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Demonstration exposes split opinion concerning Iran

By Rob Perdue

On Saturday, December 2, there was an Anti-Iranian demonstration held on the corner of North Main Street. The demonstration was sponsored by a group who dubbed themselves, "Alfred Students for Peace". All in all, over 400 Alfred students showed up to protest the handling of the situation, both by the Iranians and the US government.

This display was perhaps the culmination of the frustration felt by Alfredian students during the more than month old crisis.

The essence of the protest was vehemently anti-Iran, with demands that the United States take military action against Ayatollah Khomeini. Slogans such as "Nuke Iran", and "Carter get smart, blow Iran apart", were commonplace. Several weeks ago, on the weekend of the Alfred-Buffalo football game, a sign stating, "We hate UB and

Iran" was displayed.

Although this type of anti-Iran protest was the most prevalent type of student reaction, there was a sort of opposite reaction among students also. These students see the Iranians as having a legitimate gripe against the US, with the economic policies of the United States as being the root of much of the problem. These students are largely in favor of returning the Shah to Iran, and facing trial for the crimes that he is accused of. Such students claim they speak for "justice and reason" rather than just hiding behind a mask of nationalist indignation.

Student reaction to the Iranian crisis has been largely emotional, with anger, fear, and uncertainty being characteristic. In a sense, the US, the most powerful nation in the world, is helpless in bringing the

situation to a close. The Fiat Lux asked several students what they thought of the situation. One student replied "The United States doesn't know how to give in and still be the number one power in the world." Another opinion was "There's a lot of political bullshit going on, but I can feel for the Iranian people. But I don't advocate the use of terrorism." Another student responded, "I don't feel it can be resolved peacefully...not any more." Along the same line, a student said, "We can't pussyfoot around anymore, the US has to prove its strength."

These responses show a variety of attitudes, but are all connected to each by a growing degree of anxiety concerning upcoming events.

The 70's—faculty reflect with mixed emotions

By Lauren Stiefel

To most of us who are not familiar with Alfred's recent history, 1969-1979, below are seven accounts of what is considered to be Alfred's greatest achievements, or in some cases, weaknesses. Staff, faculty, student, and educational questions are given consideration in these individual appraisals of the decade.

"One of the greatest developments in the past 10 years has been the Study Abroad programs; first in the science division, and later art students, then liberal arts," said Dr. Derck Frechette, professor of ceramic science.

Frechette, who founded the program, has taught at AU since 1944. He spoke of the country, customs, and people students would encounter on an overseas trip. "It brings tremendous opportunity to students who take advantage of this program."

Given Frechette's long standing career in the College of Ceramics, it is only fitting that he comment on these transcendent qualities that disregard time and establish institutional stability. Frechette thought long and hard before he said: "The most important tradition in AU is loyalty to the University and the principles on which it was founded, especially the belief that learning is a proper exercise of peoples' abilities, and energies; that wisdom is something to be striven for, and that these things are possible whenever people want learning and wisdom enough. No matter how small a university is, there is opportunity for scholarship, both as an individual matter and by interaction with other minds."

"Our most difficult times at Alfred have been times when we forgot how much good, strength, and beauty there were to be found here."

Don King, dean for student affairs, characterized the campus unrest in the late 60's and early 70's as "frustration over war compounded by relating the Viet Nam war with the institution as an authoritative establishment" King has been here since 1969.

"The state of the economy is a major concern today, whereas 10 years ago there was concern with war, and participation in campus government." King went on to compare attitudes of yesterday's student with his modern counterpart.

The student of today is self-centered as portrayed by King. He is more devoted to athletics than ever. The cost of a college education is worrisome, and there is intense pressure to excel academically. Economic stability is a main concern of students as it affects vocational choices, according to King.

Students are more traditional than in past years. They are especially attracted to "issues that affect the student personally, like financial aid and the quality of education," said King.

"There is little concern with politics, or about doing anything about it. If it doesn't affect me personally, I'm not going to get involved, unlike during the Viet Nam war," said King characterizing today's student.

Associate professor of history, Gary Horowitz, felt that during the 70's, Alfred had "real doubts about itself; real doubts about missions, pro-

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Rising concern over art vandalism

By Pat Barnhard

Vandalism of art work is becoming a serious problem on campus. This semester sculptures on the green between Harder Hall and the Science Center, between Davis Gym and McLane, and on the slate patio outside Harder Hall have been overturned and damaged some irreparably. The problem is apparently escalating, and some co-operation is necessary to curb it.

Individuals such as Chris Voll, Joe Mooney, Dave Boyajian, and Frank Morbillo have put a lot of time, energy, and money (the Art School does not provide materials) into creating their sculptures. When these art pieces are destroyed, both artists and those who enjoy their work suffer the loss. The School of Ceramics is hurt as well, since it legally owns everything the artists make.

Ryan Dirkx, director of Student Security, has not received

any reports of vandalism. He said, "We can't defend against this kind of thing unless we hear about it," and estimates that 50% of vandalism goes unreported. Even though there are only three students patrolling campus at any given time, Dirkx suggested that a secret surveillance could be set up to observe trouble areas at various times. "We catch a lot of people that way," he said.

Alfred Police Chief Jameson said that the Alfred police could co-ordinate a surveillance as well. He said, "It's hard to catch someone who did it unless they are caught in the act." He expressed frustration that vandalism often goes unreported.

A year or so ago several minors in their early teens were caught vandalizing art work. It is impossible to determine who the offenders are today, but since one of the metal poles on Joe Mooney's sculpture

was bent it must have been a large group of young people who committed the act, or else some very big kids.

Chris Voll has taken his complaint to President Howard Neville, who told Voll that lack of funds prevents much being done about the vandalism. It appears, however, that Dirkx and Chief Jameson are willing to offer the resources available to them, so it may be more productive to talk to these people if one wants to see some action.

Vandalism is senseless and a crime. Destruction of art work is even more foolish since the artists have placed their sculptures outdoors for people's enjoyment. As Dirkx stated concerning vandalism of art, "It's someone who doesn't realize the value." Art work is valuable, whether one appreciates it or not, and vandalism of art should be stopped.



Destruction of Art on Campus

EDITORIAL

Past achievements, rough times 1969-1979

February 1970: Equitable Life Insurance runs an advertisement in the **Fiat Lux**. Caption reads, "SURE, TIMES ARE CHANGING." Using the **Fiat Lux** as a barometer of those changing times -1969-1979- provides a calendar of events distinct to Alfred University, but which wholeheartedly support and reflect the spirit of the decade. In choosing to discuss student movements and protests unique to AU in its 14th decade, a reflection of our nation's sweeping dilemmas is apparent.

As contemporary students, it behooves us to consider an historical analysis of the causes and effects of AU campus disruptions in this past decade. Students of that era have changed our lifestyles. Their actions were so magnificently devoted to political, social, and educational reform of both national policies and Alfred University regulations. We live in the shadows of such activism - in a carefully managed lifestyle taken for granted.

Besides the nationwide campus anti-war demonstrations, which manifested a collective opposition to US involvement in Viet Nam, there were three other conscientious objections by students that either killed, or enlivened traditional University policy. The results were the elimination of administrative policy **in loco parentis**, a written administrative approval permitting and encouraging student dissension in the form of peaceful demonstration, and, thirdly, a comprehensive move away from stringent educational requirements to a less structured curriculum (a decision which years later will be reversed). Clearly, these demands represent a youth-inspired quest for unhindered freedom, and world peace.

In loco parentis is a doctrine based on the long held notion that an educational institution can and should act "in place of a parent." AU gradually left this Victorian ideal in the dust, but it took until 1971 to cast aside the policy altogether. Here is a chronological account of the change:

In September 1967, the **Fiat** contained an editorial condemning an administrative document called the "Guidelines of Conduct," which stated (among other rules) that in Ade Hall, if alcohol were served "social functions must be registered, and the **chaperones and hours of serving liquor** must be approved by dean of students." In addition, "Irresponsible behavior and poor social decorum by a student or a guest will be referred to the committee on student conduct."

The front page of the same issue showed an article in which the AWS (Associated Women Students) repudiated the insanity of their own rules: "Women may smoke on campus except when on village or campus streets and sidewalks No women may visit in private rooms or apartments occupied by a single man."

Six months later, February 1968, headlines read "**in loco parentis** crumbling." A few slight exceptions from the policy are noted. The **Fiat** calls the Handbook for Students a model of overprotective thinking.

The student newspaper praises the elimination of the policy in other schools, such as Michigan State and University of Minnesota. It italicizes the names of those schools where students are in active rebellion, especially at the University of Maryland, whose president said the institution "Doesn't look upon dormitories, bedrooms, and sitting rooms as a place for closed-door visitations." In this instance, the intentions of AU students paralleled nationwide student sentiment with characteristic homogeneity.

Fiat Lux

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March 1969: AWS wants all curfews abolished.

November 1969: **Fiat** editorial stressing that visitation policy must be changed. Nine students are threatened with suspension because they violated these two rules in the AWS Handbook: "Men are permitted in rooms on certain weekends decided upon by the residences," and "men may not carry luggage or be in the living area of the hall without permission of Head Resident." An emergency senate meeting was held to change hours. In the end, two students were suspended, one male, one female.

December 1969: Don King (then associate dean for students) implements visitation reforms - CO ED DINING! Males in Kruson eat at Brick. Females in Cannon, at Ade Hall.

Next - THE VOICE! Students recognize intellectual development is stifled by artificial restrictions concerning lifestyle and collegiate endeavors. Students occupy Carnegie Hall with THE VOICE, a written statement of 14 demands for President Leland Miles. Demands are (number one) the "abolishment of administrative policy of **in loco parentis**, (number eight) unrestricted visitation privileges, (number nine) abolishment of all curfews."

The administrative response to this representation of collective student energy was a bill addressed to "Carnegie Hall Leaders" requesting payment of \$314.98 for all damages due to the protest, including 34 cigarette holes in Howell Hall carpet (where a protest was also held) at \$5.00 each.

Fall 1970: Announcement - All women juniors and seniors may live off campus. Previously, only males were permitted to do so.

There is one further conciliation to be made towards eliminating **in loco parentis**. In February 1971, all women's curfews are abolished; students are home free.

Concurrent with the rebellion against **in loco parentis** is the question of student dissension on campus. In December 1967, Students for a Democratic Society (SDS) held a sit-in in the Campus Center protesting the visit of an Army ROTC officer. The SDS had been advised by the University not to carry through with the move, but they wanted to protest in conjunction with "Stop the Draft Week." Again, we witness a national movement endorsed by AU students.

The sit-in compelled the administration to draw up a new policy regulating student demonstrations, calling for demonstrations which "must not disrupt normal campus activities, or infringe on the rights of others." A **Fiat** editorial pointed out the unworkable ambiguity of the above statement.

"New Guidelines on Demonstrations" was published in April 1969. The space the document occupies, one full page of five columns, indicates the severity of the issue. One passage offers this passive plea: "All members of the academic community must accept responsibility for understanding and furthering the art of reasoned dissent, and for thoughtful, rational, and unbiased examination of controversial issues." It is worrisome to think the administration would issue such a traditionally restrictive (indeed, Liberal) statement in view of all that is happening around them, and the threat with which they were faced.

The Guidelines also stated that all recruiters, representatives from industry, government, the armed services, and potential employers must be left alone so that individuals desirous of such opportunities are free to parlay as they please.

September 1969: In the midst of these events, a **Fiat** editorial agreed with professor who called "the campus disorders a reflection of our whole society."

Meanwhile, there is a Viet Nam Teach-In scheduled for October. President Miles issues this warning: "No problem exists on October 15 if each of us adheres to the Alfred tradition of cherishing dissent within a framework of reason and respect for others."

One of the last AU protests was a Student Strike in May 1970. It was called "a positive effort to end an unjust war and realign the values and priorities of all national politics." The Strike achieved its purpose in the form of an "Alfred University Student Faculty Agreement," in which the student is offered four alternative options to regularly attending classes. The students' rights to peaceful dissension are recognized.

Let us now look at Alfred not as the mother of men, or as the mouthpiece for national anti-war demonstrations, but in terms of its educational offerings.

President Drake left AU in 1967. In an opening speech to faculty members in September 1967, the new president Leland Miles asserted that "The University as a whole can rise no higher than its College of Liberal Arts." In the same breath, he cited three major needs of AU: to expand the holding and staff of Herrick Library, to provide additional student housing, and to achieve academic distinctiveness.

In that same month, a **Fiat** editorial promotes the president's vision; "If AU is to continue as a small liberal arts college, it must make itself relevant. President Miles is attempting to

make this small liberal arts college stand out from its 600 or so contemporary colleges...Under the new president, Alfred will become an even more viable and relevant institution."

In May 1969, it is announced that Allentown will be scheduled for 1970-71. The decision to create Allentown was based on a recommendation by Dr. Michael Webb.

