promotion and Tenure Committee. If a faculty member was judged to be ineffective his next year would be a "warning year" after which his teaching performance would be reevaluated; a positive evaluation resulting in reinstatement and a negative evaluation resulting in a request for resignation, early retirement or formal dismissal.

Faculty members present were definitely opposed to this modified tenure plan. They also felt that the current five year probationary period was sufficient. Many expressed apprehension about

abolishing what has historically been an accepted academic privilege. They want to move with "deliberate slowness" on an issue that may have great repercussions for the University community.

The faculty wants time and the opportunity to come up with its own plan for reducing incompetence and ineffectiveness among its members. They would also like to wait to see the results of a study now being undertaken by the AAUP and the Association of American Colleges on the issue of tenure. They expressed fear that

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Guadeloupe Allenterm Trip Deemed Successful Proj.

By P. KOHLER
Group Counselor

ndergone by six Alfred students and one teacher, with French black families in tropical Guadeloupe in winter time, has produced a variety of impressions, stirred our thinking and proved challenging by many unusual observations we made, as well as by the auto-criticism this enterprise provoked.

Most appreciated perhaps was the fact that we were not there as tourists but as the new "members" of native families. This notion may appear incongruous, but it soon proved real in so far as each of us has found himself or herself overnight, so to speak, part of a more or less complex family situation. At least, such was the attitude displayed by our host families who all demonstrated the typical concern and protectiveness of our own families at home. A definite drawback on the part of the organization was that the age of the children in many families did not correspond to our ages. This lack of companions belonging to the same peer group eventually resulted in more and more contacts between ourselves for mutual support, help and guidance.

Of course, the greatest fear with many was their felling of incompetence in French in spite of several years of school preparation. However, the opportunity of hearing the language spoken around you all the time and the increasing challenge to respond to a never ceasing (and sometimes stereotyped) flow of friendly questions soon turned the old classroom experience into a real life event.

A general complaint was that the great number of social contacts available to our students rarely proved of the sort to allow a follow-up with the speaker, a fact that slowed down our human adjustment, with the sole exception of the people present in our new families. Another psychological drawback was the fact that many encounters, not being selected or prepared for in any way, were not too congenial in spirit. But mutual good will not lacking on either side, we managed to single out a number of real contacts that proved informative and emotionally rewarding.

Indeed, we were all greatly surprised at the friendliness and unprejudiced hospitality that was shown to us from most quarters, a

fact that can be attributed to the relaxed tempo of island life in the tropics, to racial homogeneity, to a certain press campaign preparing for our arrival, and if you like, to the very authentic character of people whose life appears generally less affected by the problems of our standardized living and the so-called ratrace of our professional lives.

We were surprised at the great curiosity of the Guadeloupens for America and at their astonishing informedness about political and social facts we hardly remembered or knew about. It often turned out to be necessary for us to interpret or even to rationalize certain aspects of U.S. diplomacy that appeared ill understood or romantically exaggerated. There is a manifest and conscious imitation of American pop music and articles of commercial consumption. But even stronger is an apparent sophistication of life, borne out by their styles of clothing, their readiness for discussion and their general preoccupation with political issues (especially the much disputed independence from France, the islands having acquired after World War II the status of a department of France.)

Many of us noticed in our contacts with the natives a goodly measure of "naivete" or, as Steve Foss benignly put it, of "innocence", which apparently exists under a layer of impressive cultural references and cliches. While spontaneous discussions of the sort gave more the impression of dealing with universal rather than with domestic and national problems, it often became painfully clear that French at its best and creole at its popular level, there was a lack of consciousness as a people and as a race. Laura Preston wants to trace this phenomenon back to the slave status of the Negro which was terminated only a hundred years ago.

How deep the scars of past slavery were at that time can best be judged by the fact that after their liberation, the blacks refused to work the land for the settlers, which made it necessary to import thousands of Hindu proletarians from another distant colony to replace the 1st work force. Today the two races are living peacefully

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The A.U. Faculty's New (Psychometric) Look

The second edition of the new Teacher Evaluation System by students that was administered shortly before the end of the first semester has produced puzzling results. Many like myself have reason to question the validity of this computer testing. Simultaneous maximal and minimal performances obviously need an explanation, and so do scorings that contradict verifiable facts such as program development, office hours, examination coordination, etc. Last but not least, teaching is not the isolated result of nine vague criteria, but the effect of a complete human impact with many imponderables pertaining to the complex question of a teacher's personality. A much more basic and easily definable requisite would be to classify the student who is passing judgment on his teachers, in the same way as the latter must be qualified to grade students.

The first condition to be met is, in my opinion, evidence for competent student judgment. It seems at first sight rather axiomatic that only equals can judge each other adequately, or, of course, superiors in a discipline with regard to those striving for proficiency. Looking back on many years of perfecting the tool I am wielding and thinking of my masters and the many problem situations overcome successfully, I suddenly have a feeling as though I was silly to undergo all this trouble if I could have applied to my students for professional recognition. Suppose my mother had asked me to evaluate my father when I was a child, I might as well have sent him off to the firing squad. Still I was forced to recognize in later years that foresight and wisdom are not the privilege nor the characteristic of the young and that even the failures of my peers have in the long run turned out to be a lesson for me.

Adequate judgment on the part of the student would comprise of such things as preparedness for the task to accomplish, a will to follow instructions, honesty with oneself and with the teacher, observing the rules of the game, etc. If a teacher has to earn his privilege of judging students in their performance, would it not be logical to request that also students should have to earn a similar qualification by submitting to such criteria as attendance, performance, cooperation, etc., not to speak of the necessity of giving their judgment a coefficient of applicability, as much as a teacher is certified at different levels of competence?

Let me be more specific about the weak points of this system. Experience teaches that exam established by different teachers in same or related subjects on identical levels of learning considerably vary according to what a given teacher in a given subject thinks the students should do or should know. This criterion alone affects at least three other questions asked on the evaluation sheet. Depending whether the objective of the teacher is to convey a certain measure of knowledge or to merely hold down a job or to win a popularity contest, he is either trying to make his examinations a true reflection of the whole program as it is usually outlined by the choice of text book uses or by his course bibliography, or he is benevolent in grading and on the whole as flexible as the fluctuating standards that may be implicitly imposed on him by the policy-making authorities of the University. It seems to me that a student, by the time he has survived kindergarten, elementary school and high school, should be held responsible for the amount of learning a given subject supposes. In class, rarely more than half of the material is being dealt with directly, the rest of it, as well as the intensification of the kills learnt on the thinking-through process of the ideas encountered, are left to the student's personal responsibility. Unfortunately we all know that this ideal requisite is fulfilled only by a segment of our student population. The pragmatic attitude taken by the individual teacher confronted with this problem does not necessarily solve the difficulty; indeed it often does not more than postpone the final dilemma at the expense of the student who, quite paradoxically, thinks himself lucky to get by for the time being.

Another doubtful criterion is the so-called teacher's attitude toward student questions. At the beginning of the school year, usually more time is spent on answering questions, even if they are repetitious and reflective of poor thought integration, as a means to prime the learning effort after a long absence from school; but as the year proceeds, questions must be sorted out to avoid a loss of time or the development of a crutch for the student who, not doing his work regularly, tries to catch up by capitalizing on the teacher's readiness for the question and answer play. Time, collective organization, extent of programs, etc., put many restrictions on this aspect of learning which, in order

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FIAT LUX



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PIPELINE

Development of Student Force By University Under Training

Prior to the development of student unrest on campuses several years ago, most college and university security efforts consisted of watchmen who made night rounds to check on buildings, principally as a fire protection procedure. When student unrest developed into disturbances and confrontations on campuses, many institutions moved toward the establishment of rather significant security programs which paralleled municipal police forces. The establishment of such forces has met with varying degrees of success and acceptance by the university community. In addition to the problems resulting from student unrest have been increased incidents of vandalism and acts against personal safety of persons on campuses. Sometimes, these acts of vandalism and attacks are carried out by students, but more often they are the actions of non-students.

