



## Neville Next President



By Diana L. Tomb

By AU News Bureau

head of the Presidential Search Committee. The search for a new president began last October, after former President M. Richard Rose announced his resignation. Two candidates were singled out and invited to campus, one of which was Neville.

The search was reopened in February, according to George Raymond, chairperson of the board of trustees and the Presidential Selection Committee, because "We weren't sure whether Dr. Neville was going to accept or not."

It was Raymond's understanding that Alfred was not Neville's only opportunity and so the committee did not want to hold up the search while he looked into other schools. However, he also said that the final and unanimous choice by the committee was not made until Monday, March 12.

Neville is planning to visit Alfred again sometime in April and will be moving here "probably in August," he said.

Neville has been the president of UMO since 1973. He has also served as an executive vice-president for administration at the University of Nebraska at Lincoln.

He was president of Claremont Men's College in California from 1969 to 1970. At Claremont, Nebraska, and Maine, Neville also held the position of professor of economics.

In a 17-year association with Michigan State University, Neville served as provost and chief academic officer, assistant provost, director of continuing education service, professor, assistant professor, and instructor in business.

Neville earned a PhD in economics at Michigan State, a master's degree in business from Louisiana State University, and an undergraduate degree in business from the University of Illinois.

Raymond summarized the qualities that made Neville stand out from other applicants as excellence in past fund-raising efforts, superior academic cre-

dentials, and excellent management abilities. Raymond said that Dr. Thomas J. Kerr, the other candidate who came to campus, also has those qualities. He added that Neville has one more plus on his side: a proven record over the years of being a college president.

Students at the UMO have been critical of what they call Neville's "invisibility." John Donnelly, managing editor of the student newspaper at Maine, said Neville was "an efficient administrator but an enigma to students and faculty." He added that Neville conducts most of his work "behind the scenes like an invisible force."

Asked about this, Neville replied, "Any president at a university this size will be called invisible." He added: "In a few weeks you'll know my face, who I am. In a matter of months, I'll know you-not your names, but I'll be able to recognize you," referring to his arrival in Alfred.

for *The Maine Campus* student newspaper, quoted Neville as saying: "I can walk around and meet students but that would be false. Setting goals and directions and emphasizing such things as quality are more important. My job is not to sit around and gas with students or alumni or faculty for that matter."

The first goal Neville wants to achieve at Alfred, he said, is to get acquainted. After that he wants to "continue with admissions, getting the right number of students at the right level, paying attention to the qualitative level."

Third on his list will be working to increase Alfred's endowment. Presently, Alfred's endowment finances less than 20% of the cost of running the university. This is a relatively low figure for a private college.

Neville concluded, "Mrs. Neville and I are looking forward to joining the Alfred family."

## Signing Off to a World's Record

By Jason Alter

Gary Esterow, general manager for WALFFM, will attempt a heroic act at the end of the month. From noon on March 30 until 10 p.m. on April 9, Esterow plans to broadcast continuously from the parents' lounge of the Campus Center.

In all, the marathon broadcast will last 250 hours, breaking the world's record for radio marathons. The current record stands at 240 hours and 13 minutes. In addition to attempting to break the record, Esterow will be trying to raise money for the student radio station's transmitter fund.

Esterow's marathon will be the third radio marathon that the station has held. Brandon Scholz, former station manager and general manager, stayed on the air for 72 hours two years and 73 hours last year.

It will take \$5000-7000 for the station to reach its goal of purchasing a transmitter and the equipment to start stereo broadcasting. It is hoped that the pledges and walk-in donations from this marathon will help the station to achieve the goal.

According to rules established by the Guinness Book of World

Records officials, Esterow will be allowed five minutes of rest for every hour he stays awake. He can save up that time, giving himself about two hours a day to sleep.

Dean P. O'Grady, station manager at WALF, stated "the whole station is behind Gary in his efforts to enter himself into a Guinness Book of World Records and help earn the funds necessary to purchase the new transmitter."

Disc-jockeys and other station personnel will be collecting pledges for the marathon as well as keeping Esterow company, especially during the sleepy late hours of the nights.

Esterow said "We are hoping for plenty of support from the student body, faculty and administration. Even if people can't donate money, if they come down and give moral support, it would help because I think that it will be an important factor in trying to reach our goal of 250 hours."

There will be medical attention available for Esterow, who is hoping that he won't need it. He said that if he can't take any more he'll stop, but he hopes to finish the entire marathon.

## Goodbye After Three Decades

By Lauren Stiefel

At the close of this semester, Dr. Melvin H. Bernstein, professor of English, will retire after 30 years at Alfred University. As students, we know him as a man of warmth and wit, absorbed in his work as he conscientiously explains to us the literature of the past and present.

But to describe a person in one's own terms is only adequate. Mel Bernstein does not consider retirement a tragic situation. When asked if he would like to leave us with some final words of wisdom, he replied, "Retirement is not a gallows situation; last words of wisdom are not in order."

Bernstein has taught English for 40 years. He recognizes a change in the reasons for attaining a higher education, comparing the attitudes of a 1938 student with those of a 1979 student.

"I theorize at this point, but a possible and distinguishable difference between students of 1938 and 1979 is a degree of motivation. The idea of learning has changed and not necessarily for the better," noted Bernstein.

He "started teaching in the depression when learning was for a different reason. There was a greater confidence perhaps, that education was a way out for personal and social unhappiness, discomfort and deprivation."

"Teaching is a deceptive behavior. One appears to be teaching, but really one is learning," said the professor. Bernstein views his retirement as "a retirement from teaching, not learning."

Bernstein spoke of his early years of learning with great sentiment and due fondness. "I was studying my teachers all the time I was learning," he said. It was a Hebrew school teacher who took Bernstein to his

first Broadway play, and a rabbi who taught him the Socratic dialectic.