Once again we hear from THE VOICE! This time it takes the shape of an educational reform bill demanding: regulations determining class attendance be decided by individual professors; institution of the honor system for all university exams; that if tuition and fees are raised there must be a guarantee of direct and certain improvements in education,

ODD Notes

By Tony Mastrogiorgio

Dear Readers: Some of you may remember Walden Tremont Smith III. In fact, some of you wrote in about him. Apparently, Walden has been carrying around a letter for me for a couple of weeks now; it's an emotional letter to be sure, but one he felt he must put aside his calculator to write. Interested as I am in equal time, here is my favorite business student discussing Iran:

Dear Tony,

I'm disgusted by this terrorism. To see the US pushed around by a bunch of turbin-topped pagans is grotesque. Why it wasn't long ago that we got whatever we wanted in that country at the snap of a finger. And if snapping their fingers wasn't enough, our good friend the Shah was always there to insure that the interests of his true friends took precedent over a bunch of peasants who probably couldn't even read or write!

And Tony, I'm sure even you realize the valuable service the Shah has given this country of America. His fair and equitable oil policy maintained America's standard of living! Yes, it was this true friend who kept our cars humming, our duplexes warm, our blenders blending and our trash mashers mashing. Should we now forget all that and bend to the will of a bunch of have-nots?

That noble man did even more than that; he helped us unload our surplus of munitions, provided a valuable training ground for our CIA, and he carried out numerous experiments in the psychology of disorientation.

And this Khomeini character? There is nothing more dangerous than a religious fanatic's political leader. His pronouncements have even extended to the regulation of one's sex life. As a recently converted Catholic, I find this abuse of religion appalling.

This time has come for the US to end this embarrassment. Let's take our country back. Regardless of the hostage outcome, let's bomb Teheran, let's bomb their ports, level their cities, and cut-off their food supplies. And, least we forget, let us extend a firm hand to our old friend the Shah. Let us make him comfortable in his illness. After all, he's a human being.

News Item; The following new courses were added to the Spring Semester too late for the Catalog. See your advisor if you wish to enroll.

HSP 931: Marx and Nietzsche Intended for students from upper-middle class up-bringsings. The first half of the course is designed to instill in the student a social consciousness. The second half is intended to teach the student how not to worry about it.

HSP 000: Existentialism in Europe Topics to be arranged. Texts presently undecided, but can be altered. Each student is expected to sign for a discussion group, if he wants to. Hours will be arranged.

Intended for upper division religious studies students. Small fee. Prerequisite - tolerance of Jerry Jeff Walker and cigar smoke.

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The 70's—the calm after the storm

by Joe Bachman

In a sense it's foolish to cast historical retrospection in terms of ten year cycles and perhaps even more foolish to do so even before one has even left that particular decade. But foolishness was never really known to stop anyone.

The 70's marked the fall of Babe Ruth's home run record (that's safe enough). Our bodies consumed our attention as MacDonald's consumed us. "We do it all for you." There emerged the threat of arificially induced life-the test tube baby, as well as death-Three Mile Island. The 70's had the year 1976 as juxtaposed to 1776, which comes to 200 birthdays. "Let's party!" Folks learned what OPEC stands for while waiting in gas lines. Mao died and Coca Cola finally reached the mainland. Politicians bickered and women boasted. Three Americans presidents and three popes. And the ultimate sin - 900 followers of Jim Jones committed mass suicide in Guyana. Howard Hughes left his money on earth for all to claim.

As the 70's will no doubt evoke reaction in the 80's, this decade was a reaction to the turbulent 60's. Vietnam disillusionment was first and foremost in the minds of young Americans in its emergence. Hippies across the country revolted against the US war efforts by initially trying to culturally shock the status quo-drugs, sex, hair, cloths, (no cloths) music-all stood as young America's search for some kind of identity, some kind of myth.

Why the rage? For many, there didn't really seem to be any tangible explanation for a war totally devoid of heroism. Others saw big business behind the veil of "keeping the world safe for democracy."

The decision to invade Cambodia by Richard Nixon, evoked protesters across college campuses who staged rallies against the war. People united together in the common vision of bringing American involvement to an end. There were student riots and outrage. At Kent State panicky National Guardsmen killed four students. 442 colleges went on strike with students taking over administration buildings and demanding educational reforms. In some sense the nation had a purpose...to not have a purpose.

And when the end came America sighed in relief. A sigh that has lasted perhaps too long. The nation's frustration with war had alienated the public's faith in government leadership. Bureaucracy appeared as the ever lurking clouds which could evoke only the sense of mis-trust. General Wes Morland (chief in command in Vietnam) said, "it might show that the use of small-yield nuclear weapons at some early point could have put an end to the whole thing."

Who could wonder about the public's distaste for government...Agnew, Watergate, CIA and Wiler Mills to boot. The chief executive utters to a nationwide TV audience-"people have got to know whether or not their

president is a crook. Well, I'm not a crook." He was right - crook was much too lenient a term.

The government did however give the 18 year-old the vote--which they knew would mean nothing, no-one votes anyway. And who was voted or happened to walk into the chair of leadership? Two presidents reeking with Puritan imagery after the ghost of tyrannical shadow still lingered. Yes, Gerry and Jimmy are certainly known for their honesty and honesty was the soothing guidance this country was looking for.

The fury of the early 70's quickly subsided into "Mellowness." At least here in the U.S. Meanwhile, the rest of the world was on the move. Palestinian terrorists seeking a homeland for their people died in their quest to kidnap eleven Israelis whose lives were lost. Terrorism had roots in Italy's Red Brigades, Puerto Rico's FALN, Japan Red Army and California's Symbionese Liberation Army. In many underdeveloped countries, terrorism threatened traditional democratic regimes while the U.S. tried covertly to maintain order and stability on their side. The C.I.A. military disposed of Chile's Salvador Allende. However in Viet Nam, the South lost to the North and the country became politically unified. America had really lost a big one.

In many respects the American ethos of the 70's is a morality with two contradictory terms. On the one side there's a puritanism, a sense of guilt that flutters over its hedonism. In our recognition of self-indulgence, we feel guilty.

America had been materially prosperous in the 60's, but at the same time the problems facing America caused it to have a different ideological focus. "The hedonism of the 70's derives, from a development so stupendous, so long in meaning, and so obvious that like the Big Dipper or curvature of the earth, it is barely noticed any longer. Namely, the boom of the booms....The wave of prosperity has its dips, but they are wrinkles in a soaring curve. The boom pumps money into every class level of the population." Tom Wolf.

Without crucial issues to occupy our leisure time, prosperity made America into a country of aristocrats. As such, the selfless 60's became the decade of self-analysis. No philosophy or spirituality exists for the American culture to focus upon. Instead, the religiosity became self-hood; self-help books, clinics, "self" magazine -- became the ways to entertain the personality. God is dead but new gods have emerged - jogging, suanas, athletic clubs, eastern religions - yes, drugs still exist....Cocaine, disco and punk rock. Sexual obsessiveness was peddled. Orgasm and heaven were almost synonymous.

The attention to "me" prompted two groups to rise out of the quiet, and call for liberation. Gays across the world spoke up, starting organizations and calling rallies, demanding a fair shake

in society. Women attracted profound new attention to the notion of womanhood similar to the rise that took place at the turn of the century. New waves of literature emerged. Not only jobs, but a fresh look at womanhood as an autonomous spirituality unto itself is the demand. No longer did women wish to be defined in terms of a man's world, in his values or even his language.

In 1973 the Supreme Court made abortions legal, but four years later, Congress under pressure from the right-to-life groups- withdrew federal financing. And what did you say the institution of the family was?

America became more pragmatic-seeking the quick fix-happiness. Short term solutions for a fast lifestyle and the declining dollar helped spin an over hyped, sensationalized media. Information is presented in such a way as not only to sell, but has also prompted child-like attention spans.

"The values associated with the work ethic -delayed gratification, self-sacrifice, thrift and industry- no longer enjoy wide play. The stress is now on the legitimacy of immediate gratifications."-Christopher Lasch.

The decade of the individual and self-concern floundered in the quest for "answers." It appears as though intellectual curiosity had subsided on the academic front in search of the status quo. In education -traditionally the tool in which one was spurred to develop and articulate questioning aptitudes- colleges and universities sought pragmatic solutions seeking to make the individual adaptable to the specialist demands of our society. Has education not become the most willing path to slavery?

It is no surprise that professional schools here at Alfred prospered while Liberal Arts struggles to keep afloat. Students quest for a better candidacy in the job market points to a preoccupation with security and comfort.

"A decline in courage is particularly noticeable among the ruling groups and the intellectual elite, causing an impression of a loss of courage by the entire society. We have place too much hope in political and social reforms only to find out that we were being deprived of our most precious possession: our spiritual life. In the East, it is destroyed by the dealings and machinations of the ruling party. In the West, commercial interests tend to suffocate it." Alaksandr Solzhenitsyn

In the past it appears as though we made history, but now -1979- it appears as if it is making us. The U.S. is failing to keep order under its thumb, which inevitably points to instability and an overthrow of its imperial means of maintaining prosperity. It is questionable if our nukes and humanitarian diplomacy can maintain us as world leaders. Our expansionist economy is cracking at its foundations.

The transition from the 70's into the 80's is marked by shifting control of energy, raw materials and foreign market places. The gap

between America's lifestyle is inevitably going to turn into a contradiction. The 80's will no doubt be a period of radical change in the U.S.

Iran could be an initial economic indicator. American hostages are not held strictly as a trade-off for the Shah. Iran is pointing its finger at the U.S. -for having backed if not institutionalized one of the greatest mass murders of the century-in our quest for cheap oil.

Terrorists, endeavoring to revolutionize the third world, are pointing their fists at America, for instance Libya and Puerto Rico. Order and "Co-operations" are slipping from America's palm.

Does all this point to a pessimism within the nation? In many ways-yes. Folks are unifying themselves (Alfred saw its first rally in 9 years) not only in a nationalistic concern over American hostages, but also in concern over "America being blackmailed" by Iran. The thought is if we let this one go with the

Iranians, the rest of the world might just walk all over us. This emotional and paranoid attitude points to a modern day facism -America uniting in quest of a common enemy to thrash out against.

But why should we be so pessimistic about change? The re-orientation of our energy consumption in this country will do more than simply change our standard of living and our famed G.N.P.It will force us out of our self-oriented fetishism. This will be much more than simply "conversation" Our cultural attitude will have to undergo a fundamental re-orientation from the perception of -me as a consumer- to "I see us as producers." Taking the practical (which doesn't necessarily mean profitable) possibilities into account, how can we participate in making a more self-sufficient economy? Perhaps in a decentralized orientation, we can meet our future head on - with a grin on our courageous faces and tools in our willing hands.

Faculty reflects

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grams and its future."

Under President Leland Miles, "programs had to be relevant, but relevancy might loose sight of perspectives," said Horowitz

"Higher education is as much a commodity as everything else on the market. we must market our education. If you can't show immediate gratification, we must get rid of it," he said sarcastically.

"We have prostituted the traditional view of higher education in the market," said Horowitz who is in his 14th year at AU.

For Provost Gene Odle, "The single, most impressive thing in the past 10 years is a change in the academic climate. It is more vigorous and demanding."

He attributed several positive qualities of Alfred students to a raise in admission standards in the early 70's, which put more weight on rank in class.

Odle seemed proud of AU's small classes that give students the opportunity for more intensive study "because the drag of less well-prepared students is not as severe. People work harder-qualitative aspects of upper divisions is stronger."

There is a "move away from the open elective system that was effected in the early 70's as the pendulum swings towards basic skills-the fundamentals," he said.

Odle has been here since 1970 and has seen the "professional schools grow dramatically." In 1969, there were 30

students in the School of Business Administration, compared to 275 today. In addition, the School of Nursing has about 300 students.

Professor of economics, Dr. Savo Jevremovic has made Alfred his home since 1956. He says "the 70's have changed Alfred. It seems that while President Miles was here (1967-74) "the small college atmosphere changed drastically. "There are policies - everything had a policy under Miles."

Before Miles, however, Jevremovic said, "It was more of an ad hoc process, we don't have to legislate everything. The University became far more bureaucratic in the 70's," he said.

Pat Sibley, associate professor of English, pointed to the Spring 1970, Student Strike as a central event to the decade.

"That's where your decade starts," she said, "in revolt against the establishment."

As a result of the Student Strike (see editorial) "faculty realized they must teach differently, and that students would be more instrumental in deciding what to study," said Sibley.

She noted progressive educational changes desired by students in the 70's, such as the addition of black literature, which thrived for the first half of the 70's, minority literature, and American Indian literature which still survives. "Such changes seem to relate to the 70's," said Sibley.

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Culture Corner

The 70's—changing trends in jazz

By Mitchell Kossak

Much of this article is taken from a research project on Big Band music. Over 600 78 RPM records from 1920-1950 were donated to AU and this past year research and recordings of this music was done. The information and recordings are now available for public use through AU music department.

Music in a jazz tradition has gone through a gross period of commercialization during the past ten years. But then this should not surprise anyone. Jazz music has always gone through periods of flux.