Alfred University has resisted this move toward the development of a large campus security force. Our position has been that the experience on our campus has not been so serious as to warrant the use of our scarce resources for such services and we were not convinced that the establishment of the large force would really make a significant difference in reducing vandalism or increasing the safety of persons on our campus. Being fortunate enough to have had a person on our staff extremely capable on the investigative procedure, we were often able to identify the offender and take appropriate action.

This fall a group of students who have a sincere interest in the welfare of the University, and who are concerned about acts of vandalism that have occurred on the campus, presented to the administration a proposal whereby a Student Security Aide program would be developed under the supervision of the Director of Safety. The administration was impressed with the thoughtfulness that went into the development of

the proposal as well as the sincere concern and interest on the part of the students involved.

Feeling that it was important to support the well-developed student project, and recognizing that such a program may generate greater responsibility among the student body as a whole, the administration, with the approval of the Board of Trustees, has agreed to initiate a Student Aide Program beginning with the second semester of 1971-72. The cost of such a program is modest compared with that of developing a security force of full-time non-student staff. The Student Security Aides will be given training by the Director of Safety with assistance from New York State police BCI investigators. Obviously, this training will enable them to know what to do in a variety of situations and it is important to point out they will be advised to do nothing or to stay out of a situation they may not be able to properly or safely handle. The functions of the Student Aides will be to man a telephone which will bring in calls of complaints, and respond by passing this information on to the appropriate person or persons. Other students will be used to patrol the campus so that they might be available to respond to complaints in various areas of the campus.

G. K. Xmas Family

The Gold Key Christmas Family project turned out to be a tremendous success. Because of everyone's support, efforts and such wonderful response we were able to aid the needs of three different families. This was done in the way of food, clothing, toys, and most important with such items as appliances, furniture and many other necessities to help make their tedious and dreary lives a little brighter and a bit easier...

They so thank you and
May God Bless You!

LETTERS TO THE EDITOR

Logic Is Hard To Fault

To the Editor:

Roger Abraham's letter in the FIAT of February 15 was a provocative one: to that degree he is to be congratulated. However, he contended that somewhat misdirected.

Mr. Abraham's logic is hard to fault. Clearly, an increase in females would necessitate a decrease in males if Alfred is not to become even more overcrowded. And I do think that women can have a strong influence on men. Obviously, then, an increase in women would result in an increase in feminine influence. Whether such an influence would be sufficiently beneficent is questionable. I do not mean to imply that the proposed effect would be bad; only that I think that a lack of female companionship cannot be laid at the root of Alfred's vandalism problem. It sounds reasonable (being female, I cannot factually state a male viewpoint) that a male's frustrated sexual appetite may lead him to a feeling of aggressiveness. (Irrelevantly, let me note here for all you men who always wondered, women get frustrated too.) But to credit Alfred's vandalism to the Alfred man's limited libido is to go out on a Freudian limb.

There are too many men on campus who do not date regularly or even frequently. A great number of them do not find themselves at a loss for feminine friendship. If it is true, as Mr. Abraham says, that the male need for "affection, love and security"

can be "easily satisfied by the mere presence of a female friend", then let it be known that there are many, many women who bemoan the fact that men seem unwilling to be coffee-companions.

No, there is no lack of feminine friendship for the male who does not insist on intimacy with every girl he gets to know.

As to Mr. Abraham's claim that sexual frustration is the cause of campus vandalism: I think it is clear that the cause is not lack of sexual satisfaction, but rather a serious lack on the part of the vandals of maturity, responsibility and self-control. I find a great contradiction in Roger Abraham's claim that the men who "study and

compete hard all week" are the same men who may "attack the first person who annoys them" after a social failure in the Pub. Men who study and compete hard during the week are not likely to find themselves totally out of control on Friday night: irritated, frustrated and depressed, yes, but not out of control.

Mr. Abraham's action in writing to the FIAT is laudatory, but his implication that the weekday heroes require the gentle attentions of women to keep them in line on the weekend is not only absurd, but degrading to all parties involved. Alfred men are neither barbarians nor little boys, and Alfred women do not exist solely to act as sexual fire hydrants nor babysitters.

Kate Daly

This Letter to the Editor

Dear Editor,

This letter is in answer to last week's letter to the editor. Roger's answer to the vandalism problem is wonderful and logically worked out. However, there is one problem with it. What good is it going to do to bring other girls in to date the guys when a large number of girls are already here and also dateless? I wonder if the "Larry" of Mr. Abraham's letter wasn't really at the pub one night. Believe it or not, there are several girls on campus who would love to date someone. The problem is the girls are not beautiful, lively, vivacious, and basically perfect. (But let's face it, neither are all the guys.) If a guy hasn't got a date, he is either picky or really hasn't tried.

Let me outline a typical weekend for Larry's counterpart. Mary goes to the pub on a dateless Friday evening to sit and mingle. Nine times out of ten, if she is picked up, the "date" turns into a necking situation. Although this can be fun at times a weekend of necking is not most girls' idea of a great time. But suppose she goes along with it for the weekend and never hears from the guy again. You had better believe that girl is depressed. Mary's other girl is to spend an evening with several other girls in the same situation. If a guy wants the companionship of a female, there are plenty around—and who knows what might develop. Let's help Larry? Let Larry decrease the number of Mary's on this campus and he might feel more loved and secure.

As you can see, I don't feel that an equal boy-girl ratio will solve very much. It may decrease the number of boys like Larry by a few but will increase the number of

Frog jump pays for Alfred Week

The week of April 24 through 30 will be "Earth Week at Alfred." A series of films, lectures and exhibits is scheduled along with the annual "Campus Spruce-up Day" on Thursday, April 27.

To help cover the costs of this and other expenses, the Ecology Club has entered a frog in the 2nd Annual Intercollegiate Frog Jumping Championship on April 21, at Antelope Valley Junior College, Lancaster, Calif.

The Ecology Club is asking your support in naming the frog and in guessing the exact distance the Alfred Frog will jump in the contest. (Last year's champion, the frog of Dalton Jr. College, Dalton, Georgia jumped 9 feet 6 inches).

You may participate as many times as you wish but each suggestion or guess must be accompanied by a nickel. Jars for your suggestions or guesses are located at the Campus Center desk.

WALF will offer 2 free albums for the winners. In the case of ties, duplicate prizes will be awarded.

Mary's by quite a lot. The only possibility is that all the new girls are beautiful, intelligent, gracious, and so unaware of their assets that they will be content to always date the less-than-perfect guys who require perfection in their girls. Most dateless guys are that way out of choice rather than necessity so don't blame their destructiveness on the girls (most of us are not the so-called iceberg).

Thank you,
Molly Rulon

Larry, why not try to form a "singles club"

Dear Editor,

In reply to Roger A. Abraham's letter regarding the unequal male-female ratio on the A.U. campus.

Being the voice of experience... providing the male population is not "picky", why not revert to the obvious solution? Tell Larry to look into the organizational aspects of what is known in the social world as a "Singles club."

Granted the "scene" may be an obstacle at first, all that is really needed is a place for the meeting of the minds to work out the details.

Being world travelers we know first hand that these clubs do work. We realize that this does not solve the male-female ratio problem, but it could be the immediate solution.

Registration reverse

"There has been a misunderstanding about that. There will be a fee."

Short, sweet, and very damaging to the precarious finances of a student precariously watching his budget. But those were the words from behind the temporarily placed tables in the Registrar's Office on Friday afternoon, and what they say goes or you simply don't get your schedule. Isn't that the way it works?

Simply because it has been printed in two University publications (Second Semester Student Activities Calendar and This Week at Alfred) that Friday would be the last day to add courses without \$15, does not mean that that is the case. At least this is what we students are led to believe.

So let's go, Joe College Shnook, cough up 15 bucks.

Well, A.U., I am a senior and I, for one, am holding you to your written word as I urge all other students who took this "turn of the screw" in stride, to do. And furthermore, take two turns backward, A.U., because when you come around looking for my \$50 room deposit as a charitable contribution, there will be a slight "misunderstanding."