From this learning experience, "I began to see the largeness and compatibilities of different kinds of knowledge. On the surface you have four incompatibilities, but putting them all together, I called them knowledge." He added that "There are no compartments or divisions of knowledge-it is a seamless web."

Concerning his Alfred teaching experience, Bernstein said, "Among other things, this perception of the compatibilities of different things helped me to enjoy the required freshman (western) civilization course of which I

was chairman for 19 years."

He called the debate surrounding the freshman requirement of western civilization a "tangled issue." Of the class itself, Bernstein feels that "the principle of integrated knowledge that lies behind the theory of the civilization course is still a good idea."

Bernstein came to AU in 1949 as assistant professor of English. Since then he has served in the positions of associate professor, full professor, and chairman of the civilization panel. Since 1970, he has been University ombudsman, mediator between students and faculty. Bernstein received tenure in 1952.



By R.E. Nordheim



# How to Invest in Securities

By John Hyslip

Suppose you decide that the time has come for you to put some of your extra savings into securities. What do you do next? How do you go about buying stocks or bonds?

You might go to your local banker and ask him how to proceed. He'll know several investment firms in your local community and probably at least one man in each of them. But don't forget that the banker is actually in competition with security houses for your savings.

He may buy government bonds or other securities from them himself, but the typical banker outside the big-city banks is quite apt to look with a jaundiced eye on your buying securities.

He would rather see you add to your savings account or employ your money in other ways through his bank—in a local business, in real estate, or in mortgages, for example.

Also, don't forget that most bankers are extremely conservative. It's their business to be. When it comes to investing the bank's own money, they have been legally compelled to confine investments largely to governments and other high-grade bonds.

They may have little familiarity with stocks and understandable misgivings about them. They don't realize that the individual's investment problem is apt to differ considerably from a bank's problem.

What is true of a banker is apt to be true of a lawyer, too. He's likely to be almost as conservative, because he thinks of investments principally in his role as a trustee, a man legally responsible for the administration of an estate.

Where else may you turn for help if you want to buy securities? The best answer is: a broker, because he

the man best qualified to help you with your investment problems.

That's his whole business. If you don't know the name of a broker, one of your friends or associates surely does. And if you don't want to ask, look in the financial section of your daily newspaper. You'll find broker's advertisements there. Study those advertisements for a while; decide which firm seems to have the kind of policy you like and the service you need. Then visit the firm. You don't need a letter of introduction.

Every new customer of a brokerage firm must open an account with that firm before he can either buy or sell securities.

Opening a cash account at a brokerage firm is very much like opening a charge account at a department store. It simply involves establishing your credit so that the broker is sure you can pay for whatever securities you order.

Sometimes, if the broker doesn't know you, he may ask you to make a "good faith" deposit on opening an account, but most of the time he will be satisfied with a bank reference.

He has to be sure of your credit responsibility for one simple reason. When he places a market order for you for a stock, neither you nor the broker can know to the exact penny just what you will have to pay.

You may know that the last sale took place at 18½ a share, but when your order is executed, even a few minutes later, the price may have gone up or down by an eighth of a point, a quarter of a point, or even more.

So when the purchase is made, the broker assumes the responsibility of paying for the stock and sends you the bill, a bill that you are supposed to pay in five business days, because your broker must settle his account in that time.

If you want to open a margin account instead of a regular cash account so that you can buy securities by paying only a portion of their purchase price, the broker will want to be especially certain about your financial solvency.

When you pay only part of the cost, the broker has to pay the balance, and that money may be on loan to you a long time with interest payments coming due regularly.

Once you have opened an account—cash or margin—you can buy or sell whatever you want simply by phoning your representative or writing or wiring him. Probably 90% of a broker's business comes to him by phone.

The first step in solving your investment problem is to decide on the one objective you most want to attain by your investments. Is it safety or capital? Or liberal dividends? Or price appreciation?

When you start thinking about stocks that might best match any of these objectives, you should first take a look at various industries and their future prospects.

There is no all-purpose security—no stock or bond that fits ideally into every man's portfolio. Each man must work out his own investment salvation for himself.

That's why the best advice that was ever given is "investigate before you invest." And the investigation should properly begin with your own financial situation.

continued on page three

## Brick Sunday Talks

By Alexander Kutchins

What are your "profs" like, not in the classroom sense, but as people? Have you ever sat down with one, over a beer or something, and just talked?

The Brick is trying to get students and teachers together for just that purpose. At 7:30 on Sunday nights students and teachers can come together in a way that can not be done in a class setting.

The format of the talks is open for the teachers and students to choose. Some are more structured than others.

For example, the first talk was by Val Cushing, professor of ceramic art, on the history of pottery up to the present, including his own work. Cushing's presentation showed his love for pottery and his concerns for his work.

The next week Tom Peterson, associate professor of religion gave a talk. Rather than talking about some aspect of the many religious philosophies he teaches, Peterson gave us a glimpse into his past—a glimpse not often seen.

The Sunday Talks have been started to bring out new views and show students who their professors really are.

# Roving Reporter

Photos By Michael Schreiber

By Michael S. Schreiber

This week's question: Do you think that the women's movement has been effective in Alfred and how?



Linda--I don't even feel there is a women's movement. Don't you think people are pretty equal around here? Maybe that's because I'm an engineer though. I can do whatever I want, I don't have to fight for anything because it's all there.



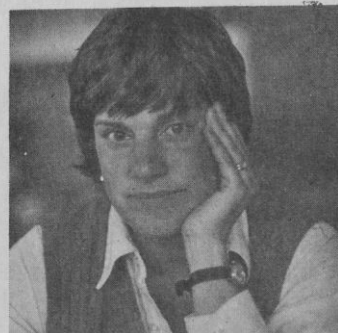
Maria--Yeah, I do...all the guys I know now are baking bread.



Elana--I really don't know... I'm not aware of the problems or how they're trying to help themselves. I never think about it.



Phil-- I don't think it has because I've heard almost nothing about it. Here it seems really backwards almost, I don't think it's going anywhere, this campus is really apathetic about some issues.