While it is hard for many to agree on a workable definition of jazz (or jass as some say was the original term used). Most will agree that the music had its roots in New Orleans. By 1900 this city was a melting pot of many different cultures. But jazz sprang mostly from a merging of the West African and European cultures.

Marshall W. Stearns, well known jazz critic says: "It follows that in a culture predominantly European the qualities that make jazz a little different and immediately recognizable probably has something to do with the W. African."

On the one hand, there were Negro spirituals, work songs, blues. At the other extreme were Sonza marches, ballads, waltzes and vaudeville. As blacks began assimilating into their new environment, they would, consciously or

not, pick up on these new sounds. But then so did the whites.

And this should not come as such a big shock. Their music was similar in a lot of ways. Both employed a diatonic scale (white keys on the piano). Both incorporated a sense of harmony. The difference lies rhythmically, where the West African makes use of many rhythms at one time, or polyrhythms.

Most New Orleans jazz bands consisted of black musicians, playing European instruments in a style known as collective improvisation. This simply means that all instruments played in unison, separating a melody into different parts. Almost like a chorus of tenors, altos, and sopranos except no parts were written out or arranged.

However the majority of white America couldn't understand this music and cast it aside as crude and vulgar. By 1920 things began to change. Certain white bands began to play jazz in and around Chicago. And certain black men began to receive recognition. Most notably Louis Armstrong and King Oliver.

But it wasn't until a white man by the name of Paul Whiteman came along and gave jazz the push into white America it needed. In 1922 Whiteman controlled about 28 bands. What he did was to take traditional European music and infuse smatterings of W. African elements into it.

Sort of like hitting someone from behind to gain their attention. George Gershwin's "Rhapsody in Blue" is a good example of this.

Now while this was a far cry from jazz, it did begin to warm people up to a full acceptance of the "crude" music.

Specifically what Whiteman and his "Symphonic Jazz" as it is called, did was to open the door for swing music. From the later 20's to the mid 40's swing became as American as apple pie. But don't be fooled. All swing music was not jazz. Some was. Most wasn't.

People like Goodman, Dorsey, Shaw, and James gave to the music a respectability white-middle class America could deal with. These guys looked no different than the local doctor or lawyer. As more and more people listened to these bands, they began accepting certain black leaders who were definitely playing jazz: Ellington, The Count Basie, Henderson.

So here was the first period of gross commercialization. But as you can see it was necessary. WWII came along and killed the swing era. Gas rationing, an amusement tax, a ban on records and musicians who were tired of playing "Mickey-Mouse" music brought the dance bands to their feet.

Musicians began to get back to a sort of grass roots movement. Be-bop emerged. This new movement led by

Charlie Parker brought a new intellectualism the music had never experienced before. The boppers could care less if the public liked their music. They were artists and the following they had gained from the swing era was big enough to sustain them.

Through the 50's and 60's this intellectualism grew. New movements led by Miles Davis began stirring underground. Very briefly, Davis began to play in a vertical rather than horizontal sense. The chord changes were cut to a minimum and rather than a flowing melodic sound, there now was a choppy plainer sound, like moving in planes of space.

New ideas were happening all over. John Coltrane incorporated Indian modes and developed his "sheets of sound". People like Ornette Coleman were using these new discoveries and trying to get back to a collective improvisational concept.

In the early 60's Davis began to fool around with a cross between jazz and rock music. A new era of commercialization was about to begin. This music was still predominantly jazz but as Whiteman had come in the back door, so too did many musicians in the 70's.

Instead of playing jazz music with smatterings of rock, musicians began to close the gap. "Fusion" or "cross-over" was heard. And then rhythm and blues music was always heard on local

AM radio stations, so many got the idea to apply this "back-door" formula to jazz. Ah, funk arrive. And then this still wasn't enough. People saw money in their eyes, a society coming out of a confusing 60's. No one wanted to think anymore. Self-indulgence, narcissism, partying galore to the good life - Disco!

But like swing some disco was jazzy, some was just "nowheresville". And this is America - the real thing is always around. The hard-liners in jazz were still doing their thing in the midst of all this murk. Free-jazz was still inspirationally heading toward the maker. Others began more experimentation. They took the sounds of be-bop and Davis' modal concept and fused them. Neo-bop occurred and is still very prevalent today.

Classically influenced musicians like Keith Jarrett began developing their own thing. Pianist Chic Corea began using Latin sounds (which was nothing new, Stan Getz did this in the early 50's.)

So jazz in the 70's does not necessarily imply a music of black Americans, although this is certainly where the roots lie. Jazz today is developing into more of a world music; a music of individuals. As originally conceived it is a music of deep spiritual meaning. As with any art form, it is the message not the motion that counts most.

Bergren Forum *Kirlian images*

By Dunne

This week's Bergren Forum was presented by Dr. David Meissner of the Psychology Department. The lecture, entitled "Kirlian Image: Human Aura of Just Sparks?" was both informative and fascinating.

I'm sure we've all at least heard of the issue and the debates centered around the question of the nature of this aura or corona. Basically, the photographic apparatus consists of an object such as a hand or leaf which is then placed on a piece of film, emulsion side up. An underlying electrical source replaces the function of light used in regular photography.

The fundamental issue, again, concerns the nature of the aura. Is there an invisible life force which emanates from living things which cannot be sensed directly? Are the images products of chemical reactions? Can medical science use the image for prediction of diseases?

These issues are raised by the basic groups concerned with kirlian photography and the question of auras, says Meissner. Parapsychologists believe that a life force or energy field is being photographed. Scientists reject mysticism and seek more empirically obtainable an-

wers in factors such as chemical reactions or electromagnetic fields. Finally, a heterogeneous group of psychologists, physicians and physicists are interested in the field in a pragmatic sense. They wish to use the images to detect ailments such as cancer, cholitis, ulcers, influenza, arthritis, cystic fibrosis and perhaps even psychological disorders.

Many, many theories have been entertained and experimented upon to account for the images. Meissner presented the objectives as negations of one aura - life force standpoint. Some of these objectives offer alternative explanations. These include electrical forces, magnetic fields, chemical reactions, radioactivity, heat, moisture, and even smell! Each of these attempts were systematically discontinued by various experiments. That is, laboratory tests eliminated each item as the specific, causal variable.

What are we left with in terms of explanation? Well, despite all the hypotheses and experiments which seek to bind answers by varying the type of film, technique, object photographed, mood of the person who's hand, for example, is being photographed, humidity, temperature, baro-

metric pressure, resistivity of skin, ionic environment, frequency of electric impulse, surface area of object, alcohol-intake, and very, many other manipulative processes we still don't know what it is that we're photographing!

Although an extremely fascinating area, this paradox leads me to wonder about the merits of all this energy being expanded to uncover the secrets of the aura - image. Meissner's description of all the debates, hypotheses, and experiments surrounding the issue provoked, in me, a perception of the absurdity of the venture. True, we may be moving toward a way to detect medical disorders. However, there is only potential success which we can anticipate. Further, once we have "discovered" the nature of the image, we must develop an entire technology to interpret and utilize the information provided by it. One may counter-object and say that "this is the way science progresses." This may be a legitimate point. However, I feel that a more immediate ethical consideration should be raised.

We are acutely aware of environmental, medical, economic, and social problems which overwhelm us today. We also know that it takes a

Economics and energy

By Debbie Dunne

Last week's Bergren Forum was delivered by Tony Robinson, an economics professor. The talk was entitled "The Economic Implications of the Energy Crisis."

Robinson made no definite prediction of disaster. Nor did he offer unrealistically sanguine hope for the future. He did indicate, however, that a solution to the energy crisis would not be possible before twenty years. That means, he says, that for the next ten years, at least, we should concentrate our energies on conservation.

The body of the lecture was concerned with assessing the energy situation and available alternatives. Robinson informed us that we import nearly half the oil that we use here in the US. That state of dependency, together with the delicate political issues involved, may induce us to turn to other sources.

Robinson systematically discussed various modes of energy production such as natural gas, electricity from atomic energy, coal, water power, solar power, oil production from shale, geo-thermal energy, production of synthetic gasoline, windmills, and the fusion process. Each was assessed in terms of their energy output, cost, environmental effects and safety features in terms of their

relative strengths and weaknesses.

From his evaluation, we learned that the energy situation is fraught with economic impracticalities, environmental graveyards, and political controversies. It is possible, he says, that there will be a shortage of electricity in the 1980's.

What choices do we have? Once again, Robinson stressed conservation. He asserted that, on a voluntary basis, this simply does not work. However, if we direct the excess profits acquired by American oil companies to other uses, we may achieve some positive results. Windfall profits tax money could be used for energy programs such as subsidiary research for alternative energy modes, cutting the employment tax rates, and giving aid to those who can't afford the gas and oil that we guzzle so extravagantly.

I'm not sure what to make of the whole situation in all its complexity. I do feel that we must reduce our excess consumption of electricity, gas and oil on a large scale. As a society, we tend to value short-term gratification. This blinds us to the crucial considerations of longterm effects. We may, very shortly, however, directly learn and live the consequences of our present choices and excesses.

This week's question...What, in your opinion, were the important issues of the 1970's, and what will be the important issues of the 1980's?

By Michael Schreiber

THE ROVING REPORTER



Matthew: The major public concern of the early seventies was a growing distrust of the technocratic structure, as it manifested itself in the end of the Vietnam War and Watergate and corporate crime revelations. More recently concern has been mounting over governmental inability to affect the economy and the conflict between the energy shortages and environmental awareness.

In the eighties, inflation and unemployment will continue to be major issues, as well as the increasing frequency of corporate failures and loss of American industrial power. Also, there will be a growing anxiety over a perceived loss of American power and status abroad.



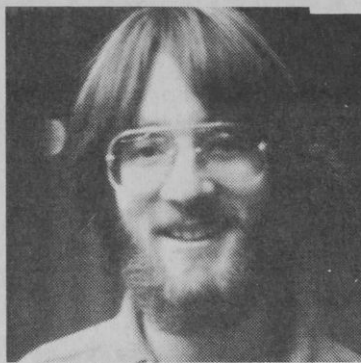
Jennifer: The major issues of the seventies are the gas crunch, unemployment, the general apathy of the population and disco. And I think continuing into the eighties energy will be a big issue and the leadership of our country will have a great affect on this situation.



Mary: The question of what were the major issues of the 70's and what will be the issues in the 80's is an enormous question. The beginning of the 70's and the late 60's were very similar. I remember in 1970 I was taking a petition door to door to end the Vietnam War. I also remember Nixon's statement "Peace with honor". I was thrilled when we pulled out. Vietnam and the rest of Southeast Asia are still very troubled lands.

I suppose the next major issue of the 70's would be Watergate. Watergate did many things for the people of the USA. Ever since then one corrupt politician or business executive after another has been uncovered. Another thing that Watergate showed the USA is the power of the media. Whether the things that have resulted from Watergate are wholly positive or not can only be tested by time.

In the 80's I think we will still be in the aftermath of the 60's and 70's. Nukes, power, and arms will continue to be an issue. The situation in the Middleast will also remain front page news. Terrorism and anti-American feelings will also continue through the 80's. The only way to create is to employ the opposite. That is, some things must be destroyed if we want to create a better world environment for future generations.



Rob: The major issue of the 70's that first comes to mind was honesty in government. Like any other governmental issue the problem was not solved but compromised. Politicians are now more discreet in their deceit and the CIA and FBI are now supposedly being managed by the government.

The major issues of the 80's as I see them will be economic in nature. Will middle class families be able to survive the taxes and inflation? Will the US be able to meet energy needs of the 80's?



Jeff: I feel the ERA movement has been a major issue in recent years and has also progressed a long way in the 70's. Another issue, Watergate, has lost some credibility in governmental proceedings, which we must strengthen.

The major issues of the 80's will have to deal with our energy consumption. Intelligent decisions must be made with concern for our nuclear future. Increased public awareness of our state of affairs would be helpful.

I would like to see the 80's become a time of minimal energy growth and maximum efficiency.



Nora: The 70's was the start of a wide spread destruction of the American ideals. Pure democracy was shattered by the exposure of political corruption on high levels, like Watergate, Burt Lance, Spiro Agnew. Our search for ultimate convenience has led to excessive misuse of our environment and natural resources, which has also caught up to us in the 70's. The 80's will ultimately find us faced with the inevitable shattering of the "American lifestyle."

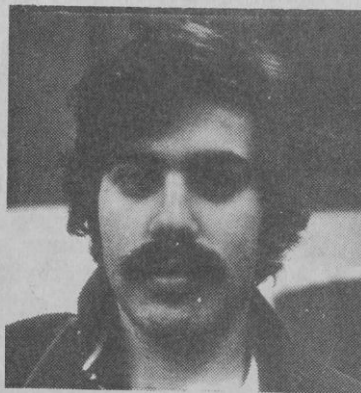


Cindy: I think one of the major issues of the 70's was that there wasn't really a single major issue to bring the people together or to unify Americans, as there was in the 60's. Also, I believe Nixon's resignation really made Americans ashamed of our country. Of course, trying to obtain oil is a major problem-or just trying to find different sources of energy because we know that the oil will run out in about ten years.