Sincerely,
Steven B. Olsen

Student Assembly

Proposed at the Student Assembly meeting last week were motions for funds to be allocated for the establishment of a game room, the replacement of the Campus Center public address system, and the continued operation of both OZ and the student store. Only thirteen students were present to hear the proposals made despite the publicity given the meeting.

The treasurer of OZ proposed that OZ be given \$300 to cover the organization's semester expenditures. OZ receives financial aid from the State of New York. As this aid is somewhat restricted in its use and payment is usually not made until well into the semester the treasurer stated that money is needed now. Much of this money will later be returned to the Assembly when OZ receives payment from New York State. Last semester OZ received \$200 from the Student Assembly treasury.

Jim Sinermeier and Bob Kersh proposed that a fund of \$1200 be established to furnish and operate a centrally-located game room. The game room, to be named for Director of Safety, Ray Meacham, would contain a juke box, a slate pool table and pin ball machines and would be staffed by students.

This proposal was tabled until further research is done on the possibility of setting up such a facility. Discussion ensued on how pool tables could be obtained. The

4 New Appointments

The University has announced the appointment of four new faculty members in the departments of psychology, political science and physics, effective immediately.

The appointees and their positions are:

Dr. Thomas D. Alkoff, assistant professor of psychology.

Mrs. Cheryl L. Aronson, lecturer in psychology.

John T. Anagnoson, lecturer in political science.

Dr. G. Thomas Huetter, visiting assistant professor of physics.

Alkoff holds a bachelor's, master's and Ph.D. degree in psychology from Syracuse University. For the past two years he has served as a senior psychologist at the Devereux Foundation, Devon, Pa.

Mrs. Aronson holds a bachelor's degree in psychology from Duke University, Durham, N.C., and a master's degree in clinical psychology from the University of Connecticut.

Anagnoson earned his bachelor's degree in international relations from Lehigh University, Bethlehem, Pa., and a master's degree in the same discipline from American University, Washington, D.C.

Huetter holds a bachelor's degree in engineering, and master's and Ph.D. degrees in physics, all from the Stevens Institute of Technology, Hoboken, N.J. He served as an assistant professor of physics at Clarkson College, Potsdam, N.Y. from 1965 to 1971.

majority of those present appeared to favor establishment of a game room.

A proposal was made that the Student Assembly donate \$500 to the University for the purchase of a public address system for the Campus Center to replace the one that was stolen. It was felt that \$500 would be necessary if the whole building were to be wired for sound so that music could be played throughout the building. A question was raised as to whether the old public address system was insured and if so could the money received from the insurance company be used toward the new system.

The uncertain future of the student store was discussed by the Assembly President Jim Sinermeier. "Now decides the future of the store. Unless we do something now the Administration will take it over," he said. Additional funds are needed right now so that additional merchandise can be purchased and some capital can be saved to meet future expenses. Therefore, Jay Rulison proposed the amount of \$1000 to be allocated to the student store.

Jim suggested that the student store become a cooperative in the near future. However, this would present several problems. A cooperative would have to be located off-campus, because of pressure from the University administration and town businessmen. More student help and patronage would be needed in order to operate a successful cooperative.

Slate Urban Intern Program

The Political Science Department will sponsor an Urban Politics Intern Program in Rochester during the '72 Summer School term at Alfred University. This program will offer students the opportunity to participate full time in the political structure of Rochester and Monroe County and study urban politics for credit at the same time. Six hours of political credit will be earned by those successfully participating in the program.

The purpose of the Internship Program is to provide meaningful opportunities for students to apply and evaluate what they learn in their classrooms through involved participation in the political process of a large urban area.

Students will work regular hours for one office throughout the entire program. They will be placed according to their interests and positions available. Participation in group seminar sessions and special meetings with Rochester political officials will be the major feature of the academic side of the program.

Although students will not be paid for their work, each student will be given an expense allowance of approximately \$40.00 per week; free housing; and a full tuition scholarship for six academic credit hours.



Club Notes

Following a time of singing and discussion, "action groups", small groups which meet for the purpose of prayer, Bible study and personal sharing, were formed at the meeting of Alfred Christian Fellowship on Wednesday, February 16.

Eleven members of the group attended a concert by the Christian folksinger Danny Taylor at Geneseo State College on Friday evening. Danny is a member of the Love-In, a Christian commune in Freeville, New York. Through song he presented the message that God loves everyone and only by acceptance of Jesus as ruler of his life can anyone know perfect love and find self-fulfillment.

Colleges Express the Desire to Have DC Comics on Campus

This may sound a bit far out, but a number of colleges across the country have expressed a desire to have certain DC comic titles sold on campus, as a number of other colleges are already doing. The problem most have faced has been how to get these magazines to sell and get them on a regular basis.

The answer to both these questions lies with our Vice President of Circulation of DC comics, Ed Lolacher. He will arrange the titles you want in the proper quantity and on a regular basis.

Ceramics 3 yr. Program

The College of Ceramics has initiated a three-year baccalaureate program open to students possessing superior academic records and "outstanding scientific capabilities."

Called the Honors Program, the curricular innovation compresses four years' scholastic work in ceramic science into three by eliminating overlap between high school and college courses and by increasing each semester's normal course load.

The program currently enrolls six students. The first three-year degree plan in the University's history, it leads to the Bachelor of Science degree in ceramic science.

Dr. L. David Pye, chairman of the Ceramics College faculty committee that worked out the pilot project, said a "student must be psychologically mature to be able to handle this level of accelerated work."

Pye said students ranking in the top 10 percent of their high school class are eligible to apply for entry into the program. Additionally, it is open to students already enrolled as freshmen in the University's College of Ceramics who have scored a grade index of 3.3 in a 4-point scale, with no single grade under 3, or B.

"To stay in the program," declared Pye, "a student must maintain a B average." Failure to do so will mean dropping back to the traditional four-year baccalaureate curriculum.

Students in the new three-year program are also expected to spend

Alfred Christian Fellowship will meet again this Wednesday, February 23 at 8:15 p.m. in the Campus Center Music Room. The brief meeting will be held for the purpose of deciding when and where the "action groups" will meet. All interested are welcome.

Editor's Note—The FIAT LUX will run a "Club Notes" column each week as a public service to all student clubs and organizations on campus. If you want news of the activities of your organization to appear in the FIAT call the FIAT at 871-2192 or bring a report down to the FIAT Office downstairs in the Campus Center on weekday afternoons. The FIAT is your newspaper. Use it.

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their summer vacations working in major industrial or academic laboratories.

The academically rigorous curriculum was designed principally for students who intend to go on to graduate study in ceramic science, a discipline concerned with the high-temperature chemistry of non-metallic inorganic substances.

According to Pye, "the three-year plan more than amply prepares a student for any graduate program in his field."

Dr. Milton A. Tuttle, head of the Division of Engineering and Science of the College of Ceramics, is the program's coordinator.

RA's - H. R. cited

Miss Rosann Clementino and Miss Kathryn Tokarski have been selected as Resident Assistants of the semester by members of the residence hall program. Also, Mr. Allen Mender, Head Resident of Pine Hill Apt. No. 7 has been selected as Head Resident of the semester. The recognition to be awarded on a semester basis goes to those members of the residence hall staff who have shown the greatest sincerity and dedication in the performance of their duties and who have been leaders respected by both their students and peers because of their understanding and integrity.

FIAT LUX Alfred, New York
3 February 22, 1972

OZ, Student Crisis

Now that the second semester is well under way, most of us are probably back in the groove of things—or should I say RUT! How often have you heard that familiar slogan, "There just isn't anything to do around here." Too often if you ask me.

Well, here is your LAST CHANCE, for the time being, to become a part of what I believe to be the most worthwhile and rewarding student organization at Alfred—OZ.