Nancy--I've only been here two years so I don't know what it was before, I haven't been involved but I find that school or the academic atmosphere is one where women aren't treated like airheads, I think it's the only place where a woman can go and feel the same, I feel very equal in the classroom.

Barbara--I don't live on campus and I don't really know what the women's movement in Alfred has done, one thing I have noticed is there aren't many women on campus actively working for it.



Kathy--Obviously it had died out for awhile and now it's growing again, which is good to see. I hope they don't get disillusioned quite as easily. I was really discouraged when the women's clinic closed. What's strange is that some of the things they are saying are the same things as in the 70's when I first got involved, like about not having to include men.

## Time for Annual Give-Up a Meal

By Randy Carmel and Alison Marquardt

Give-Up-A-Meal is coming on Thursday, April 5. This is the big fundraiser for Student Volunteers for Community Action (SVCA).

Each student on the meal plan can give up his dinner at either Ade or Brick dining hall. For each meal forfeited, Hallmark Food Service has agreed to donate a percentage of its cost to the organization.

The money raised in this way will be used to purchase a new car, which is essential for travel around Alfred and to the Hornell area. Discount tickets will be given to all participants, to be used at the Campus Center, and Alfred food shops on that night.

SVCA is a campus organization designed to bring together students and local community members; both groups benefit from this relationship. There are several programs, each offering a different type of experience.

Adopt-A-Youth is a Big Brother/Big Sister program involving forty volunteers and sixty fatherless children from the Hornell area. Adopt-A-Grandparent allows students and older people in the Alfred community to form friendships; there are currently twelve volunteers in this program.

The eight students in the Tutorial Program work in Alfred-Almond Central School, tutoring math and reading.

The organization has grown tremendously since its creation in 1972. To maintain this level, we need the support of the student body. Watch for our sign-up people at the dining halls, starting on Friday, March 30. Please help us by skipping your evening meal on April 5—have a dorm party, eat out at the sub shop, or meet your friends at the Campus Center. Any questions? call Rhonda Schuster (3260), or Lynn Jansky in the Student Affairs Office (2134).



# Outside of Alfred

By Michaela Brennan

## Music

A number of Alfred area artists are among the 103 exhibitors in the Memorial Art Gallery's 1979 Rochester Finger Lakes Craft Exhibition, which opened on March 10.

The regional juried craft show, a biennial which alternates with a fine arts exhibition, is made up of 123 objects chosen from over 450 pieces submitted. Among the local artists are Rob Forbes, John Gradoville, Nellie Perry, Michael Schick, Christopher Staley, Arnold Zimmerman and Hope Zaccagini.

Support for the exhibition comes from the Mobil Chemical Company and the New York State Council on the Arts. A catalogue listing their works accompanies the show, which runs through April 22.

A series of special events has been organized by the Albright Knox Art Gallery, Education Department, to celebrate the International Year of the Child, 1979. An exhibition of original illustrations for two children's books, **Blueberries Lavender** (Songs of the Farmers' Children)-poems by Nancy Dingman Watson, drawings by Erik Blegvad-and **Nathaniel**-written and illustrated by Jim Arnosky, will be on view from April 3 through April 29, 1979.

Penfield Symphony Orchestra, RT Ingle Auditorium, March 18, 3 p.m. free.

Kilbourn Concert Series, Eastman School of Music, Kilbourn Hall, March 20, 8 p.m., 275-3057.

Eastman Percussion Eastman Concert-John Bech, Director, Eastman School of Music, Eastman Theater, Main & Gibbs St., March 20, 8 p.m., free.

Rochester Philharmonic Orchestra-David Zinman, Conductor; Steve Degroote-Piano. Eastman Theater, March 22, March 24, 8:30 p.m.

Special Guest Concert-Gustav Leonhardt-Harpsichord; Sergio Lecca-Violin Eastman School of Music, Kilbourn Hall, March 25, 8 p.m., free.

Eastman New Jazz Ensemble-Bill Dobbins, Conductor, Eastman School of Music, March 25, 8 p.m. free.

Eastman Trombone Choir Concert, Eastman School of Music, Kilbourn Hall, March 29, 8 p.m., free.

Eastman Wind Ensemble Concert-David Whitwell, Conductor, Eastman School of Music, Kilbourn Hall, March 30, 8 p.m., free.

## Theatre

"Dear Liar" with Michael Learned and Anthony Zerbe, Nazareth College of Rochester, Arts Center-Main Auditorium, 4245 East Ave., March 23, 8:30 p.m.

A Mime Concert with Bert Houle & Sophie Wilbaux, the Mime Workshop, 50 Chestnut Plaza, March 24-25, 8 p.m.

"The Arcata Promise" by David Mercer, The Committee on Performing Arts, UR River Campus, Todd Theater, March 29-31, 8 p.m.

Elizabeth Clark Dance Ensemble, 8 Prince Street, March 24, 8:30 p.m., March 25, 2:30 p.m.

## Films & Video

Video Program, co-sponsored by Portable Channel, Memorial Art Gallery, 490 University Ave., March 20, 7:00, free.

"43rd Rochester International Salon of Photography," Memorial Art Gallery, March 27, 7:30 p.m., free.

"A Nous la Liberte" (1931) by Rene Clair. Visual Studies Workshop, 31 Prince St. March 28, 8 p.m., free.

"Sculptor's Drawings-Lipshitz, Moore, & Rodin" Memorial Art Gallery, March 1-April 22.

Panoramic Views-ED. Goldbeck, Visual Studies Workshop, March 2-April 29.

Paul L. Anderson, George Eastman House, 900 East Ave., March 2-April 29.

Designing Hollywood: Productions of Harry Homer (1940-1978) George Eastman house, March 2-June 24.

Etchings, Sculpture, and Weaving by Siona Pelah, Verne Bryant, Jean Ellis, Jewish Community Center, 1200 Edgewood Ave., March 11-April 1.