For the 80's, I think it would be hard for me to foresee what a major issue would be, because it is hard for me to imagine what it will be like in a world that is not so concerned about oil-because there won't be any.



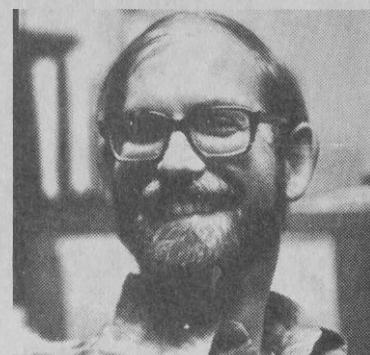
Steve: At a very general social level, alienated narcissism seems to have increased to pandemic levels. In the socio-political realm, there has developed an ever greater bureaucratization as societal complexity increases. The technological developments of the 60's, 70's, and continuing with the 80's (especially in microprocessing) have regressive as well as liberating potential. My guess is that bureaucratization will continue, with increasing routinization in various sectors of life. My hope is that the liberatory potential will triumph.



Jason: Quite obviously the role that the United States will play in future world relations. This is intimately tied to the energy crisis and the path that the US will follow in securing energy sources in the 80's.



Elaine: Its difficult to choose the one major event of the 70's but, I think the most significant event in the 70's was the discovery of government corruption through the Watergate ordeal. Because of this, the country is leaning toward and emphasis on "ethics" rather than "economics", at least to some extent. The obvious "moral", "ethical" and religious nature of President Carter exemplifies this. We are fast becoming a nation with an upright character; anti-war, anti-nuclear, anti-destruction, pro-life, pro-freedom, pro-America. I think we should make way for a revival of patriotism.



Tom: During the 70's there has been tremendous pessimism and feelings of impotence in the face of severe threats to our culture. Economically, we have built our civilization around oil (agribusiness depends heavily on petroleum for fertilizers and gasoline for farm equipment, shopping centers and suburban living depend on automobiles for extensive transportation); the costs and availability of oil threaten our standard of living in a serious way. Environmentally, we have created an extraordinary mess by dumping our chemical and nuclear wastes without sufficiently considering the health hazards (Love Canal and West Valley in our own back yard.) Our reaction has been a kind of ostrich mentality-ignore the problems and they might go away. We have retreated to achieving individualistic goals at the expenses of social ones. Our religions have been shifting from emphasizing a prophetic ideal toward encouraging an escape from the world in the name of spiritual ideals.

I suspect that in the 80's we will no longer be able to bury our heads in the sand. I fear that we will look for scapegoats for our very serious problems. Some will claim that guys have destroyed our culture-or the women's movement-or the Arabs-or intellectuals. We may go through another witch-hunt like that of the McCarthy era and we may be tempted to go to war. I doubt whether these trends can be stopped. Most will be tempted to become super nationalist and superpatriotic. I fear we will not face the real economic and environmental issues.

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Women professors: a minority at Alfred University

Ginger Mills

There are only ten full-time women on the Art and Liberal Arts faculty at AU as compared to eighty-eight full-time men.

Why is this so? And how does the faculty feel about this? Interviews were held with five of these women and two male faculty members. Their reactions were diverse. All interviewees did agree that the lack of women faculty is unfortunate, yet their emphasis as to why varied.

Jessie Shefrin, Assistant Professor of Design feels that it is important for both students and faculty to be exposed to the views of both women and men. By nature, each has a characteristic way of looking at things because of his or her sex. She finds this important for male students,

but particularly for female students because there are more women students in the art school.

Katherine Wiesendanger, Assistant Professor of Education emphasized that it is important for female students to have women teachers as role models. Where it is important for male students "to eliminate past stereotypes."

The fact that there are few women teachers at Alfred offers no challenge to men's roles; it "validates the traditional expectations of men and women's roles...it confirms certain images for women but especially among men," said Randy McGowen, Assistant Professor of History. He feels that these confirmations will then lead to the continuation of women

being pressured into their traditional roles.

Associate Professor of English, Carol Shilkett believes that a student's views on roles are already set by the time he or she comes to college, yet it is important for students to see that women "can succeed in the academic world" because our society is still trying to overcome traditional sex roles. She also feels that it's important for a student to have the option of whether they want a male or female advisor.

To the question of what is more important for the University in choosing new teachers, quality or more female, the first prevailed. Pat Sibley, Associate Professor of English feels that first and foremost it is important to have "good professors...

sex or minority is secondary" She finds the affirmative action law difficult because it puts competency in second-place. Dr. Shilkett agreed.

Randy McGowen is for affirmative action. He feels that in a case where credentials are close, it's more important to have diversity, women as well as other minorities. Yet the question of who's better qualified is very subjective.

Margie Barnes from the Sociology Department also finds it very difficult to judge. But she wouldn't want to be hired just because she is a woman. She said, "I would rather think of myself as just a person, without the sex distinction."

The question "Why do you feel that there are so few women teachers at Alfred",

brought a variety of answers. It seems that the answer is a combination of reasons.

Pat Sibley feels that the main reason is that there is no social life in the community for the single woman other than the University. She has been teaching here for seventeen years and has seen many women come and go by choice. Most were single.

The smallness of Alfred would make it hard for the married woman to take a job here because the chances of both a husband and a wife finding jobs here is slim.

Carol Shilkett is single; she has been here since 1972 and likes it very much. But she has seen that the University has had problems with eligible single faculty of both sexes over the years.

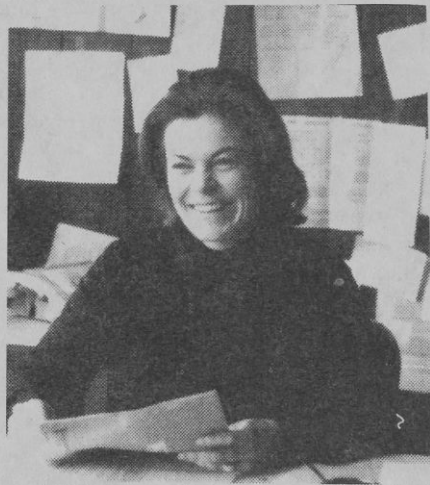
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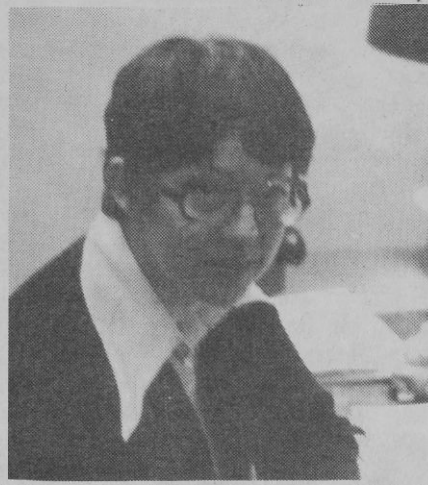
Pat Sibley



Jesse Shefrin



Carol Shilkett



Katherine Wiesendanger

By Michael Hackett

Graduates surveyed

By Marc Rosenblum

In a recent survey of 1979 graduates of Alfred University, 72% of the former students responding stated that they would attend the University again. The survey, conducted by the *Fiat Lux*, covered a random selection of 50 Liberal Arts School graduates.

Almost all the graduates agreed that the Liberal Arts course at Alfred broadened their horizons. Gary Esterow a Liberal Arts graduate now living in Washington, stated, "It (Liberal Arts) gave me a chance to explore many areas that I would never have delved into on my own."

All of the students who stated that they would attend Alfred again seemed to like the size and atmosphere of the University. A graduate now living in the Binghamton, NY area stated, "I would definitely!" attend Alfred again, then went on to say, "because of its size and staff, you are a person, an individual at Alfred and not just a number." Esterow added, "I almost wish I was starting there again."

Although many of the 1979 graduates presently have jobs that do not relate to their major, some do. Lisa Brown, a Criminal Justice major at Alfred, now works as a sheriff's deputy in Equelle, Oregon. Esterow, who spent a great deal of time working at WALF, Alfred's radio station now is a news director with WFMV-FM, Blairstown, New Jersey.

Laura Gulvin, a remedial reading teacher for a Rushville, NY high school, wrote that "an education at AU prepared me for life in the world." A substitute teacher wrote, "It shaped me into a knowledgeable, mature, and confident person.

Those whose major was not

related were also positive in their replies. Joe Solitario, currently unemployed, wrote, "I was able to relate to many fields of study," while waiter Michael Storch got a "generalized understanding" of numerous things.

The former students were questioned on their high and low points while at Alfred. Kathrine Hamlin, now a graduate student attending SUNY at Buffalo, believes her high point was holding the office of chairperson of Concept. Her low, as it was for many of those questioned, was having to leave Alfred and her friends. One of those questioned stated, "Leaving Alex's for the last time was probably the lowest!"

All of the students surveyed felt the Liberal Arts course at Alfred could be improved. Some felt a more varied course selection would help, while others felt more offerings in a particular area such as language and music might improve the school.

Brown wanted more "practical" work. She wrote that "colleges should make an effort to line up local agencies for better internship opportunities." Kate Hamlin wrote, "Bring back Allentown! It's a major part of Alfred that should have never left." The graduate located in the Binghamton area wanted the music and modern language programs retained.

Don Galloup, who is working his way across the country, suggested improving the selection of art courses for Liberal Arts majors. Solitario suggested an expanded course selection as did Storch. Esterow was largely satisfied, but thought a business requirement might be added. Gulvin said she wanted "more publicity on Liberal Arts."

Outside Alfred:

By Cathy Frezza

The Albright-Knox Art Gallery in Buffalo will be having two new exhibitions. The first is a retrospect of the work of Piero Dormzio. This will open Friday, December 7, 1979 and run through February 2, 1980. This exhibition which surveys the work of one of the most distinguished Italian contemporary artists, was organized by the Albright-Knox and is presented under the patronage of the Italian Ambassador and under the auspices of the Italian Ministry of Foreign Affairs, Rome.

The second exhibition is made possible by the Alcoa Foundation, Pittsburgh, Pa. This \$90,000 grant is in support of the exhibition *Sonia Delaunay*. A retrospect of over 200 works by this

French artist will open on February 2, 1980 through March 16th.

This is the first time that the Gallery has received major exhibition support from a national foundation. Mr. W. H. Krome George, chairman and chief executive officer of Alcoa, in a recent speech before the Economic Club of Detroit has thus remarked on corporate support of the arts: "Why does business support the arts? Why did American corporations last year contribute a total of \$250 million to the arts?...Business leaders in increasing numbers are coming to understand that where there is a vigorous artistic and cultural life, innovation and experiment irresistibly

communicate themselves to every other segment of our society...It should be clear that the arts are indispensable to business and indispensable to the quality and vitality of the life of the communities in which business operates."

An insight into George Eastman as art collector can be found in a major exhibition which opened December first at the Memorial Art Gallery of the University of Rochester. The works divide primarily into two categories: the old master oil paintings, and popular paintings and prints of Eastman's day - Barbizon School paintings and works by then contemporary Americans.

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Woman professors

continued from page 6

Dr. Wiesendanger, single when she came to Alfred three years ago is now married. Her reasons for choosing Alfred over a more urban school was because of its location. She preferred the smallness and isolation of Alfred.

She came here with no interest in meeting a man. She feels that the opinion that there are not enough single males to attract single women is a "misconception." The big reason that there aren't many women teachers here is that up until the seventies there weren't many women with doctoral degrees and since Alfred hasn't really

done any hiring in a few years, there are presently very few. Wiesendanger went onto clarify that it has nothing to do with a bias on the University's part. "Alfred seeks minority applications."

Professor McGowen believes that the reasons lie in the fact that women find much more support in their motives in a metropolitan area. And since women academics today have more of an option than men in where they want to teach, they tend to choose the city. Associate Professor of German, Mike Lakin supported this view. He said that the "town gossip" in Alfred makes it very difficult for single females.

Kirlian images

continued from page 4

lot of money to support programs and research for rectification and change. Why not take the money used for such ventures as kirlian image photography, not to mention the human-power and energy expended by such speculative adventures, and apply it to more immediate problems?

I suppose this raises many questions which cannot be debated here. In any case, this interesting forum turned out to be, as well, a provocative, thought-eliciting lecture!



Announcements

The US Department of HEW, Social Security Administration, announces its new Claims Representative Exam for Social Security (CRESS). Claims Representatives meet with and interview individuals to explain the social insurance program and also to determine requirements for eligibility. Qualified applicant must be US citizens with a four year college degree. Positions will be available throughout New York State, New Jersey and Puerto Rico. Salary starts at \$11,200 and climbs to \$18,700 after three years. The position offers liberal fringe benefits and excellent career potential.

Interested? Stop by the Career Planning and Counseling Services Office in Bartlett for more information and an application. But hurry-Applications must be submitted between December 3 and December 10.

Alfred University students will present a jazz movement and modern dance program Friday and Saturday, Dec. 14 and 15.

More than 20 students will perform in the program, which begins at 8 p.m. in Harder Hall. The dance ensemble from the State University College of New York at Geneseo will also present several dance selections during the Friday evening performance, completing a dance exchange that will take Alfred students to Geneseo tomorrow evening.