Oz, the University's student-run crisis intervention center, now serving Allegany County as well as Alfred, is in need of some new members as a result of its expanded program. You need not be a psychology, sociology major, or a nursing student to join OZ, although for such students OZ could prove to be an extremely valuable experience. All that is required is that you have a genuine concern for your fellowman and that you are willing to devote some of your energies to this organization. The program at OZ is very flexible with openings for new members in all the following areas: 1. hot-line 2. community services 3. medical services (birth control) 4. OZ library 5. public relations.

All new members will receive either professional training or partake in an orientation program, depending upon which specific area they wish to work in. So how about it? The pay is excellent and you should get as much if not more, out of OZ as you are willing to put in. To see about becoming a member or to find out more information, either drop in at 6 Sayles Street, or call the hot-line number 871-2112.

Sorority Rushing Set

Sorority rushing started on February 16 with a progressive dinner. Freshman and transfers from each woman's dorm ate a course at each of the three houses. On Monday there was a rotating party where the girls went to each of the houses again. There will be another rotating party on Thursday, February 24. The last two parties, February 28 and March 1, will be conflict parties where the girls have to decide which house party to attend. The invitations will explain the times and places of the parties. If any girl cannot attend a party, but wants to be considered, she should send her name along with a friend who is going, or call up the rush chairman or president of the house that she wishes to be considered by.

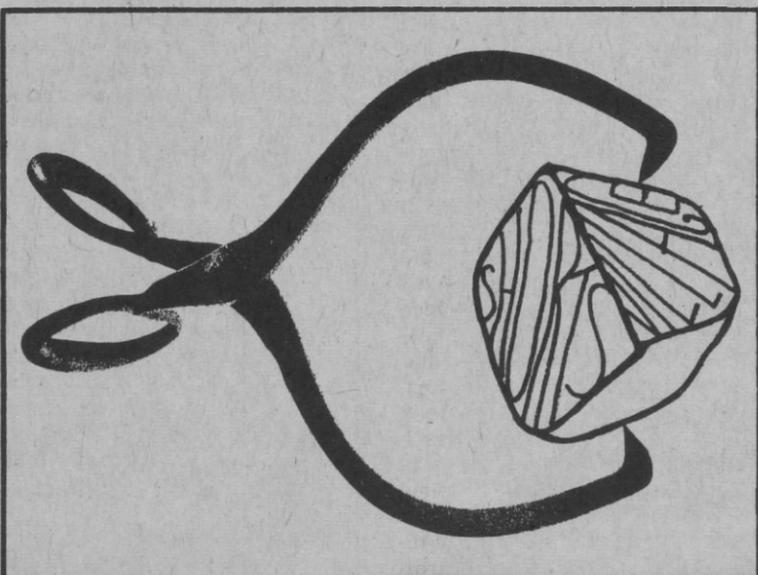
March 5 is Pref. Sunday. The girls go to a party at the house that they finally choose and then go to the Brick to state their choice in writing. They will receive their bids on Monday morning and are pledged later that day.

\$4.9 million for ed.

Grants totaling \$4.9 million have been awarded to 89 colleges and universities in 39 states and the District of Columbia to train college teachers and administrators, HEW's Office of Education announced today.

The grants will support 912 fellowships for preparing personnel to staff the nation's 2- and 4-year colleges and universities. More than 63 percent of the fellowships will be used to train junior college personnel; 52 percent are to prepare personnel to serve the needs of economically disadvantaged students.

Fellowships are usually awarded for one or two years. The recipient receives a stipend of \$2,400 for the first 12-month period and \$2,600 for the second. An allowance of \$500 a year for each dependent is also provided. The institution is paid an allowance of \$2,500 per fellow to cover the cost of tuition, instructional fees, and other training costs.



Teach-in on Indo-China Set for February 25 in Manhattan H.S.

Student activists from across the country are preparing for a national teach-in on the war in Indochina in New York on February 25, 1972. The teach-in is an old friend of the student anti-war movement. In the mid 1960's, student effectively utilized the "teach-in" in campus classrooms, student center, high schools and in communities throughout the United States.

The effect of these student organized teach-ins was to take the truth about the war in S.E. Asia to larger segments of the U.S. population, and to expose the deception perpetuated by the government to the American people. Throughout the long struggle to end the war, the teach-ins have continued to be an important part of the educational strategy of the student anti-war movement, playing a significant role in crating what is now an anti-war majority in this country.

In 1972, the deception continues, American casualties continue, the air war grows, and the suffering of the people of Indochina has not ended. The February 25 teach-in, to begin at 7:30 p.m. at Washington Irving High School, will demonstrate that, through interest, support, and active organization of

the teach-in across the U.S., students have reaffirmed that their struggle to end the war will be more resolute and more determined than the government's resolution and determination to continue the war.

The national teach-in will reature some of the country's leading authorities on the current situation in Indochina, and some of the present leaders of the student anti-war movement. Participants in the teach-in will include the following persons: Fred Branfman, who spent four years in Laos and is considered an expert on the air war; Norm Chomsky, a well versed historian of the war who focuses on the history and mature of U.S. involvement in S.E. Asia; Prof. Arthur Galston of Yale, a biologist and the first American scientist to go to China; and Jerry Gordon, a coordinator of the National Peace Action Coalition, who has recently returned from the World Assembly for Peace in Versailles, France.

An important aspect of the teach-in will be the participation of a Vietnamese student, a P.O.W. mother, and a returned bomber crew member who flew over 100 missions over Indochina. What they will have to say can only lend strong motivation to the majority of American people who favor the immediate withdrawal from S. E. Asia.

For more information on the national teach-in against the war and the National Student Antiwar Conference, write or call the Student Mobilization Committee, 150 Fifth Ave., Room 911, New York, New York, 10011, (212) 741-1960.

Political Prospectives: Richard Nixon's Visit to the Rep. of China

Where is Richard Nixon? Rumor has it that he can be found mingling with the crowd over in Mao's Republic of China. Others maintain that he can be found on early morning television shows posing as White House stooge H. R. Haldeman denouncing members of Congress with what amounts to treason for having the audacity to disagree with the President's eight point plan on Vjetnam. While Haldeman's lack of political tact might remind some of Nixon's style, the President is indeed making an historic social call behind the bamboo curtain.

The administration has so far commmented that the public should not get overly optimistic

about Dick's trip to China. Judging from earlier Nixon exploits such as the ceasefire on poverty, unemployment, pollution and the fight for national togetherness, it's easy to see why.

It would appear that the President's journey has supplied enough material for the dreamers, analysts and politicians to come up with a bundle of possible outcomes from the Nixon junket, ranging from the customary exchange of ambassadors to the development of a new world order.

Every President, including Richard, would like to be remembered for creating constructive history. In the domestic realm the President has helped create everything except constructive progress, even though he has pleased some conservatives with his often casual remarks and actions dealing with the blacks, low income farmers, mass media and the opposition in Congress.

The administration has for the most part failed to solve the economic crisis many Americans find themselves in. In order for the President to win his quest for reelection he must create a myth surrounding him and his secret

Political Scene Wallace Enters Primary

By MIKE SCHWARTZ

George Wallace:

Good ol' George—never gives up, does he? Still trying to control the entire Presidential election by using his South as a bargaining agent, Wallace has entered the Florida primary in hopes of regaining lost power.

This year, the political observers fear that Wallace will do more damage during this election than he did in 1968. With his campaign centering purely in the South, Wallace will have difficulty in losing any of the key states that he did in '68, hence giving him more with which to bargain. During the last presidential election, Wallace's campaign was nationwide. This caused him to lose Florida and Texas to Nixon, which greatly weakened his power-position playing.

With the weight of the entire South now behind him, Wallace will be able to make agreements with any of the candidates he chooses and then hand the South over to that candidate. In this position, Wallace would insure southern ideologies within the administration of whoever wins the election.

This writer believes that Wallace, knowing he could never win the Democratic nomination, is willing to destroy the entire Democratic Party in order to get his inane and often bigoted ideals instituted within the national government.