Recent Work of 3 Painters: David Bolduc, Bob Cole, Basilios Poulos, Bevier Gallery at RT. March 17-April 16.

"The Skies of Spring," Rochester Museum and Science Center Strassenburgh Planetarium, 657 East Ave., March 12-June 14, 7:30 p.m., nightly.

Poetry Reading: David St. John, Brockport Writer's Forum, Edwards Hall, Brockport State College, March 21, 8:30 p.m.

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The Securities Exchange Commission, with the cooperation of industry trade groups and the Better Business Bureau, has issued an investor's guide which makes these ten recommendations to all investors:

1. Think before buying.
2. Deal with a securities firm that you know.
3. Be skeptical of securities offered over the telephone from any firm or salesman you do not know.
4. Guard against all high-pressure sales.
5. Beware of promises of quick, spectacular price rises.
6. Be sure you understand the risk of loss as well as the prospect of gain.
7. Get the facts. Do not buy on tips or rumors.
8. Request the person offering securities over the phone to mail you written information about the corporation, its operations, net profit, management, financial position, and future prospects. Save all such information for future reference.
9. If you do not understand the written information, consult a person who does.
10. Give at least as much thought when purchasing securities as you would give when acquiring any valuable property.

**Editors note:** John Hyslip, a senior at Hornell High School, wrote this article for a free enterprise writing competition sponsored by the Tredennick Group: Students for Free Enterprise, an Alfred University student organization.



**ConCEP Lectures present ED & LORRAINE WARREN, America's top "Ghost Hunters"**  
 They will be at the University March 21 and will be speaking at 8:00 p.m. in  
 Harder Hall. Admission is \$1.<sup>00</sup>

**Be prepared for an exciting and effervescent look at the super natural. If you need any further information regarding this program, please contact:**

Nancy Popkin 3358 or

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# EDITORIALS

## Perspectives: Liberal Arts

The core curriculum requirements are a major step in realizing liberal arts at Alfred University. They are, however, incomplete. Serious foreign language studies are absolutely essential to a balanced liberal arts education. The perspective gained by assimilation of a foreign tongue is more than a sharpening of verbal and written skills; it exposes the individual to new social convention, to a richness and appreciation of the multi-cultural character of mankind.

There is, of course, a pragmatic dimension to the study of foreign language. Many job opportunities, especially in the future, will involve international exchange. Combining a foreign language with any chosen major is a definite plus for the candidate on the job market, besides being a prerequisite for almost all graduate schools. Alfred has something worthwhile to offer with its combination of liberal arts, and solid professional schools, but only if they remain complementary, rather than one being subordinate to another.

The proposal of the liberal arts council, which would end the current relationship of the athletic faculty being under the auspices of The Office of Student Affairs, is a sound one. Outside of the specific objections raised by the Liberal Arts Council there is a general problem of perspective being raised; this kind of policy is indicative of misguided sense of purpose and an unrealistic conception of Alfred University's limits. What is ultimately more important to a small liberal arts university is its educational programs and not its sports complex. This does not in any way de-emphasize the importance of sports, rather, it is a matter of priorities. In a time of fiscal belt tightening it does not make sense to cut essential programs in the academic sector, while building exclusivity into athletics. In addition, specialization of this sort blatantly contradicts a liberal philosophy of education and isolates a segment of the faculty.

Historically the study of liberal arts has been the privilege of the wealthy and very gifted. Classical education has helped to preserve the status and elitism of the upper bourgeois; the foundations of higher education were built on the sweetest fruits of capitalism, built to be enjoyed by a selected few.

Although this bourgeois character of education still remains, the American university has witnessed a major evolution in its educational philosophy; an evolution which has accelerated incredibly since the Second World War. Education is no longer seen as the privilege of the wealthy, but a right of citizenship.

Since the war more and more middle class students, and more women, have entered universities. Programs like the G.I. bill, state and federal financial aid programs and open admissions have accelerated this movement. These changes in a powerful way represent progress toward the goal of equal rights in our democratic society. However, like so much of social change, the evolution has been ad hoc; it has lacked the vision to preserve essentials, while at the same time making the progressive changes. The difficult distinctions of preservation and destruction can only be made within a broader context of meaning and purpose; a context which is derived from a study of liberal arts.

During the late 1960's students themselves lost sight of essentials and forced the end to liberal arts requirements. Universities, because of economic expediency have furthered the loss of traditional programs in liberal arts, in favor of vocational and specialized training programs. Suddenly, the study of classical liberal arts seemed irrelevant. Specialization "modern studies" and vocational training were seen as more important.

Many of the changes were positive during those turbulent years, with more women and blacks breaking into the bastion of white male supremacy, traditional curriculums began to make amends for previous neglect and chauvinism.

The ability to distinguish essentials and valuable traditions, while making needed changes requires an established vision, a unified philosophy of education. Just as the students of the sixties lost sight of their unified purpose so, too, have the university officials lost sight in the face of financial setbacks.

Only universities that have firmly established principles, a consistent vision and policy, will be able to maintain the delicate human balance economic necessity and educational integrity.

In our democracy, education is absolutely imperative. The citizen must be well informed and capable of making responsible, intelligent and moral decisions.

What is at stake if we lose liberal arts, is not college curriculums 20 years from now, but the survival of democracy, and freedom. If the students of tomorrow are trained in a narrow perspective, locked in the present with no vision of the future and no sense of the past, what is to prevent dictatorship, or the awesome prophecy of Orwell's 1984?

## Letters

To the Editor:

It is important that students considering registration for the May-June course "A Cultural Tour of New York" contact me as soon as possible.

The course will include an overview of the city's history, daily visits to art museums, theaters, concerts, and libraries, and guest lectures from the New York cultural community.

Alfred University will cover the cost of tickets and admission fees, as well as (depending on enrollment) a portion of housing expenses. Housing is available at Columbia University. Since rooms are limited, students needing information about the course should see me within the next few days.