Some of the dance selections at Alfred have been choreographed by Carla Murgia, assistant professor of theater and dance; others were choreographed by the students performing them.

The area public is invited to attend the performances for a nominal admission fee.

The Saxon varsity basketball team opened the 1979-80 season in spectacular fashion with three consecutive victories.

The first contest November 28 saw the Saxons slip by RPI 59-58 at Troy. Sophomore Dave Conklin paced Alfred with 21 points, freshman Bill Byrne following with 13.

A tight game to the end, Conklin provided the margin of victory netting two foul shots with only 30 seconds remaining. AU retained possession to clinch the win.

Last Saturday, the Saxons trounced visiting Houghton 93-69 before an enthusiastic home opener crowd at McLane Center. Five Saxons hit double figures. Bill Byrne, Dave Conklin and Dave Smith each had 18 while Dave Gerhardt and Barry Johnson chipped in with ten each.

AU's defense shored up the Saxon's attack with forwards Conklin and Jim Martens, and guard Barry Johnson having fine showings.

Alfred continued their winning streak Tuesday evening against Geneseo State. A slowly paced game until the final minutes, AU held off Geneseo for the 61-60 victory. Bill Byrne and Dave Smith were the only Saxons in double figures with 15 and 14 points respectively. Dave Conklin and Mel Triche each had eight, Triche also pulled down 14 rebounds.

Geneseo led until late in the fourth quarter when AU took a one point lead and held on for the win.

Coach Ron Frederes is confident that the Saxons are headed for a strong season. Several returning lettermen and talented freshman combine for the most balanced AU basketball club in years.

The Saxons will be on the road December 11 at Eisenhower College. Game time is 8:00pm.

Women's SPORTS Basketball

By Karen Herhold

An impressive score of 54-19 was the result of the first women's basketball game, Dec. 1. Alfred has lost to Houghton for the past two years.

The team played well from the start. At half time, Alfred had lost the ball only 4 times to turn overs. Assistant Coach Bill LaCourse attributes this excellent control of the ball to players Diane Maisel, Anne Carson, and Chris Whalley.

High scorer of the game was a newcomer to the team, freshmen Anne Carson, with 13 points. Sue Wolter, center for the team scored 12. Diane Maisel and Tammy Spalenski both guards, scored 9 and 8 points respectfully.

The team also made 80% of their foul shots during the game, a very high percentage. According to Coach the pro teams only make about 85% of their's. She was very excited by the teams performance and said "Everyone on the team played an excellent game."



Not just books

With winter break just ahead and spring break not all that distant, some people are already making plans to travel, and Herrick Library has some information that can help.

For example, in the reference room there are 1) **Mobile Travel Guides** for each section of the United States and major cities in Canada, giving information on what to see and do in various areas, and rating motels, hotels, resorts and restaurants; 2) **Leahy's Hotel/ Motel Guide and Travel Atlas**, listing prices and addresses of most of the motels and hotels in the country; 3) **1979-80 National Directory of Budget Motels**; 4) **1977 National Directory of Free Tourist Attractions**; 5) **America's Freedom Trail: A Tour Guide to Historical Sites of the Colonial and Revolutionary War Period** in Massachusetts, New York, New Jersey, and Pennsylvania; 6) **Washington Post Guide to Washington**; and 7) James Hart's **A Companion to California**. We also have information on travel abroad. There are other books on travel that can be checked out. To find these, look in the subject section of the card catalog under the name of the place with a subheading of DESCRIPTION AND TRAVEL (e.g. NEW YORK (STATE)-DESCRIPTION AND TRAVEL).

In the pamphlet file (V-file) we have pamphlets on a variety of areas to visit, and in the map file we have road maps that can be checked out. You might also try magazines such as **Travel** for descriptions of places to see and things to do. And, as always, if you have any problem finding the information you need, feel free to ask a reference librarian for help.

Swimming

By Gene Krasuski

The AU women's swim team started its 79-80 season with two losses at home.

Saturday evening, the University of Rochester downed the Saxon women 98-37. The U of R captured first place in all but three events. AU's Mia Dempsey won the 100-Free in 59.5 seconds and Monique DeGroot took the 100-Breast in 1:22.2. Tracy Connel, Kris Gaffney, Kim Rase, and Mia Dempsey combined to win the 200-Free Relay in a time of 1:56.5.

Tuesday, the team fell short again, this time to Geneseo State, 76-50. AU managed first place finishes in five events. Louise Pauley took the 50-Breast in 37.8, Mia Dempsey the 50-Free in 26.9, Tracy Connel won the 50-Fly in 34.6, Monique DeGroot in the 100-Breast with a time of 1:22.7, and Tracy Connel, Kris Gaffney, Kim Rase, and Mia Dempsey again won the 200-Free Relay in 1:56.3.

The girls' next meet will be 7:00pm Tuesday, December 11th at William Smith.

Dan Nagrin: dance review

By Lora Pederson

plative, empty movements characteristic of patients in a psychiatric ward. Staring at the floor, bursting into violent uncontrolled movement, once again resuming the unnatural calm of contemplation. This piece was done in a pair of BVD's, to me rather offensive on a 62 year old body no matter what kind of physical shape.

World Games (1968) was by far my favorite. A series of sounds ranging from a religious mass to a politician talking were utilized to show how words and sound can be just complements to the universality of movement. Nagrin interchanged his movements to each series of sound, deriving an entertaining view of societal dependence on words and sound, ultimately meaningless.

I do not know if its fair to qualify his performance by saying that technique isn't expected or important when one is 62 years old. His lines were beautifully perfected and complementary. His conceptual grasp reinforced by pantomime pleasing to me.

Having only been personally exposed to classical ballet my knowledge is limited in the area of modern dance. Therefore, the impact Daniel Nagrin had upon me was purely emotive in nature. This initial impact was reinforced by a comment he made in a class, I attended. He said, "Take what I have to offer and create it in your own reality because someday I'll be dead, then where will my reality be?"

The first piece presented was **Getting Well** (1978), the concept of getting well was reinforced by renaissance music, a rebirth? The observer followed the long, painful joyous progress of "getting well" performed by Nagrin. The use of facial expressions and pantomime emphasized the choreography. Movement was characterized by pain and struggling, eventually leading to the elated recovery of the patient. In my mind, though, an eerie question was left unresolved. Was the recovery only physical in nature or was it also psychological?

Strange Hero (1948), reflected upon the mobster-like James Cagney hero or the 40's. A dangling cigarette created the cocky, "cool" image of the "strange hero," who even in the face of death, laughed. This was a relatively short piece as was **19 Ubbats** (1974) contained once again that eerie institutionalized suggestion. Nagrin progressed through a series of contemplative, empty movements characteristic of patients in a psychiatric ward. Staring at the floor, bursting into violent uncontrolled movement, once again resuming the unnatural.

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Telethon breaks record

By Jennifer Wilson

Success has taken many forms for the AU annual telethon. \$92,838.50 was gifted to the school because of the dedicated telephone operators, and this has proved to be an all-time record. The happy results may be attributed to the number of callers available, the generosity of the donors, and to several major changes effected in the production of the telethon.

The drive was held in the fall for the first time, instead of the spring, in the hopes that more students would be able to find time to work the telephones. A solicitations letter which was formerly sent out in early fall proved less successful than a phone call, so it was not included this year.

Some of the increases in pledged gifts may be credited to the people who used to donate by mail, and now have to contribute through the telethon. Also there is a new policy of phoning parents of present students because the

number of donations is important, be they large or small. A large number of patrons indicates a concern for the welfare of the University.

The biggest asset to the telethon has been the more than two hundred students who have been participants. Because of this the telethon lasted fifteen evenings and two afternoons; the two extra days might explain the fact that 25% more donations were made than last year.

Both the students and Alumni showed a terrific enthusiasm towards Alfred and its history of the past, present and future. The cheerful cooperation of the part of most of the Alumni made it easy for even the shyest people to get involved and have fun. "Is it snowing now in Alfred?" was a continually asked question. Professors who worked the phones were able to talk to the students they hadn't seen in years.

The ones who ran the show

were co-directors Armand Battisti and Sue Bergren, from University Student Relations. Student leader was Mark Mortenson, and the assistant leaders were Victoria Anderson and Stephen Lynch. Among other things they explained the telephone procedure and did some of the paper work. Team captains worked to recruit new telephonists, and worked the phones themselves.

The atmosphere of the telethon was friendly, and as the hours wore on, a little crazy. Competition was stimulated by playing the different schools against each other. This year, the liberal arts school won with a total of \$8,849 pledged in one session.

Added to this year's program was a "table competition," in which the table of callers with the most pledges won a prize donated by local merchants. Telethoners who worked at least 2 consecutive nights won a free three-minute call to anywhere in the United States. On Halloween, the operators made calls dressed in costume. Cookies and refreshments were a regular part of the scene. At the AU Annual telethon, something could be found for everyone.

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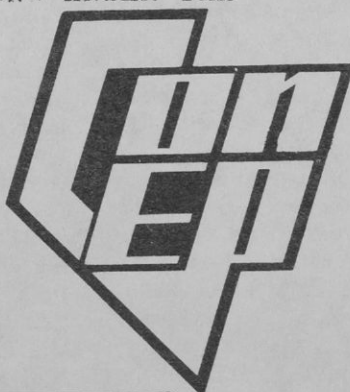
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The 70's—technology?

By Clinton Braine

I woke up the other morning to music played on my clock radio. I checked the time, then went into the kitchen to start some coffee brewing and pop some bread into the toaster. I flipped on the stereo, then sat back and waited. It occurred to me that every action I had taken was involved with some kind of electrical device. Technology has made it possible for me to live this kind of lifestyle. I thought back to my grandfather and his grandfather and wondered if technology was as responsible for the kind of lifestyles they pursued. It seems the further we go back in history, the more man was directly responsible for his own lifestyle. They would build their own houses, chop their own wood to cook their food and keep them warm. Their Christmas turkey was hunted for, not found in the frozen food section. But technology was used then too.

People needed to understand things like how much stress the walls of a house could hold under a thatched roof or how to design a good bridle for the horse that would plow their land. Their basic survival needs were the foundation for technology's advancement. Over the years, these needs were taken care of with greater efficiency. They learned that food would keep much longer if kept in a cold place. The black gold from the ground could take the place of wood or of anything that needed a heat source. And gradually, the ideas that inspired men to experiment and work with new modes of science and

technology grew from helping man with his basic needs, to being involved with our everyday activities. The more we learned, the more technology's role expanded. For entertainment we watch t.v., listen to our stereo or drive to the movies. We use our blow dryers to dry our hair. To warm our beds, we turn on our electric blankets. This is not to get down on technology but to examine the way we use it.

In the past, it seemed like man was ahead of technology and was in control. Man used technology as a tool. Today, though, technology is way ahead of man. It seems our lifestyles just about depend on it. So are we now the tool of technology?

Technology has given us many great things too like a vaccination for polio, and today small pox is virtually wiped out. Our present day communication systems make it possible to talk with a friend across the Atlantic with the push of a few buttons. Computers can store vast amounts of information which helps us to solve complex problems. We have developed lighter, stronger, more efficient materials to build our homes, schools and businesses with.

One key is to evaluate the directions technology is moving now and in the future. But then, doesn't it come down to how we each deal with it on an individual basis? The energy crisis is here and neither oil nor gas, neither solar energy, coal or nuclear power will be able to handle it alone; especially if we wish to keep our present standard of living, which should be one of the biggest questions of all.

Part II: A new look at an old city — Hornell

By Melanie Engram

special thanks to Bob Oakes of the Hornell Tribune

The old saying goes, "It's men who make the Erie," and the railroad helped make Hornell.

In 1851, Hornellsville was a small community of 1,814 citizens that had not even been recognized as a "village." But a period of rapid growth began with the construction of the New York and Erie Railway. In 1832 the State Legislature passed an act chartering the construction of a railroad from some point on the Hudson River (Peirmont) through the Southern Tier by way of Owego, to some point on Lake Erie (Dunkirk). There was no stipulation in the bill that the road would go through Hornellsville, only that it would go through the county somewhere, and perhaps up the Canastota Valley. Great anxiety prevailed in Hornellsville until through the exertions of influential citizens, the engineer decided to locate the road through the community.

The first locomotive came up the valley and stopped in Hornellsville on September 1, 1950, although the entire trans-state line was not open until 1951. The President of the United States, Millard Fillmore, Secretary of State Daniel Webster, and many other celebrities and dignitaries rode the first train from Peirmont to Dunkirk, opening the longest railroad in the country (over 400 miles in length) with speeches and celebrations at every yard. Daniel Webster, claiming that he didn't want to miss any of the scenery, rode the entire length on a rocking-chair that was strapped to a flatcar.

Hornellsville was incorporated as a village in 1852. It's distinction as a top ranking

town along the Erie Railroad came from having a principal locomotive repair shops and main stores depot. The "Erie shops" began as a wooden structure capable of housing two engines in 1851, and grew to be the backbone of the Erie repair services in the Southern Tier.