FIAT LUX
4

Alfred, New York
February 22, 1972

Well, George—if you're out there, you better realize that what you are doing is making this election a folly—a vehicle of self-gratification for yourself. Do you actually care about your constituents in the South, or are you out to better yourself? Picture yourself as a black in your homestate of Alabama. Can you do it? Or is being a black too inferior to you? I would like for you to drive down those streets in Alabama and enter one of those shacks by the side of the road and to see how the blacks live, trying to exist in a state which constantly squanders their feelings of adequacy. You, George, are committing an atrocity down there and should be tried in a court of law for the killing of black minds, because you term them as "inferior." George, why the hell don't you become a human being. You are the one who is inferior. You and your assinine ideas to make this a white America, a Protestant America, a "proud" America, by ridding the country of Jews and blacks, and Puerto Ricans, and Indians and anybody else who is on your hate list.

Well, George, don't let a few million people sway your ideas of grandeur away from you. Do what you believe in. Do what you think is best for America. And when America dies in the near future, we'll have you to thank, along with some others.

administration. This will help in attracting those still uneffected by Nixon's economic game plan, primarily everyone except the privileged end of the economy (the conglomerates, subsidized interest groups and Ronald Reagan).

Even though political considerations are of first priority in this administration, there may be some significant social developments arising from this meeting of the world's most populated nation and the greatest store-house of wealth.

It would certainly benefit humanity if these two centers of power could agree on a neutralization of certain sections of Asia, resulting in stabilization of the areas in question. Agreements such as these though, are usually only found in the movies and the actors in the production are not likely to follow this type of script.

Even though the world revolves around the theme of political advantage there is always the possibility of surprise, for in global politics the unexpected is often the mean. While we can be relatively sure that the Vietnam War, the Taiwan question and Japan's expanding influence in Asia will pop up, so possibly the question of a new and stronger United Nations.

In all likelihood however, the trip will be more historic than the exchange of cultural groups, but less significant than the election of Richard Nixon.

G. McGovern for Pres.

On January 9, 1972, over 400 college student body presidents, editors and other student leaders announced their support of Senator George McGovern for President.

In addition, 12 of this year's 32 Rhodes Scholars declared their endorsement for the South Dakota Democrat.

Edward T. O'Donnell, Jr., National Director of Students for McGovern, also announced that McGovern for President groups are now in operation on over 900 college and high school campuses.

George McGovern's campaign is a people's campaign. It cannot depend on the big bosses or the media or traditional political structures for its support. These groups will only come around if they are convinced that McGovern has support among the people. In this election, we are the people, for there are 25 million potential 18-25 year old voters who would be casting their ballots for the first time in 1972.

We students have a chance to play a deciding role in determining such questions as whether the war in Vietnam will end, whether we will continue to waste \$81 billion a year on military madness while children go to bed hungry and able-bodied men cannot find work. What kind of people are we and what will we do with what we have? That is the question the poeple must decide next year.

We believe that Senator McGovern is the man who is most responsive to the needs and wishes of the people. He has outlined in detail a reordering of our priorities so that \$31 billion of the money we now waste on bigger and better bombs will be spent putting our people to work solving the problems we face here at home. George McGovern is the one candidate who has gone out of his way to hear the Blacks, the women, the students, and the unemployed. And he has responded to those voices with action.

He now seeks to become President, for he feels that only the powers of that office can give him the opportunity to turn our course around and bring America home to the ideals on which it was founded. We have found that he is not a political animal who seeks the lowest common denominator which will get him elected. We have found him to be an honest man who thinks in terms of people and ideals and who is incapable of hiding his beliefs in a shiny Madison Avenue package. We have found that George McGovern is not a TV image. He is a human being who has the remarkable ability to reach out for other human beings and touch them. He is the best hope that American students, and indeed all American people, have for making this nation into a society of justice tempered by compassion and humanity tempered by reason.

While other politicians have double-talked and evaded the controversial issues of our time, George McGovern has spoken out and acted courageously and unequivocally. While other politicians have tested the winds of public opinion and waited for a consensus to develop before they took a stand, George McGovern has acted on the basis of what he believed to be right for the people of America and the world society.

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Master Plan Meeting Continued

the Trustees might try to artificially blaze a trail by adopting a modified tenure plan.

It was pointed out that an evaluation of each faculty member's performance is made annually by the Committee on Promotions and Tenure and that student evaluations are an integral part of this evaluation.

In discussing the second innovative track of the new two track curriculum in the Liber Arts College faculty members present were opposed to including a required core course, especially one with a title "Roots of the 20th Century" in the Master Plan. They foresee lack of flexibility resulting from trustee approval of a specific curriculum requirements as meddling with what has traditionally been a faculty prerogative.

With the emphasis being placed on independent, problem-oriented

and interdisciplinary study in the innovative second track program the faculty foresaw as a definite possibility an increase in faculty size in order to adequately advise students enrolled in the program.

Also discussed was the possibility that planners may have underestimated when they proposed that twenty percent of the liberal arts students will choose the second track. Such an underestimation would over-tax the faculty at its current size and necessitate the hiring of many additional professors. In light of the discussion as to whether the esignated a "pilot program" and whether the number admitted to the program should be limited. Many of the liberal arts faculty members present warned against an over-cautious and urged that the innovative program should be open to all students who desire it.

On Saturday afternoon, February 5, Messrs. Mossein and Smith, from the Student Life Committee, met with students to give them the opportunity to voice their opinions on the Master Plan. Only six students showed up and three of these were directly concerned with the Master Plan.

Various University officials were also in attendance.

The meeting began with one student complaining about the tightness of the Athletic budget, which limited the number of intercollegiate sports to ten. He charged that "thousands" of dollars had been spent on extravagant meals for persons working on the Master Plan. He pointed out that the Cross Country team, which may be phased out to be replaced by a swimming team, could be financed by the money wasted on the meals. He also questioned if students were the

first priority of the University. Another person than charged that thousands of dollars more had been used for the xeroxing of copies of the Master Plan and other related material, when a mimeograph machine could have been used at a much cheaper cost.

Mr. Mossein countered that the athletic budget had not yet been cut. But he also said that this budget should not be permitted to grow "out of porportion." While claiming that only a "modest" amount of money had been spent on the meals, he pointed out that the trustees should be, and were expected to be, treated according to their "lifestyles."

Another objection was raised about the wording of statements in the Master Plan concerning fraternities and sororities on campus. One student felt that the statements could be interpreted as being "patronizing" and "threatening." He expressed the concern that most of the students felt that the administration was "anti-fraternity."

President Miles stopped in momentarily and expressed himself on these issues. He said that it was inadequate to just have a statement expressing cooperation and that the fraternities and sororities must be supervised because they could possibly "greatly embarrass the institution."

Summer Jobs

Job opportunities in Europe this summer . . . Work this summer in the forests of Germany, on construction in Austria, on farms in Germany, Sweden and Denmark, in hotels in Switzerland.

Well there are these jobs available as well as jobs in Ireland, England, France, Italy and Holland are open by the consent of the governments of these countries to American university students coming to Europe the next summer.

For several years students made their way across the Atlantic through A.E.S. Service to take part in the actual life of the people of these countries. The success of this project had caused a great deal of enthusiastic interest and support both in America and Europe.

Every year, the program had been expanded to include many more students and jobs. Already, many students have made application for next summer jobs. American-European Student Service (on a non-profit basis) is offering these jobs to students for Germany, Scandinavia, England, Austria, Switzerland, France, Italy, and Spain.

Please write for further information and application forms to: American-European Student Service, Box 34733, FL 9490 Vaduz, Lichtenstein (Europe).

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A.U. New Look on Professors cont.

to be ideally suited, would require many more contact hours with the student than are foreseen by our programs. As it is, our teaching could become dangerously lopsided and unacademic if we assume the responsibility for routine work and thought processes for the student at the expense of more useful work as it is practised in respectable places of learning. The present trend of our good students for independent study is a clear sign that the responsible student, capable of judgment, wants to protect himself from the inconsistencies of the system and is not to be fooled by our own lack of confidence in our competence.