Gary B. Ostrower  
Kanakadea Hall

To the Alfred Community:

For the past 18 months I have attempted to reconcile the matter of an unjustified grade. The class was conducted solely in an oral format. Quoting from the syllabus: This is a reading class depending upon student discussion of assigned material. Grades are based on students' intelligent and informed participation. Regular attendance is necessary.

So that the reader may more fully understand my grievance it must be stated from the Alfred University Rules and Regulations, Section G: the professor must satisfactorily explain the grade, and this explanation must meet a strictly academic basis, not based on opinions or conduct unrelated to the grading procedure.

In all, I have been involved in seven separate official grievance procedures where there has been no substantial denial of my accusations. Yet the administration definitively feels that the essentials of due process have been satisfied and that the grade has been satisfactorily explained in accordance with the University Rules and Regulations.

Since I have made a bona fide attempt to answer my questions in regards to this situation, and because I have received little cooperation, I made a final request for specific and written explanations concerning my questions. I have decided that due to the nature of involvement of certain parties and their refusal to explain or modify the irregular procedures concerning my appeal, that they are in some way responsible for the unequivocal result.

The following letters are:  
(1) my latest official correspondence and (2) the official rebuttals.  
Letter to Provost Odle, February 1, 1979

Thank you for your continued efforts towards a solution to my grievance. Before embarking on my list of grievances, it is necessary that you read my student grievance committee report, dated May 20, 1978, due to the fact that it contains supplemental information on my situation.

In approximate chronological order, my grievances are:

1 There was an optional oral discussion with Dr. X at the end of the course, which Dr. X had stated in class,

that the discussion could only help not hurt the grade and the student could talk about what they wanted to.

Before I started my presentation I asked Dr. X not to interrupt me because I had planned presentation (available on request) (The reason I asked him not to interrupt my presentation was to enable me to state many facts and direct conclusions from separate books and then to compare and to draw my own conclusions.) Before I was halfway through with my presentation, Dr. X interrupted me. At this point, I had only used quotes and basic direct conclusions from individual books. Dr. X claimed he wanted to know, if I knew the factual background when he asked about it and because of this he informed me at the time that my presentation was not worth continuing and in effect I could not finish.

With reference to this meeting, the following point concerns me. Since Dr. X would not allow me to complete even half of my presentation, I do not understand how he could draw conclusions of my understanding and application of the course material.

2 In the course of five official grievance procedures, that I have initiated, in accordance with the Alfred University rules and regulations, Dr. X has explained my grade officially in the following way: My level of sophistication of application of the course material in discussion was not as high as that of students who received higher grades.

Five of seven students who received higher grades have signed statements contradicting this statement by Dr. X. Additionally, Dr. X has admitted that I had the most quantitative participation, therefore the students were given ample opportunity to evaluate my performance. This tends to cast doubt on the notion that the students based their statements on insufficient experience of my performance.

3 As told to me by Dr. Y, head of the department, Dr. X further explained the grade by relaying:

a I was an inflexible classical marxist in my application of the course material.

b I actually hindered the class discussion.

The same five of seven students as mentioned before (plus others), have signed statements contradicting these statements including the fact that these students claimed I never hindered the class discussion. In light of the fact that I had the most quantitative participation there seems to be great doubt on the reliability of these statements of my performance.

4 It seems Dr. X has still not satisfactorily explained the grade as required by the University rules.

5 A grade of "C" was given to each student in substitution of the midterm evaluation. Therefore, I was given no indication of Dr. X's interpretation of my performance.

6 At a meeting with Dean Z, I asked Dr. X about top students and why they received higher grades, and he responded with "(top stu-

### Fiat Lux

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The **Fiat Lux** encourages letters to the editor. Although letters will not be published anonymously, names will be withheld upon request. Excessive contributions by individuals are discouraged. The editors reserve the right to edit all letters to conform to space limitations. Address any correspondence to **Fiat Lux**, P.O. Box 767, Alfred, New York, 14802.

Editorial Policy is determined by the editors.



# FEATURES

## Liberal Arts Survey

### Which Way, Liberal Arts

By Rob Perdue

In its current investigation of liberal arts at Alfred, the **Fiat Lux** interviewed three faculty members on retrenchment and the continuing role of education in general.

Dr. Gary Horowitz, professor in History and Chairperson of the Liberal Arts Curriculum Committee, stated there has been definite pressure from many different sources to make liberal arts education more practical.

He stressed the point that this pressure is merely one manifestation of a larger trend, affecting all colleges and universities.

Speaking on the advantages of liberal arts education, Horowitz said, "It's a broad education," also, "It teaches the person how to think." Horowitz added that it enables the individual to be able to handle many diverse tasks.

Horowitz said that there is a concern in the division of human studies with faculty retrenchment: a sort of constant state of anxiety.

The philosophy staff has been cut from three to two and the history staff will be four instead of five next year. Horowitz stated that the department deals with this pressure by "constant examination and evaluation" of itself.

Horowitz felt that a strong liberal arts program has been maintained at Alfred despite these cutbacks.

"It's been damaged but not destroyed." Asked about the future of liberal arts education at Alfred, Horowitz replied, "I can hope but not predict."

Dr. Tom Peterson, asst. professor of religious studies, said he felt there has been a strong continual trend towards professionalism in education.

He said that this is the result of economic difficulties causing individuals to be much more concerned with financial and employment security.

"It all boils down to bucks," he said. "We have experts telling us how to do

everything."

"Pretty soon, 'sanitation engineers' will have to go to college," Peterson quipped.

He noted that this specialization pervades all of society, not merely the educational system.

A liberal arts education, Peterson said, should "fine-tune a person's interests and abilities" and to teach the person to "read, write, and speak."

He stated the Liberal Arts program at Alfred is "at the crossroads" adding that it could worsen or improve. The new president will be crucial in the immediate future of liberal arts at Alfred, according to Peterson.