During the first quarter century of operation of the Erie, working on the railroad was hard and dangerous work. According to the centennial edition of the Hornell Evening Tribune, "One not a dare-devil and without an iron constitution did not remain long in the service if perchance he had the courage to accept a position. During that period the railbed and cars were flimsy and there was but one track for the movement of the trains. Owing to the errors of the telegraph that was then in its infancy, trains frequently met at full speed between stations through an error in their orders...Hundreds of men lost their hands or fingers and scores of them their lives."

The height of railroad employment in Hornell came during the peak years under steam operation, before 1946. However, the railroad provided great employment opportunities for Hornell via the repair shops until its absorption by ConRail.

The repair shops are now owned by General Electric, and still provide highly-paid desirable employment in train repair. Hornell is now expanding its industrial base, but its cultural roots still ride the rails. One still counts the cars and waves to the caboose and can be gently wakened in the morning by the lonely train whistle.

L.I.'s Good Rats make Alfred appearance

By Jim Murphy

On Thursday November 14th, the Good Rats performed at the Alfred Tech Gym for the second time in six months.

The warm-up band was the James Cotton Band, a six-piece blues and jazz band, a band who has suffered lack of exposure from the average student in Alfred. The audience was with the band for a while till monotony, technical problems, and lack of popularity with that style of music created unfavorable crowd reaction.

James Cotton's vocals were harsh and often barely audible because of technical problems. The band backed Cotton excellently but despite their musical prowess they often fell into monotony on drawn out songs. The ending was one of the strangest endings to a show with three members of the band walking offstage, then the drummer, shortly thereafter the lead guitarist, and finally the bassist faded out and left. It left the audience uneasy as most of their performance had.

After a short intermission while the stage was arranged the Good Rats took presence for what was to be one of their

longer but basically 'same as usual' concerts. They used practically the same play-list they've used throughout this year, but added a little more power in their style and improvised their approach to a few songs. The improvisation was noticeable mainly in Pepi Marciallo's vocals, which most of the show is centered around.

However, the concert was presented overall in the same manner with the usual obscurities aimed at everyone including the Iranians, the traditional shaving of rubber rats, and the line dance by female members of the audience. Using the same playlist with the same antics, but refining their musicianship, The Good Rats have not overall changed their show, leading only the hard-core fan to see them too often.

The Good Rats invite James Cotton to join them during the encore and his band eventually followed in what became another drawn-out, boring performance by Cotton, who tried to remain onstage as long as possible, it being evident that the Good Rats were anxious for him to leave.

One might wonder if the

return of the Good Rats after only six months was fair to the Tech student body. The Good Rats are largely followed by a group of people from the Long Island-N.Y.C. area and they can see them in bars there anytime.

One also wonders why ticket prices for University students was double the three dollar price for Tech students and who would realistically pay six dollars to see the Good Rats, a bar band, perhaps good, but a bar band nonetheless. A higher admission price for local students has not been University or Tech policy in the past. Fortunately, University students who wanted to go found Tech friends to purchase the tickets. Attendance could be termed fair at best.

There are many good bands with wide appeal at reasonable prices available for Alfred concerts both for opening and headlining the show. Let's hope in the coming year that CUBAT and ConCEP will bring these bands to the students at Alfred.

This way students may feel that their money is going to popular events that students may not have seen if they had not seen it in Alfred.



Kanakadea Hall

Kanakadea Hall: an Alfred landmark

By Pat Barnhard

You may have noticed a squarish brick structure situated between Seidlin Hall and the Campus Center. You may not know that the building has seen everything from small feet scurrying across its threshold to natural disaster to rebirth as a citadel of academia in the almost-100 years of its existence.

Kanakadea Hall was named after the stream which runs past it by President Boothe Colwell Davis, who served as University president from

1895-1933, when the University acquired the building in 1907. Built in 1884, the building originally housed the Alfred Center School. The grade school was severely damaged by fire in 1907, which burned out the top floor, roof, and tower.

President Davis saw the building as an economical solution to a space problem and traded a University-owned vacant lot at the west end of Park Street and \$400 for it. Rebuilding costs were

\$3,400, and by 1908 the restored building, thanks to architect C. C. Chipman, was ready for use. The registrar's office, history and science departments moved in, and there was even space for some classrooms.

Today Kanakadea contains the division of Human Studies nine faculty offices, two classrooms, and a small seminar room. The building was submitted for National Historical Register status in 1978.

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Haden White presents his historiographical view to AU

By Joe Bachman

A little over a week ago, some folks in Alfred were given the opportunity to meet a fresh intellectual personality. Haden White, the director of "the History of Consciousness Program at Santa Cruz" came to give the Mike Sibley lecture, presented by the Division of Human Studies. In addition he visited various classes and discussion groups.

The time spent with White was somewhat exasperating, traveling with his eclectic academic mind through history, philosophy, art, science, psychology, and California. A man especially skillful in demonstrating the interconnectedness between different interpretations of the world, he proved to be refreshing in some senses-frustrating in others. His quest appeared to be developing some kind of homogenous network of academia (instead of the fractionalized one we now live in) in which he could ramble, without fear, into all fields-regardless of specialty. In short, this guy was all over the place.

Having just written a book "Metahistory-Historical Imagination in 19th Century Europe," White chose to title his closely related lecture, "Historical Perceptions and Religious Visions." Fairly well attended, the lecture left a wide variety of responses. On thing was clear however. Haden White was not about to compromise, or in some way simplify the scope of his talk to suit the opinions of his listeners.

As the title indicates, the lecture examined historian's questioning self-conscious view of themselves as juxtaposed to religion which appears to live in the realm of dogmatic visions. In the early 19th century, universities were springing with new categories of specialism. The evolving influence of the 18th Century Enlightenment had sent man on new quests for understanding and along with the natural and the social sciences, history fought to establish itself as a specialized field of study. All of these of course, were secular ways of thinking which held that any religiosity in interpreting was a thing of the past and clearly was outdated.

The first question that the professional historian had to ask himself in his backward peeping was: what is the way in which I present my material, what is its "form?" Is it an argument or perhaps a "narrative," a "story?" In other words, what kind of dialogue is set up with the reader?

The second question the historian must ask himself is: what is history looking for? Perhaps "human events," particular moments in history or a key to "special understanding," the means to developing a doctrine that will give better insight-or, "concepts for understanding," using special methodologies in which to approach our subject matters. Admittedly White said that historians were faced with a difficult debate over historical explanations which exist still today.

In the beginning of the 19th century two very strong

currents of thought appeared to be fighting as well as merging together: science and art, or if you prefer - the enlightenment and romanticism's reaction to it.

At this point, there was a general desire among intellectuals, for a clean ordering or the social and political events of the time. History, as a specially-trained discipline was called upon for the purpose of elevating ideological distortion. The appeal to history was to justify an analysis of the present situation. In other words, such and such causes led up to the present and thus we have its effects. History was to be the proof of the present. In this way it was perceived that history was the scientific appeal to objective, empirical facts in order to find the "non-ideological" principle, as the vantage point for proving the present.

Debate continued however. In history because of its inherent nature factual-fictional or science-artistic novel? Well both but not too much of either "A low level science and a low level art."

Why not a complete science and a full fledged art? White says "Historians don't like being told by social scientists that they should be more scientific and by artists that they should be artistic." Remember, history was trying to establish itself as an autonomous field.

Reality the way things actually are, seemed to be the absolute quest. "A passion for the real... to fall in love with the real is a curious question, isn't it?" White asked with a glimmer as he peered out to his listeners.

This passion was also a fear on the part of the 19th century intellectuals. The 19th century had a profound fear of reality, an anxiety stemming from the fact that 19th century culture couldn't in all its self-consciousness seem to locate itself tangibly in the sequence of events.

No doubt it was a confusing time for intellectuals with so many streams of thought emerging. Marxism, Freudism, Hegelianism-isms were no doubt in eruption in the century past. And all were feverishly endeavoring to achieve their own sort of proclamation. One thing seemed clear-religion was of the past and any reverence of Christianity in modern ideology was an automatic disqualification. Religion's totalitarian impulses (with God and all), would threaten the empirical and objective ways of viewing a secular reality. Proper historical thinking was the way of overcoming totalitarianisms.

In the 19th century two main stream ideologies emerged, both considering themselves free, non-ideological truths-capitalism and communism. Both laid claims to universal credence. Both harbored expansionist truths as a means of justifying expanding territories, markets, trade routes and means to raw materials.

However, It seemed as though these ideologies (telling it like it is) and their absolutizing had pushed perhaps a little too hard, a little too blatantly. The latter half

of the 19th century ordered history once again to modernize itself. Marx and Hegel were considered to have wanted too much, (too immodest) and thus weren't scientific. History should become "plain" was the great conservative reaction.

This conservative way of historicizing had its "pay off." The subtle "gamble of secular humanism will make you more cosmopolitan and humanitarian." In the name of the West's great idolization for its own form of culture, cosmopolitanism and humanitarianism were conveniently identified as the human interests and values. In order to better mankind, these ideologies were (and are) used in the name of "reason" to modernize the world-international sophistication in the name of civilization. And thus expanding western countries had their imperialistic path into the 3rd world to do as they saw fit. (No reference is made to their own interests but we know they're there.)

This Western Expansionism was its means of universalizing beliefs purely secular non-ideological as it claims to have been? White seems to say "no." Expansionism was nothing more than an extended Christian moral vision under the new names of humanitarianism and cosmopolitanism. It's interlaced completely with value and ideology. We are still, as we've always been, restricted to our thoughts which are conditioned by the historical circumstances we find ourselves. "Is there any way out of this impasse, probably not," said White.

There is no body of data we can go to test the ultimate truth of our methodologies because our approach is determined by language (that common perceptive tool) we use. The meaning of a sentence is its configuration and not its reference. And thus-methodology is always constricted by the configurations determined by historical and human value imposed upon it.

Higher civilizations seem to be obsessed with the need to eliminate and not entertain ambiguity. In our "terror of history," it appears as if we masked history by avoiding the recognition of evil possibilities within our human affairs - ah miscalculations, they are the inherent stumbling block in our ambiguous reality.

In all the ambiguity that life affords us, White seems to be telling us the "religious visions" are still within our "historical perceptions," in a sense its unavoidable. We sense it's unavoidable. We though the 18th century claims to have discovered it. In an existential way, White alludes to the study of history as one involving our fascination with the past, as a means of adding explanation to our present perspective, but in no way can history uncover any absolute truths; it can only leave us with more questions.

The upsetting thing after having left the lecture was not the thought-questions are our only view into our reality. White, after having presented an intellectual historical stu-

dy of historians themselves (historiography), in a charming, humorous way, makes no commitment. Having renounced false claims of historicisms, remained perhaps too detached, relevantistic.

Haden White leaves with out doing battle himself. He points to history as an ironic tool in dealing with problems

yet fails to confront a task himself. White left having asked no substantial questions for us to concern ourselves with, thus there was a terrible shallowness left after this lecture. I left feeling a tremendous void in the lecture as well as myself. White drew a magnificent sketch of history, yet failed to commit himself to it.

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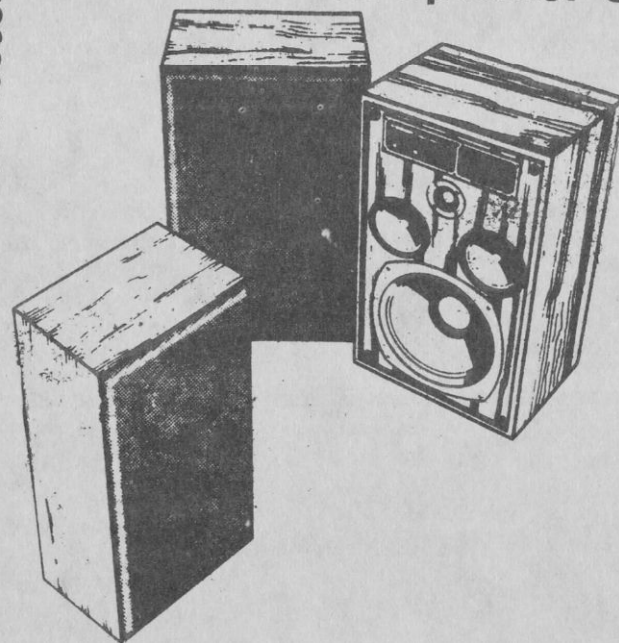
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Nuclear energy safety vs. need

By Pat Barnhard

Is nuclear power safe? Do the benefits outweigh the risks? Marvin Resnikoff, lecturer and staff scientist for the Sierra Club, and Dr. Albert Simon, professor of physics at the University of Rochester, debated the nuclear issue here Wednesday in an attempt to elucidate if not solve, these problems.

Simon contended that nuclear power is necessary. "Energy is vital to our economy, our way of life, and our political stability," he said. He cited economic growth, in terms of Gross National Product, to be increasing at the rate of 2% per year.