The criterion of teacher availability is basically a valid point for this evaluation, but it is also very misleading if the student chooses to ignore the fact that a teacher is available for consultation. I myself for one have a sign on my door that indicates that I am available one hour daily after a certain morning class and students know from practice that appointments can be made at any time after class. Yet, during the whole semester, I have not seen more than a handful of students who came to see me on their own for various reasons, while others whom I had asked to see me because of their work or their many absences showed up only reluctantly or not at all. To my great surprise, I was scored three out of seven points for availability. Is this a case of ignorance, carelessness or outright dishonesty? Will it be necessary to have students swear an oath to the Bible before scoring their teachers?

The criterion of coordinating examinations with the work actually done or supposed to be done according to the program hinges on the student's knowledge of what he is responsible for. The rather magnanimously tolerated absence

of students from classes—which presumes, one would say, a certain maturity and sense of responsibility on the part of the student—causes a serious disruption in the traditional teaching pattern. A class that meets regularly is not an independent study-type situation and has its reasons for being what it is, namely a gradual unfolding of knowledge and skill under the constant supervision, orientation and interaction of a teacher. Thus the necessity for the student to catch up on the material not attended to during his absence is an absolute must, yet it rarely works in this way. By the time the absentee student finds himself again fully involved, several classes have gone by in which he has tended to be a passive listener rather than an active member of the group. Of two things one: either he will eventually come across the gaps in his knowledge and try to make up for them then, or he will indignantly point out the final examination that "we have never had that". I suppose it hurts a teacher most to have to fail a student whose only fault is not lack of intelligence or basic good will, but negligence. Nor do I relish to be called "insensitive" or "cruel" when I refuse to give in to a plea for mercy, because at that moment I feel like the attorney of the students who did their share of work all year round and must be distinguished somehow from those who didn't.

As regards the most general criterion on the list, to wit the stimulating personality of the teacher, I venture to say that our lack in course and subject normation according to the specific conditions under which we work, can hardly be compensated by the vague and pedestrian notion of a "thrilling" teacher. Granted that the question of personality is very important as the integrating formula for complex skills and affinities. But this question should

not obscure the issue at stake. If the teacher has to overcome certain idiosyncracies for the benefit of the largest number of students, so has the student in his approach to both teacher and subject matter. Now it is well known that subjects like geology, mathematics, chemistry and foreign language skills require one set of attitudes as compared with substantially others required for English, for literature, for history, for philosophy, etc. Nor is it the same to teach beginners and advanced students, or freshmen and seniors, or low and high I.Q. students, or rudimentary skills and more integrated knowledge, or emotionally imbalanced students and others highly motivated or all-round personalities. Such and similar reservations apply also to the criterion of the teacher's learnedness. I believe that any teacher halfway sure of himself can easily stun a class by a presumptuous demonstration of his knowledge, but is this good teaching? I am reminded of a pioneering experiment in the adult education of Eskimos who absolutely refused getting involved in the A-B-C of any trade but immediately wanted to become electronic engineers and technicians. So the teacher switched to electronics to start out his course until the students found that without the basic mathematics they could not get anywhere. A conscientious teacher who is aware of basic weaknesses in the performance of his students can appear very annoying by his insistence on trivia related to hard core work. How frustrating for him to have to sacrifice vital aspects of his vocation to play the school master, and how doubly unjust to have to take the blame for it!

It is with this teacher evaluation by students somehow as it was in the McCarthy years with the accusation of being "un-American". As people in those days were driven to assume twisted poses of self-defense or, refusing to degrade themselves by petty and untasteful

CLASSIFIEDS

Dr. Geo., my dear, that it be common knowledge henceforth that you are the "comprehensive man exemplified."—so sayeth...

Hey gang, it's Girl Scout Cookie time! I'm taking orders for: Mint, Chocolate, Sandwich, Shortbread, and Chocolate covered Peanut Butter. See Karen in the New Dorm 216.

The General said, "Polly want a cracker."

Lost: A gray and white male kitten in the vicinity of Main Street and West University Street. Please contact 2 West University, upstairs, if any information or call 587-8839.

Peter Funder Bondue
Take a lacrosse schtick to bed?

anrieb. is alive and well and going to Syracuse University.

procedures, rather chose to be stamped Communists by the Administration, so we are taught that professional degrees and experience can't protect us from unqualified judgments which are used at random to determine the eligibility of a teacher for a new contract. The results of the Fifties, namely political sycophancy and witch hunting, might easily find their counterpart in lip service and prestige hunting in the field of education.

In conclusion of these thoughts, I would like to plead the following:

1) Let students and teachers jointly and individually agree on the criteria of such testing if our professional conscience needs it in order to open the door wide to more tuition-paying students for the sake of keeping us in the black.

2) Let us have more verifiable data for the testing, and let us disqualify student estimates that are based on incorrect statements.

Dear Larry: Where have you been all our lives? We need you! Signed, H. O.

Keep on turkin', you truckeys.

NOW you'll be dreaming of a "White Christmas", Jeff.

Who is getting roaring, puking drunk and when?

Eliza, did you REALLY sprain your ankle???

A little less freaky hair . . .

To J. G.: Not only has it not been real, it has not been.

WALF is better than WHAT?

D. B. — Is your Alaska baked or your Chartreuse goose cooked?

H. E. H. — Please don't laugh at me, only with me!!

3) Let us have categories of students according to subject matter (whether a major, a must or an elective), academic standing, cooperation and general informedness and reliability, all of which would determine the coefficient of validity of a student opinion and judgment.

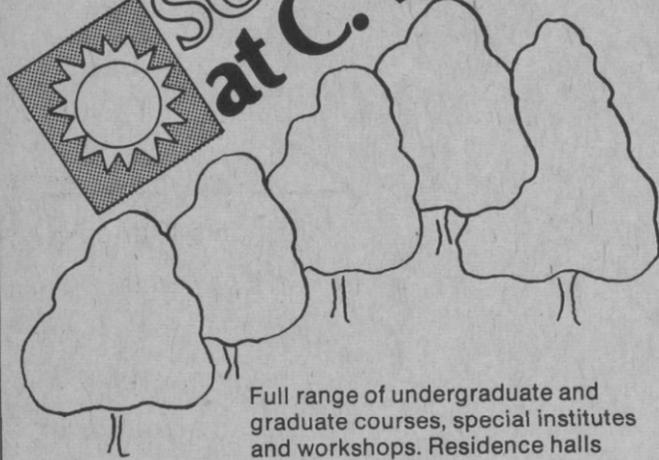
4) Let us use these scores for the improvement of the teacher-student rapport rather than as a lever for the promotion and tenure committee.

It seems to me that if there is any meaning in this New Look approach of the faculty, it is in the direction of a clearer statement of goals to achieve and in a serious re-appraisal of the actual conditions in which we perform this task. To drop for a moment the usual commercial sales slogan and to put it in the more challenging Hamletian terms in a tune in which the mercuric spirit reigns supreme: TO DEMAND OR NOT TO DEMAND (from the student, that is), THAT IS THE QUESTION!

P. Kohler
Dept. Foreign Languages

FIAT LUX Alfred, New York
6 February 22, 1972

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Hemingway: Archetypes of Tragedy

The first meeting of a Colloquium on Literature last Wednesday night at 7:00 in Howell Hall, presented Prof. Steven Phillips who spoke on "Hemingway and the Archetypes of Tragedy."

In Hemingway's works, especially those dealing with the bullfight, Prof. Phillips noted an element of the irrational, and illogical that centered around the bullfight. The Bullfight for Hemingway is an impermanent art, like dance or music, that deals with death and death wipes it out.

For Hemingway, the bullfight was a great tragedy in which, ritualistically, the audience, bull and bullfighter played spiritual roles. The audience could identify with the bullfighter as a true hero and a man of honor in which stood the symbolism of the priest performing a holy and pure act in the eyes of his congregation.

The value system, based on purity and form was demonstrated by an example from the book *The Sun Also Rises*. Bret, a young woman of Hemingway's wandering generation, is strongly attracted to the young bullfighter but lets him go with the feeling that "she didn't hurt him much." This shows that the bullfighter must remain pure and untouched, being saved for the holy ritual in the arena only.