Dr. David Rudy, professor of sociology, is well aware of the pressure on a L.A. education, he said.

At a liberal arts college he once taught at, the staff was cut from 105 to 40 over a period of three years.

Rudy felt that this trend can "cut the quality, cut the scope" of Liberal Arts education, adding that it will be hard to get out of this cycle.

Rudy claims that the questions concerning the practicability of Liberal Arts are bona fide and "have to be dealt with." Rudy felt that the L.A. program could use some expansion in this direction of applicability.

He said there should be "more career paths resulting from education," he said, noting that "the average person has three separate careers in his life." L.A. education should enable change with the least amount of stress. Rudy said that it was time for L.A. education to "strike out in a new direction." Rudy also felt the new president would be very important to the L.A. education at Alfred, both now and in the future.

Rudy concluded that there has to be a compromise between practical education and broad, conceptual education. "We can't be totally subservient to economic reality."

In our time, colleges and universities are becoming centers for more than just intellectual expansion in the humanities area. Higher educational institutions are now faced with a trend, which means more curricula changes, toward a more vocationally oriented program. Schools feel the need to cooperate with this movement, or risk a drop in enrollment.

According to three professors, Alfred University realizes this trend, and in some cases, has taken steps towards meeting the desires of career minded students, as well as maintaining a solid liberal arts curriculum.

Said Dr. David Ohara, Chairperson of the division of humanities, "The humanities area is handicapped by the current attitude, which is directed toward careers. Students are affected by prevailing public opinion. We are fighting public opinion."

"In 1957, it was not difficult to promote the humanities because everyone believed in them. But since the radical years—the 1960's—there has been movement away from the humanities. The individual has lost the sense of his own background. The student is caught in the vacuum of the present," said O'Hara.

He pointed toward the lack of funds and low enrollment

as a problem in maintaining liberal arts. "Unless we have enough teachers to offer courses, we will not have the enrollment," the situation which resulted in the retrenchments that occurred here three years ago.

O'Hara stressed that liberal arts are "an engagement of an individual's being. Without this knowledge, your actions are hampered. They can help any individual in his career," he added.

Dr. Robert Heineman, chairperson of the division of social sciences, believes that the cutbacks were "not a conscious decision by the administration" to make Alfred a more vocationally-oriented school, "they just went according to student preference," he said.

Student preference is shown by the enrollment in the business school, said Heineman. "You can't force liberal arts instruction on students," he added.

Heineman said the Social Sciences Department, while continuing in the liberal arts tradition, has put a heavier emphasis on courses which contain what he called the "tools of modern society." These classes include computer and statistical skills.

Heineman "encourages students to think about their place in society." He adv-

cated "a good survey of western civilization and more English, French, and modern European history classes to give students a broader background."

Dr. Louis Lichtman, chairperson of the division of psychology, spoke of his "meetings with perspective students and their parents who are looking down the road career-wise." He said that Alfred University should "attract students with a vocational outlet."

"We should be more creative in our attempt to attract more students." He stressed the idea of taking an "aggressive posture" toward developing programs attractive to students. If a program can attract students, enrollment will increase, he said.

Lichtman noted two examples of "vocational orientation" in his department. The applied clinical psychology program is designed to equip students with skills in counseling, and a new gerontology major is likely to appear in course books soon.

He also discussed the new freshman advising program, with its emphasis on "value clarification." He called this program "advising with a personal development focus to it."

Lichtman concluded, "Alfred needs to respond to what the market wants."

## Current Trend Forces New Outlook

By Lauren Stiefel

## New Core Curriculum

By Michael S. Schreiber

Next Friday, the liberal arts faculty will vote on the new core curriculum competency and course requirements proposed by the curriculum committee. These requirements are the results of a two year study of the goals and achievements of the general education program instituted in 1971.

On May 10, 1978, a report was submitted to the liberal arts faculty by the Liberal Arts Curriculum Committee, recommending change in the general education program. These changes include the establishment of minimum competency levels for students in the areas of communication (written and oral) and mathematics.

To determine competence in written communication, the Curriculum Committee recommended using the test of standard written english (TSWE), a section of the college boards. A student scoring below 45 on the TSWE would be required to take English composition as

well as four additional credits in a more advanced writing course. Students scoring above 60 on the test will be excused from this requirement.

The requirements also suggest the need for a college level proficiency in basic math skills. To achieve this the math department has developed an exam to be administered to all incoming students early in orientation week.

This exam will break the students into three groups. Students scoring higher than 80% will be excused from the math requirement. Those scoring between 60 and 80% will have to take MAT114 (college algebra), or MAT119 (Calculus I). Those scoring below 60% will have to take part in a math lab designed to help them prepare for MAT114 or try the proficiency exam again.

The core curriculum includes six areas of knowledge; literature, philosophy and religion, the arts, historical studies, social sciences and natural sciences. To

fulfill the core curriculum requirements, the students must take four credits in each of the first four areas and eight credits in each of the social and natural sciences.

The curriculum committee decided to select specific courses within the various departments to make the new core curriculum more structured than the old general education requirements. They selected a fairly wide range to choose from in certain areas so that the student would be offered some choices. The committee's recommendations for specific courses will also be voted on by the faculty on Friday.

The new general education program is designed to help a student achieve a higher intellectual maturity and proficiency. It is hoped that a student will come out of the program with "the intellectual flexibility required by a changing world," according to the original general education proposal, submitted last May.



# Feature, Continued

## LA Council Wants Coaches Back Under Their Dean

By Bruce Barnes

The Liberal Arts Faculty Council has put together a proposal calling for six male coaches to be put back under the supervision of the Dean of Liberal Arts, which will be placed before a meeting of the college's faculty, March 23.

In 1977, these coaches' positions were taken out of the liberal arts faculty and placed under the supervision of the Dean for Student Affairs.