Due to the structure of our economy, "some growth must continue while gas and oil supplies shrink," said Dr. Simon, and "expensive energy is almost as bad as no energy at all," since money is exported to buy fuel, increasing inflation.

Simon is convinced that nuclear power must take up the slack, since "coal can't take the whole load" and has serious environmental consequences, such as increasing the acidity of precipitation.

He does believe, however, that "fundamental changes are necessary to keep the risks within tolerable limits," a view he supported by referring to the recently released report by the Carter Administration. This report, according to Simon, advises changes in organization, procedure, practice and especially attitudes towards the use of nuclear power.

As to waste disposal, Simon said that "deep burial will be quite sufficient. Difficulties with disposal are seen by Simon as a political problem - no one wants the depository in their area. Nonetheless, Simon believes nuclear power "can be made safe for us" in light of the benefits.

Resnikoff pointed out the difficulties involved in the safe disposal of radioactive waste. "There is no place at the present time where the wastes can be stored," he said.

The initial move to bury wastes in saltbeds was rejected due to the problem posed by water, which is attracted to heat in salt deposits (radioactive waste is very hot) and containers may be eroded by the water. Once this happens, salt will not retain the waste very well.

Basalt and granite deposits are under consideration as possible waste repositories, "but a lot more work has to be done," said Resnikoff.

He pointed out that the low-level waste depository at

West Valley, where paper, clothing, and other articles were buried, leaked radioactivity due to ineffective burial of the objects in trenches beneath eight-foot thick clay covers. Resnikoff mentioned that transportation of waste is also dangerous, and the reopening of West Valley would involve trucking waste on major highways such as Rt. 1.

One political problem Resnikoff sees in waste disposal concerns Senate Bill 673, currently before Congress, which proposes to place the Department of Defense in charge of removing and solidifying waste. Resnikoff is afraid that a "black curtain" could fall around the area, closing it off to public observation and inspection. He would like to see pressure put on Senator Moynihan to have the Nuclear Regulatory Commission supervise waste disposal operations.

Resnikoff recommended conservation as an immediate course of action and presented some figures on this topic: 15% of our electricity is provided by nuclear power, while electricity represents only 10% of our total energy consumption 25% of our energy is used for transportation.

Government reports have cited that 50% of our energy could be saved by all-out conservation. "Can we really conserve?" asked Resnikoff. He answered affirmatively by referring to the increase in the use of mass transit systems, using "waste heat" from industries, including refineries, to heat houses, recycling, and conversion to renewable, decentralized energy sources.

Resnikoff sees a political problem in the form of opposition from vested interests, such as energy companies, which would have to compete with new energy producers.

Simon agreed with Resnikoff that "conservation is fine. . . but don't expect miracles from it." No matter what one believes, either pro or anti- nuke, we cannot continue to use as much energy as we do now.

Resnikoff commented, "I am not sure what these debates accomplish. . . I don't know how many people who are neutral attend." People who took advantage of the question period were generally anti-nuke as well as polite. Approximately 200 people attended.

The issue of nuclear safety could have been more thoroughly dealt with by both speakers, but the discussion was informative.

Reflections continued 1969-1979

continued from page 2

housing, and a higher quality of food in dining halls; restrictive academic requirements be removed and replaced by a joint student, faculty effort; and greater student participation in policy making.

In reaction to **THE VOICE!** a new liberal arts major was proposed in February 1970.

In March, the University went a step further in promoting more educational flexibility for the protesting students. The Liberal Arts Curriculum Committee discussed English, language, and PE requirement, and reducing language requirement from two years to one year.

The Committee is confounded. It asks itself; should there be set requirements that liberal arts students would be required to take? What areas of study should be included in a liberal arts education?

One liberal arts student will pinpoint the problem: "The underlying theme is the problem of motivation amongst students who have to take courses because they are required; not because they would like to take the subject."

In March 1971, students settled down to more mundane activities, such as going to classes uninterrupted everyday. Students had achieved a higher level of distinction than they ever had reached before their activist ambitions. There are no student strikes to rally around, and the news stories are less striking in themselves. It is evident there is less student involvement in campus activities. Due to a lack of staff, the **Fiat** enters an age of depression. Until 1976 then, there is a blanket of relative quiet covering Alfred University (at least according to the **Fiat**).

At present, we find ourselves once again answerable to a more structured educational program based on fundamental principles. "The General Education Program" is outlined in the Spring course booklet. Basic competencies must be proven in three areas: written communication, oral communication, and mathematics.

A student not fixed in either structured programs (either entering AU before 1971 or after 1979) must ask himself, "Do I suffer from the deleterious effects of a more flexible program?" Granted, such a system favors student prerogatives, but what if the less wise student who does poorly in math and English is not asked to demonstrate proficiency in such subjects? Will he be punished when he falls out of the University crib after four years?

Institutional troubles will again materialize when in the Fall of 1976, the **Fiat** endorsed the retrenchments planned for Fall 1977, calling the action "a sign of the times." We are all aware of the conclusion to this story.

In May 1978, Allentown was discontinued after its 1971 initiation. A **Fiat** editorial says that this action "marks the end of an era for Alfred University."

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Senate Gavel

By Bryan Stables

The Student Senate Ice Skating Committee is currently involved in procuring an ice skating rink for the university. Representatives from the committee have discussed this proposal with University President Howard Neville. The President views the idea as a realistic goal and expresses optimism for the project.

The cost of the rink is roughly estimated at \$200,000. It is hoped that funds for the project will be raised through a \$5/ semester student activity fee and from alumni donations. According to Neville, if the students accept the tuition increase then a donor will be found to hire an architect to conduct a study and estimate costs.

Given the "best of all world," student approval and alumni support, the actual "construction could start in the Spring of 1981." "By the 1981-82 school year, the facility could be ready for use," anticipates Neville.

Although no definite arrangements have been made, Neville has suggested making it a "covered arena" which would have the "capacity to make ice when the weather is chilly." This would appreciably extend the otherwise 10 - 12 weeks of usefulness.

A location for the rink is at this point merely speculative pending further planning and development. However, Neville stated two criterion regarding the location and size of the rink. First, that it

be "built within walking distance of the University," thus ruling out Jericho Hill.

Secondly, the "skating area must be built large enough to accomodate" future interests in establishing "intermural and intercollegiate sports and recreation programs." This includes the possibility of offering skating or ice hockey as part of the physical education curriculum.

President Neville, whose efforts obtained an ice skating arena for his former school, earnestly considers the prospect of an ice skating rink as a worthwhile contribution towards the enhancement of the University and the community at large. The rink will undoubtedly draw outside interests which will benefit the area merchants. During the five-week mid-year vacation, residents of the surrounding communities could use the facilities at a nominal charge. Thus, the decision to go ahead on the proposed ice skating arena will be a welcome one.

This week the Student Senate Committee on Ice Skating is preparing an advisory survey to enable students to indicate their support for the project. These surveys will be distributed through your student senate representative, and the response will be coordinated and presented to the entire student body in the following issue of the Fiat Lux.

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Coffeehouse probable

By Terry Shay

The hoped and planned for permanent coffeehouse is opening next semester. The idea of creating a coffeehouse which is open on a regular weekly basis is one which has been stirring in Alfred for sometime.

People have expressed a need for the quiet, cozy, yet social atmosphere it could offer, for its varied entertainments, for another choice of places to go. The idea is fast becoming a reality.

The coffeehouse is scheduled to open during the first week of school next semester, and to be open every week - Tuesday, Thursday, and Friday nights from 9pm to 1am. Serving a variety of non-alcoholic beverages-coffees, teas, and juices- and cakes and pastries. It will also offer a mixture of both live and taped entertainment.

Because it can be used on a permanent basis, the Commons Building Lounge was chosen as the coffeehouse site. Though, unfortunately, a little smaller than the lounge in the Campus Center, the Commons lounge could be made into a beautiful coffeehouse.

The most striking feature of the room is its slanted ceiling of light, knotty wood. Horizontal beams of darker wood meet this sloping ceiling to create a visually complex pattern of interconnected triangles. A black metal fireplace at one end of the room acts as a focal point, a natural center of attention.

Plans are being made to decorate the lounge to create a cozy, funky, coffeehouse atmosphere. With warm rugs over the linoleum floor and hangings on the bare walls, the room could be transformed into a comfortable, more attractive place to be. Acquisition of new furniture, small tables and chairs, is also a part of the plans.

When not in nighttime use, the lounge will be open for studying. Improvements in the character of the room will make it a better place for studying as well as for the coffeehouse.

A regular coffeehouse could enrich Alfred life. The coffeehouse planners see it as an opportunity for students and faculty alike.

It could offer varied and exciting entertainment-singers, instrumentalists, poetry readings, Open Mike nights, maybe even comedy or drama. With enough interest, we could create a lively, fun place to go.

It seems a great use for the often unused lounge. Whether the music for the night is live or taped, the coffeehouse will be a great place to visit after studying in the library, a good place to go with a friend for a late-night snack, or to drop in on while doing your laundry in the Commons Building.

Anyone interested in performing at a coffeehouse can contact Stewart Rosen for more information.

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LETTERS

My dear editors,

After reading the Oct. 15 copy of the **FIAT LUX**, graciously sent to me here in the wilds of the Iberian peninsula 1,000 things rushed into my head that I wanted to write. After 3 attempts which were beginning to sound like a matronizing person who has "done it all before," I will try to limit myself in this letter to comments on two subjects which I feel are of the utmost importance (being famous for not being able to refrain from commenting on things).

Firstly, reading the letters to the editors, one that stuck in my mind was the one about foreign languages at Alfred. I wish I had a copy of the first issue to be familiar with the editorial to which Mr. Stagles refers, but I can imagine the general theme, are that will always be current at small liberal arts colleges. Clearly, because I am writing to you from another country, where I have been studying on a program I arranged through the study abroad office at Alfred, my support of the arguments used is obvious.

Even though the opportunity is there, and I strongly encourage anyone to take advantage of it, I feel it's necessary to appeal to you on a deeper level than, "I'm having a great time, you should try it." The problem, as I see it, is that it's difficult to consider living in another country if you know nothing about its history, culture, people, language—especially because, in times of financial difficulties, there are few languages taught. There are ways of integrating the study of other cultures into the curriculum, even if language course offerings are limited. History, religious studies, civilization, art, music, dance, literature—Spain, to use only one example, boasts a rich, unique heritage in all of these fields, of which with the exception of Spanish classes, I learned next to nothing about during all of primary and secondary education, and 3½ years of college. Many American students have been embarrassed when they discover that the average Spaniard knows more about the politics and history of the US than they do.

The same goes for every country in Europe. Children, from the grade school level on up, are required to learn another language. Many times it is not learned well enough to truly converse, but at least they become familiar not only with another language but other cultures, other cities, famous people, etc., which rarely happens in an American education. This lack of knowledge, and the lack of interest which results, contributes to the stereotyped picture of the arrogant, ignorant American abroad. I realize that true insight into a country is very difficult without native teachers, but there are so many primary sources available—periodicals, plays, songs, billboards in New York City—that can be utilized. They are used, of course, in the language class, but only scarcely integrated into the rest of a curriculum.

More programs such as the foreign films that Alfred gets, or the "world friends" organization are needed, but I feel

the most important exposure one gets is in the classroom.

In the skeletal program that Alfred offers, rather than struggle for diversity, emphasis should be given to the primary years of the languages. The more advanced students could then be teaching assistants in a sense, and help create a more open atmosphere in the lower classes, by sitting in for conversation. (This is not to be confused with those advanced students who sit in lower level classes for an "easy A", thereby intimidating the beginners).

Many traditional methods of teaching language have, over the years been discarded entirely, for example "drilling". I am certainly not in favor of learning by 'drilling', but a certain amount is necessary, along with the memorization of irregular verb forms, etc., along with more imaginative, fun ways of learning, if one is to truly learn a language.

As for the subject of Latin, also brought up in Mr. Stagles' letter, I feel it is a great disadvantage to student that it has disappeared from so many college curriculums. The Latin I took in high school has been a tremendous help to me not only in learning a Romance language, but in all the subjects I have taken. No student would be worse off for having taken a year of Latin, regardless what that person studies—art, law, history, literature, science, music, drama, business, nursing—our heritage from the classics is immense!

What I am saying, in summation, is first things first. Perhaps the first step is for colleges to re-introduce the 2 year language requirement, both of high school and while in college. The second step is, I believe, re-instituting the requirement of western civilization, as the art school has done for their students. After that, good, sound language classes.

As for the other subject I had wanted to comment on, I think now it will have to take another letter, but let me say briefly that I am very happy about the amount of interest being displayed in the Alfred Women's League—it is extremely encouraging to see the potential for activity. So, I would like to give the **FIAT LUX**

As for the other subject I had wanted to comment on, I think now it will have to take another letter, but let me say briefly that I am very happy about the amount of interest being displayed in the Alfred Women's League—it is extremely encouraging to see the potential for activity. So, I would like to give the **FIAT LUX** a great big hug for bringing these most vital issues to the attention of the Alfred community.