Other elements pointed out by Prof. Phillips were the feeling of immortality that the bullfighter shows in his contact with the supernatural. Also he pointed out Hemingway's concern for the

natural object, an identification with an animal being hunted or pursued, such as the fish in *The Old Man and the Sea* and the bull.

There is a constant realization of death and finally a realization that tragedy or death is only the beginning in a cycle of life that does not end with death but only resumes from the death—a continual ritual of life. This tragic pattern was most strikingly seen in his later works where tragedy is not the gruesome end it used to be

as in *A Farewell to Arms*.

Prof. Phillips pointed out the similarities between Shakespeare and Hemingway, saying that while Shakespeare's later tragedies always ended in death there was an ever present sense that things would be resumed or carried on and that the death of the tragic hero, such as in *Hamlet* served to unify some purpose and left you with a sense that all had not come to an end but had passed into another part of a cycle.

Psychology Program With The Hornell Police Force - Success

"It got rid of my misconceptions about small town cops. I had the idea that cops were always out on murders but their main job is minor nuisance crimes and traffic violations," said Harvey Fellar, describing what he learned from a supplemental psychology program conducted in cooperation with the Hornell Police Department last semester.

Ten students in Dr. Steven F. Aronson's Proseminar in Psychology, Nancy Ballert, Nina Cohen, Joseph Cone, Harvey Fellar, Walter Franklin, Ernest Germano, Gayle Katz, Peggy Lee, Janet Rosen and Lawrence Slater, spent several hours on two or three weekends after Thanksgiving accompanying Hornell policemen on their beats and discussing the nature of a policeman's job.

Dr. Aronson had taken part in a similar educationally beneficial

program in a southwestern city last year and decided to do it at Alfred. Contact with the Hornell Police Department was made through another Proseminar student, Ray Dodge, who is also a policeman in Hornell.

"Successful" was the word that Dr. Aronson, the students and the Hornell Police officers used in appraising the program.

Captain Coogan of the Hornell Police Department said that the officers enjoyed the students' company and were impressed with their deep interest in human relations problems. The officers had learned a great deal in his opinion, although exactly what they learned was hard to pinpoint.

The results of the program were largely an improvement in understanding and communications between students and policemen. Describing the program, Captain Coogan said, "I think that it's healthy. There is a great deal of misunderstanding not just between students and policemen but, between people." He further noted that programs such as this across the country may be partially responsible for the cooler atmosphere that has prevailed on college campuses following the confrontation that erupted in the 1960's.

The openness of the policemen in answering their questions surprised many of the students. "The cops were completely candid in the car. They pulled no punches," Harvey

students felt as much part of the island's life, that they chose to go their own ways. Even in the more timid ones, a new-won sense of familiarity and independence make them set out on projects entirely of their own engineering, such as touring the island on a motor scooter, watching sunrises way out on the cliffs practically every night, going to parties, doing personal shopping with much initiative and gusto, or making it a fulltime occupation to speak with the people met at random everywhere. We even attended an Adventist meeting, went to cock-fights, were scheduled to watch the bloody Hindu ceremonies at Capesterre and undertook an abortive ascension of La Soufriere, the highest volcanic mountain in the Basse Terre section.

FIAT LUX Alfred, New York
7 February 22, 1972

Docket

Tuesday, February 22

Interview—F. W. Woolworth Co.
6:15 p.m. Frosh Basketball, RIT at AU
7:30 p.m. Alfred Bridge Club, Campus Center
Draft Counseling, St. Jude's
8:00 p.m. Varsity Basketball, RIT at AU

Wednesday, February 23

Interview—Allstate and Ford Motor Co.
7:00 p.m. FCA meeting, McLane Center

Thursday, February 24

Interview—Ford Motor Co., Ferro Corp.
10:30 a.m. Lib. Arts Dept. Chairman Meeting, Physics Hall, Rm 29
7:00 p.m. Nevins Theatre, McLane Center
9:00 p.m. Nevins Theatre, McLane Center
Student Assembly Meeting—Parents Lounge

Friday, February 25

4:00 p.m. AU Rifle Team at Syracuse
7:30 p.m. Frosh Basketball—St. Bona at AU
7:30 p.m. Hillel at Gothic
8:00 p.m. Varsity Basketball—AU vs. St. John Fisher at Rochester

Saturday, February 26

10:00 a.m. AU Rifle Team vs Cornell at Ithaca
2:00 p.m. Swim Meet, AU vs Canisius at AU
8:00 p.m. CPC, New Arts Ensemble, McLane Center
Indoor Track U. of R. Invitational

Sunday, February 27

7:00 p.m. Nevins Theatre, McLane Center
9:00 p.m. Nevins Theatre, McLane Center
Interview, Corning Glassworks

Monday, February 28

6:15 p.m. Hillel, Campus Center
6:30 p.m. Purim Party Jamenteshin and Magillah Reading, Rm. A
8:00 p.m. CPC film, "The Crowd," Science Center

Fellar said. He found it strange talking to a guy in uniform.

"Cops are not idealized people. They have prejudices," Harvey said. Their prejudices are subtle. While he got no negative reactions to his long hair, he sensed that some policemen were uneasy about it. Some also consider young teenagers mischievous, useless or brats. Harvey felt that this was due to a lack of understanding of their problems on the part of the policemen.

There are two types of policemen in Harvey's estimation although

both types have an intangible something in common. The first type, "the older cop" is a family man while the second type is younger, twenty to twenty-five years of age, and has contacts with young people in Hornell. One point on which they differ, Harvey noted, is the prevalence of illicit drug use in Hornell. The older policemen feel that there is no real drug problem while the younger ones feel that there is a serious and growing problem among young people.

Guadaloupe continued

together and the examples of intermarriage, becoming more frequent now, are morally and racially encouraging.

One of our best-remembered occupations each day was the morning visit in the Baimbridge School Complex or at the Ecole Normale. We had permission to visit any class we chose, and to get involved with both students and teachers. These contacts are judged by most of us, and in retrospect, to have been most enlightening and fertile in renewed interest in studies. Some of us took an active role in trying to answer endless student questions in English classes while others greatly enjoyed French literature. Preferred subjects were also philosophy which is taught in the highest class of the lycee, history, Spanish (with great responsiveness of the students in the foreign language), mathematics, and French cuisine in the Hotel School of the Lycee Technique. For more social contacts we met with teachers and students at meal time, but discontinued this practice when the old pattern of "Americans together" began to prevail again.

Pointe-a-Pitre offers a wide variety of human contacts. A particular feature of its demography is the Metropolitan Frenchman on business, military or on some voluntary job to avoid

service in France; the white "Beque" or descendant of the original white settlers; the Hindu ing in semi conclaves in the distant province and the foreigners who are surprisingly few besides the omnipresent sailor and the Lebanese merchant. The high cost of living on the island where nearly all goods are imported from France with a 40 percent increase em away. The somewhat provincial character of down-town Pointe-a-Pitre with its picturesque port sharply contrasts with the Dixie-type hovels of the faubourgs (all doomed to disappear soon) and the attractive multiple housing sets and incipient skyscrapers erected in recent years by French entrepreneurs.

We also made many trips into the country-side which is characterized by sugar cane fields as far as the eye can see, an exuberant tropical flora and numberless coasts and beaches.

Our usual rendez-vous at the near-by Gosier beach in the afternoons became a meeting place from which all sorts of adventures started. Oftentimes people would approach us with unsolicited invitations, simply because of a vague acquaintance with the one or other among us at Baimbridge, or because our pictures were in the local newspaper along with French political news.