The Council contends that this move has created problems with promotion and tenure for team coaches who are also physical education professors; it represents a reversal in liberal arts philosophy within the physical education department; treats women coaches differently; and may have allowed new coaches' win-loss records to be used for hiring and firing criteria.

James McClane, former director of athletics and reporting officer to the Liberal Arts Promotion and Tenure Committee, considered teaching to be the basic consideration for decisions on promotion and tenure, according to the Council's report. He viewed coaching and teaching as inseparable.

Since McClane's departure, the Council feels, his wholistic view is no longer followed.

Additionally, "the (present) arrangement dilutes the original provisions under which several physical education faculty members were granted tenure. Job security no longer simply rests with continued teaching competence (whether in formal classes or under the auspices of team sports).

"The...Council perceives that the win-loss records of 'coaches' who also double as professors may have become an ingredient for continuing the contracts for reappointment."

The Council's official report also said that athletics in a school as small as Alfred should be viewed within the educational framework of liberal arts.

The Council is concerned that the arrangement might be in violation of Title IX provisions, since both female faculty members in the department are still under the sole jurisdiction of the Dean of Liberal Arts, unlike the male faculty members.

Both Director of Athletics Gene Castroville and Dean for Student Affairs Donald King said that the two female physical education teachers-administrators-coaches are primarily teachers. Their job

descriptions at their times of hiring were so stated and no discrimination was intended, the two said.

Both King and Castroville talked about a new trend to "upgrade the athletic program." They would like to build Alfred's athletic reputation to "good" compared to other schools of Alfred's size.

Because athletics are more visible to the public eye, they may be a way of attracting public attention and more students. King admitted that "no one likes to identify with a loser."

In an earlier interview, Castroville said that 20 percent of this year's freshman class is here due to the coaches' recruiting efforts.

In a discussion of how contractual switches may have affected coaching versus teaching, King said, "Coaching is primary; it is a major responsibility."

Castroville, however, claimed "Athletics is treated just as it has always been treated." Castroville is responsible for evaluating coaches for King. About his evaluations he said, "...each coach is different. I look at his program presentation, the morale they instigate, and how they carry out their responsibilities. Their record is unimportant."

Castroville thinks the relationship between coaches and the liberal arts faculty has changed little if at all, while King feels the "coaches have a different capacity."

Track Coach Cliff DuBreuil stated "I no longer feel like a faculty member." DuBreuil is known for his teaching excellence but feels that his classes have become less important.

Shirley Liddle, assistant professor of physical education, a coach, and a members of the Council, feels she is treated equally as a coach but sees the need for another female faculty member in the department.

Contrary to DuBreuil, Liddle said she does feel like a part of the faculty. However, she has noticed among the other male coaches some "doubt and uncertainty" about their peculiar situation.

When the present arrangement was created by former President M. Richard Rose, Swim Team Coach Michael Schaeberle has recently been denied tenure by the promotion and tenure committee.

"...Rose issued a policy statement that appointment and reappointment of coaches was henceforth an administrative decision," according to the Council. "A contract

## Letters, cont'd.

dent) was voted best art student and another student was voted best social science student."

I fail to see how these criteria are relevant to the proceedings set forth in the University rules and regulations, pertaining to professor's evaluation of students.

The grievance committee as negligent as to its duties in the following respects (grievance committee voted 4-2 against changing the grade (one student representative was not present)):

7 The grievance committee did not vote on the charge and/or charges I presented, as required by the University rules and regulations.

8 The committee voted on whether I had disproved the grade of "C plus."

This is not in accordance with procedures of the Alfred University rules and regulations. These rules and regulations state that the committee must vote on whether the professor has satisfactorily explained the grade assigned. By putting the burden of proof on me rather than Dr. X, the committee freed him from the responsibility of demonstrating the academic basis of the grade.

9 I was denied the use of witnesses, student signatures from class, attendance records and student evaluations of the course. Therefore, the meeting was reduced to Dr. X's word against mine.

10 During the grievance committee hearing, Dr. X made the statement that a certain meeting between he and myself, that I had been "paranoid and uptight" and that my ability to function rationally had been impaired.

I know of two witnesses to this meeting that would have provided a significantly different perspective, they were denied admittance to the grievance committee.

11 Dr. X stated that I was not as sophisticated as other students in the application of course material--yet I asked if some of these same students could testify--it was denied.

12 In view of the fact that Dr. X has made statements slanderous of my character, I feel that the committee's denial of my use of these devices (witnesses, student signatures, attendance records, etc.) is especially unfair and in fact biased the procedures.

Additionally, in the time following the grievance committee hearing:

13 Dr. X stated at the grievance committee hearing that I was "paranoid and change was created which would serve as a precedent for future coaching appointments."

Indeed, "Anyone hired on an administrative contract after Sam Sanders (head football coach) will not be on a tenure track and will not, therefore, be considered for tenure. Such individuals will be on a year-to-year appointment basis," the report read.

Ron Frederes, head coach of men's basketball, has been hired since Sanders. He refused to talk to the **Fiat Lux** about the issue.

uptight" at a meeting with him, immediately after receiving the grade. Two witnesses claim that it was possible that Dr. X was more paranoid and that I was actually subjected to a stream of obscenities when I tried to argue against the grade.

14 Incidentally, on one occasion, towards the end of the spring 1978 semester, Dr. X admittedly left Kanakadea Hall through a back window in the interest of avoiding me. I feel this is of interest in view of his statement of the effect that it was I who was "paranoid and uptight."

15 Dr. X stated at the grievance committee that there was a student who was "more sophisticated in his/her application of the course material than I. He also stated that this student would have received an "A" except for his/her attendance. This student has stated that I was at least as sophisticated as him/her in the application of the course material.

16 This same student was absent 11 of 24 classes, and did not know what he/she was talking about in 2 separate classes (see grievance committee report). This student received a "B plus."