From one who misses the said community muchismo,
Nancy Cushing

To the Editor,

The protest against Iran held downtown on Saturday, Dec. 1 caused many comments. The corner of Main Street was full of raving protesters displaying irrational signs, slogans and even a stuffed dummy. Their actions were apparently far from what one would call a peaceful rally.

Some people may feel the need to partake in rallies, which is fine if they are aware of what they are representing. However, I doubt if anyone knows what is actually going on in Iran. Therefore it seems unreasonable to march about like barbarians while chanting slogans in favor of a nuclear attack. The two just don't mix.

Furthermore I was extremely embarrassed by the media coverage. The 6 o'clock news that night gave me the feeling that I wasn't watching Alfred at all, but rather another place full of ignorant people. People should consider the implications of their actions, especially in a supposedly educational community. A peace rally is not peaceful when irrationality is the dominant emotion.

Tina Cantelmi

To the Editors,

The **Fiat Lux** has come under criticism this semester for "biased" and "unprofessional" journalism. I would like to mention that there are certain differences between a college newspaper and a "regular" newspaper which render these criticisms invalid.

For one thing, a college newspaper addresses an audience composed of students, faculty, and persons interested in things having to do with the University. This audience is, one hopes, more educated than the readers of a regular daily newspaper and are entitled to more "intellectual" reporting.

The purpose of a college paper is different than others as well. A college paper should inform people of events on campus, analyze these events, and be a forum for the ideas, commentaries, and opinions of students and faculty who wish to contribute articles to the paper.

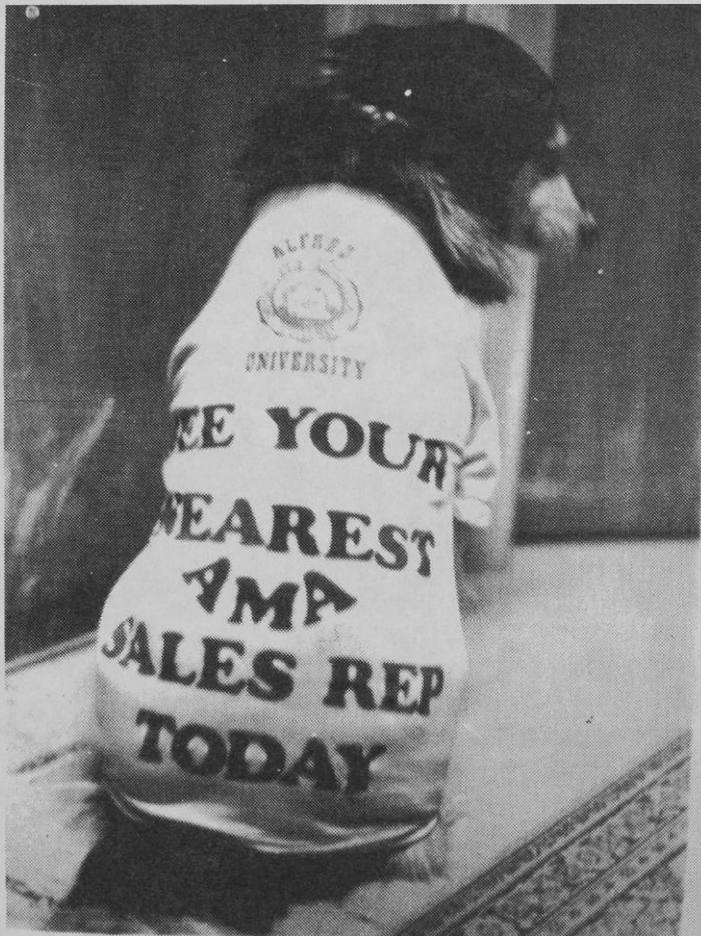
This latter category unquestionably falls outside the realm of standard, "professional," strictly factual reporting found in almost every daily newspaper in the country. In other words, if you want to know what is happening in the world, go get a copy of the **New York Times**, or some similar paper, and read what the newspaper staff thinks is fit to print.

If you want to know what's going on on campus among your fellow students and what your classmates feel and think is important, pick up a copy of the **Fiat Lux**.

The **Fiat** can represent people's opinions on campus only insofar as people contribute to it, so if anyone is dissatisfied with the opinions, editorials, articles, etc. they have only to pick up a pen and paper and see that their article reaches the "copy in" basket.

The opinions in this letter are mine personally, and do not necessarily reflect those of the **Fiat Lux** staff.

Pat Barnhard



To The Editor:

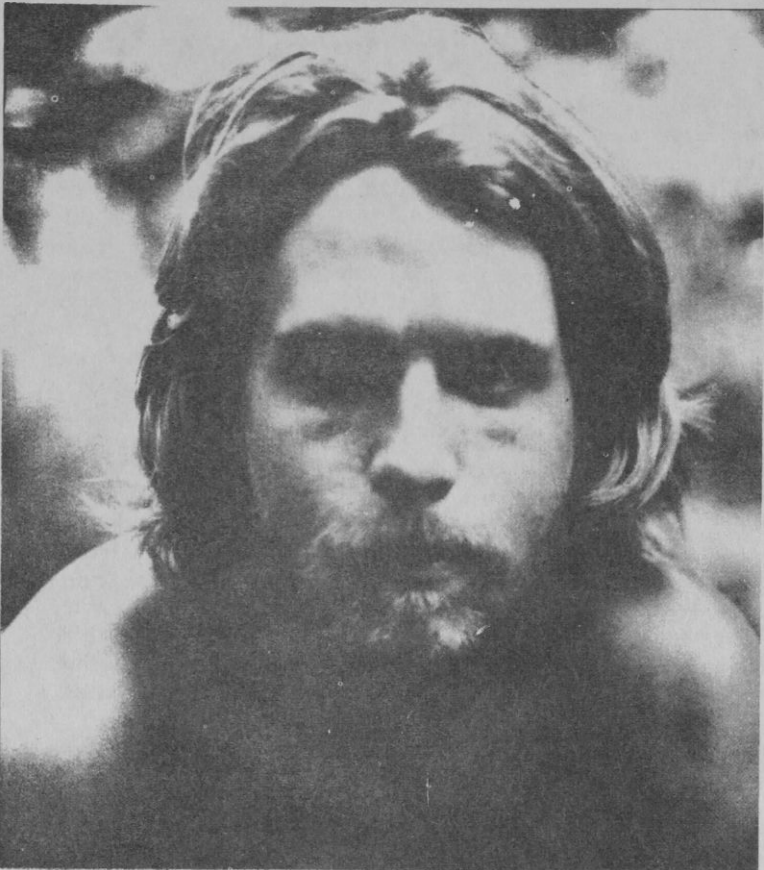
Shortly before Thanksgiving break, a wood and metal constructed sculpture located between Davis and McLane gyms was overturned and damaged. A few days later three more pieces on the sculpture green between Harder Hall and the Science Center and one on the slate court in front of Harder Hall were also overturned and damaged, one irreparably. The purpose of these actions is incomprehensible to me and disturbing in its implications. Apparently the hostility of the persons involved toward the work stems from fear due to ignorance and hence intimidation. Their method of dealing with this intimidation is to destroy the object they feel it emanates from.

This is nothing new at Alfred. From what I have been able to gather, this is a problem that is particularly chronic at Alfred. Why? For one thing, lack of something better to do, I suppose. But it is also a source of anger and frustration for those who create these works. To bring it down to a generalized level, there is a monetary value in the cost of materials, sometimes high. It's hard enough to afford initially (materials are purchased individually, not provided), so we certainly can't afford to continually replace damaged work. Then there is the actual physical labor and time involved in the making process, and it is frustrating to see that go out the window. But more important than these factors is the emotional and mental labor involved. For me, my work represents myself and my efforts in a most personal sense, and to have them maliciously attacked in the name of a "good time" is to be attacked myself, but in a manner that does not give me the opportunity to defend myself, akin to getting hit on the back only to turn around and have no one to strike back at. Not that I want to strike back, as that constitutes hypocrisy, but to ask why? What is your motive in doing this?

My point is this: all that I and anyone else doing this sort of work asks is to be respected. It is gratifying if my work is appreciated, understood, or enjoyed, but in the absence of these, I only ask respect for it, as I ask respect for myself and as I offer it to others. If someone feels the need to express their distaste, dislike, distrust, or disturbance of a work, do so in writing or speech, not in the Neanderthal and cowardly fashion we have been so unfortunate to witness. It is not only an affront to the artists, but to anyone with the decency to expect the consideration and courtesy of others. It not only constitutes the criminal destruction of property, which is bad enough, but it is indicative of a much larger and much more disturbing problem which none of us should have to deal with.

Sincerely,

Christopher Voll
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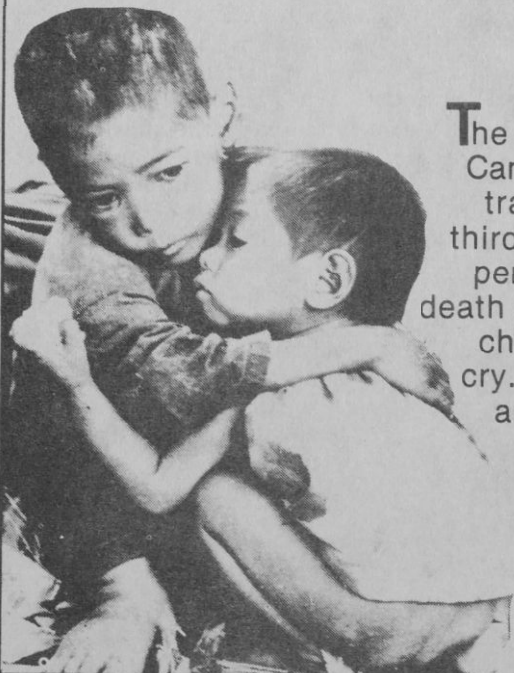
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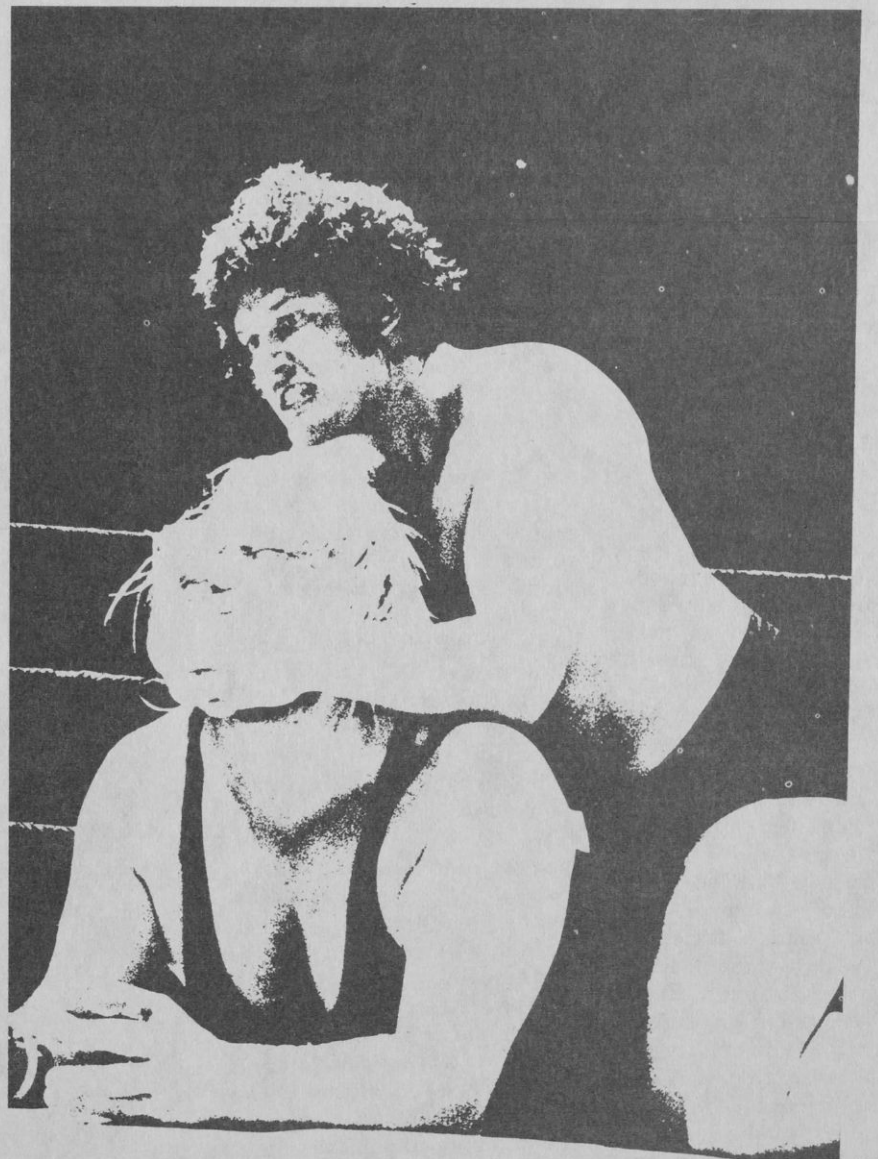
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