No wonder if after two weeks our

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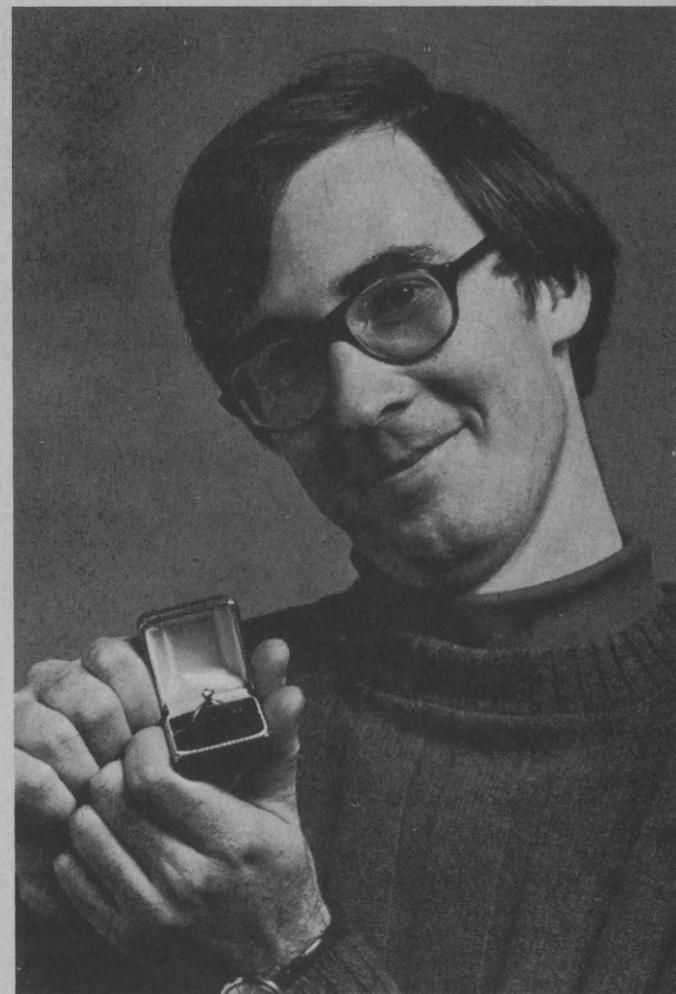
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Alfred's Nordic and Alpine Teams at Lemoyne-Syracuse

Alfred's Nordic and Alpine teams competed for the first time last Saturday at the Lemoyne-Syracuse Intercollegiate Ski Meet. The Nordic team, consisting of jumping and cross-country skiing, went against a field of competitors from nine different schools including Cornell, Paul Smith's, Cortland, Colgate, University of Buffalo, Lemoyne, Syracuse, Utica and the favored Army. The day was warm and had all the promises of a good meet.

From the appearances the conditions for jumping seemed excellent but when the meet started at 9:30, the competitors found the end run bumpy and the take-off ramp tilted. The Alfred team had only two experienced jumpers, Tom Wilcox, who hadn't practiced all this year, and Cory Levins. Joining them were two jumpers, Don "Binky" Bilodeau and George Spangler who had never jumped at all. To make it even harder they had only two pairs of jumping skis to share among them. In jumping, third place went to Levins, tenth to Wilcox, thirteenth to "Binky" and thirty-third to George Spangler.

The circumstances surrounding the 15 kilometer cross-country event, of 9.3 miles, were a little bit different. The course itself consisted of a track that led to a 6 kilometer loop. This loop had to be run twice with over 2 kilometers of grass and two sand traps that, because of the lack of snow, had to be jumped over. Once again Alfred had only two runners, Tim Tower and Cory Levins, and three inexperienced: John Blendell,

Rich Morse and Bob Siwek. Because the team had only four pair of skis fixed for racing, Friday night and most of Saturday during the jumpin event was spent on getting a pair ready. The waxing and treating procedure was started an hour prior to the start of the race but because of the warm temperature a suitable wax wasn't found until the last ten minutes. Despite the trouble, Levins got sixth place, Tower ninth, Blendell twentieth, Morse and Siwek twenty-fifth and thirty-third respectively and finished fifth as a team.

For the two days of skiing Alfred's Alpine and Nordic combined, placed thir overall, with Army first as expected and Cornell second.

Grow Your Beards

St. Pat's Society for the Protection of Alfredian Whiskers

Reports are spreading of the tendency to return to the clean-shaven image of yesterday on America's college campuses.

Resist this trend, Alfredians! This year, grow a beard for St. Pat's.

The contest began the week of February 14th and will culminate

with the judging at the St. Pat's Blast on March 17th.

The Queen candidates will select the winners in five categories, including (1) fullest beard, (2) longest beard, (3) shapeliest beard, (4) most creative beard and (5) scraggiest beard.

The first three areas are self explanatory, but in the fourth, most creative beard, almost anything will be considered. Dyeing, innovative shaping and trimming will be judged for originality and creativity.

Prizes will be awarded to the winners in all categories.

So let it grow! At least the fuzz will keep your chin warm.

Sauna will be moved to Pool

Many of the more athletically-inclined students have complained recently about the presence of a sauna in the new men's gym that is not available for use by students.

It seems that in the planning stages of the gym, it was decided that a sauna would be placed in the faculty locker room. However, it now has been announced that the sauna will be moved to the men's swimming pool locker room for use by everyone.

Mr. Paul Powers, director of athletics, also reported that the University is checking into the possibility of purchasing an additional sauna for the women's locker room.

Saxon Warriors Defeat Niagara and Ag-Tech: Still in 2nd place

Friday night, the Saxon Warriors came through once again defeating Niagara University by 38 points with the score of 1314-1276. This gave the Saxons 11 wins and 2 losses total and 9-2 in the intercollegiate league. Top shooters for the match were Captain Tom Jordan, 259, Co-captain Eric Sander 268, junior Ron Kaplan 262, sophomore Bob Dell 266, and freshman Dave Hardy 259. Other top shooters were John Fernbach, Gary Caso, Bob Sanit, Bill Strong, and Bob Zimmerman.

Wednesday night, the Saxon Warriors shot their second match against Ag Tech. Both teams scored 1289 but, the Saxon Warriors defeated them by three points in the off-hand position, the position used to determine the winner in case of a tie. Ag Tech's record is 8-2 with both losses to the Saxons. Ag Tech places first in their 2 year division.

The Saxon Warriors are especially looking forward to this week's match at Syracuse on Friday and at Cornell on Saturday. If the Saxons can defeat both teams, they will once again have a chance at first place. At present, they are holding second place with Syracuse and Cornell in first each with only one loss.

The Saxon Warriors would like it known that any University student can now come down to the rifle range beneath Greene Hall any afternoon Monday thru Friday and shoot for the sport or pleasure of it. All equipment will be furnished by the University and ROTC Department. If you are looking for something new and exciting to do on campus, come on down.

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Peace

con't. from page 1

Kissinger, journeyed to Peking for two days of discussion with Chinese officials. The result was shared with the world on July 15th, with an announcement that President Nixon had accepted an invitation from Premier Chou En-lai on behalf of the Government of the People's Republic of China to visit that country. In seeking a new relationship with the People's Republic of China, the President clearly stated that the actions of the United States would neither be at the expense of old friends nor directed at any other nation. Both the U.S. and the People's Republic of China recognize that the issues between them are highly complex and that major differences still exist. Yet, there is also a recognition on both sides, that a discussion of these issues can clarify the differences between the countries and so reduce any tensions that may exist.

World Support for the Visit. The President's overtures in establishing communication with the People's Republic of China gained overwhelming support. The United States Senate, with the House of Representatives concurring, commended the President for "outstanding initiative in furtherance of foreign relations of the United States and World Peace" and the Congress pledged its "full faith and support." A new chapter in the history of international relations, is how the Secretary General of the United Nations, U Thant, described it. The new Secretary General of NATO, Joseph Luns, termed the trip "one of the great moments in the world's history."

This meeting will be the first talk between the leaders of the United States and the People's Republic of China since the latter regime was established in 1949. The visit to China in 1972 is not the only Nixon peace journey. The President will be going to Moscow in May, 1972. Prior to both trips, the President will have consulted the Canadian, Brazilian, French, British, West German and Japanese heads of Government.

Grump!



come and help.