Signatures from two students in the same class: Student A: Absent 7 times; Dr. X indicated to him/her that his/her grade was probably lowered a full letter grade to reflect attendance. Student B: Absent 4 times; tardy 3 times; Dr. X indicated to this student that his/her grade was probably lowered a full letter grade to reflect attendance.

I feel that the unequal treatment these students received with regard to their attendance records is a further indication that methods other than those prescribed by the Alfred University rules and regulations may have been utilized by Dr. X in his evaluation of students.

I hereby request a written explanatory reply to each of the particular complaints mentioned above. I also request that each reply reflect the discussion of the complaint with the party/parties named in the complaint.

Due to the approaching end of the semester, I also request that these written

replies be made available to me by Feb. 19, 1979, leaving you two weeks to reply.

Hoping to hear from you soon.

Sincerely,  
Andrew Levine

Letter to Andrew Levine,  
Feb. 16, 1979

Reference is made to your letter of February 1, 1979 which constituted a further appeal related to your grievance concerning the grade received in a course taken with Professor X.

My decision is that the University will not reopen the appeal. The reasons for this decision are essentially those stated in my letter to you dated Jan. 9, 1979.

I again ask for your acceptance and understanding of this action.

Sincerely,  
S. Gene Odle  
Acting President & Provost

Letter to Andrew Levine,  
Jan. 9, 1979.

My decision is based on the fact that I believe all of the individuals involved in the appeal proceedings thus far have acted in good faith and have made a concerted effort to understand the principles and facts involved. I believe the essentials of procedural due process including appeals have been satisfied. I do not believe that the questions you have raised concerning procedure or introduction of information would have changed the decision of the review authorities.

S. Gene Odle  
Provost

In rebuttal of the Provost's response dated Feb. 16, 1979, it should be stated that the Provost did not address my queries, but fabricated an issue which relieved him of addressing my pertinent accusations.

In rebuttal to Provost Odle's explanations specifying the reasons for not reopening the procedural channels (contained in the letter dated Jan. 9, 1979):

1 I do not feel it is paramount that the individuals involved acted in a bona fide manner; rather, whether they had applied the University Rules and Regulations accurately in my situation.

2 In response to the statement that "the essentials of

## Senate Gives Funds to Lyceum

In a short meeting on Feb. 27, the Student Senate allocated money to the Alfred Women's Lyceum, and received a financial report from Financial Committee Chairperson, Ed McGlone.

The Women's Lyceum had requested \$2,150 to finance a Women's Awareness Festival. The financial committee recommended that the Senate allocate \$200 for the Lyceum, stating that they felt the organization could receive help from other student organizations, such as the People's Campaign and the New Alfred Revue.

McGlone stated another reason for the amount was that the senate's present budget for the rest of the

semester is only \$373.14. The recommendation was passed by the senate in a vote of 13 yeas and 1 nea, with no abstentions. Senator Diana Tomb, who voted no, explained, "It's not enough," after the meeting.

McGlone gave the report of the Financial Committee to date. He said a total of \$3,634.28 has been granted to 12 organizations of the 17 that approached the Senate. McGlone also reported that two senator's positions still need to be filled on the financial committee, as well as two intern positions.

The senate meeting originally scheduled for March 15 was rescheduled for March 22, 7 p.m.



# Culture Corner



## Jean Digs Archaeology

By Chrissa Lefes

During the Bergren Forum on February 28, Jean McCord spoke as an amateur archeologist who ventured on a real "dig" two summers ago in Cashelkeelty, Ireland.

The dig was made possible through an organization known as Earth Watch. Earth Watch offers a wide variety of adventures for those interested and daring enough. The adventures include archeological excavations, food and population studies, surveying plants and animals in Switzerland, Peru and Morocco, the restoration of historic monuments and more.

"They call it a dig because that is what you do," McCord said. Yet it isn't as simple as that. McCord was one of 16 people in her group. The group was comprised of a chemist, housewives, students and teachers ranging in age from 16-67.

They stayed in trailers at the foot of a mountain in the evening. Each morning, led by two Irish archeologists and two archeology students, they hiked 1 1/2 miles up the mountain to their site.

In the evening the group hiked back down the mountain to the

trailer site for informal lectures and the opportunity to talk about the day's findings.

"It was hard physical work but I learned a lot and feel it was certainly a worthwhile experience," McCord reflected.

The trips offered by Earth Watch range from \$450-1000 dollars. If you are interested in any of these trips write to: Earth Watch, 10 Juniper Road, Box 127, Belmont, Massachusetts, 02118.

When they first approached the site they began by carefully removing the top layer of turf. Once this was accomplished each digger dug 1/2 inch at a time within a three foot area. They were taught to look for discolored earth and other evidences of organic matter as well as other signs of life long ago.

The site was inhabited about 2000 B.C. Some of the group's discoveries included evidences of several fires, flakes of flint (which had never been discovered before in that area), two arrowheads, a piece of human feces (this allows the archeologist to conclude what type of people lived there and of their diet), and the remains of a cremated child, who was possibly sacrificed.

Hine has said that he was first published at the ripe age of fifteen, and by the time he entered college he had already completed a number of novels.

He began the reading with selections from *Minutes*, a book which was published in 1968. He then read selections from his more recent collections, such as *Daylight Savings*, including such poems as "Atlantic and Pacific" and "Vowel Movement."

Hine has a quick and often subtle sense of humor, and he possesses a keen sense for punning. In general, the reading was a success, though perhaps it could be said to have been a bit brief.

There will be a reading by the feminist poet, Judith Moffet, on April 3 in Howell Hall.

## New Twist to Spring Dance Concert

By Chrissa Lefes

A spring dance concert, featuring the choreography and dancing of Alfred University students, is scheduled for 8 p.m., Friday and Saturday, March 23 and 24 in Harder Hall.

The concert will be comprised of a variety of pieces ranging from pure modern dance to fun and funky jazz. Dances by a total of thirteen choreographers will be presented. The choreographers included students from choreography and dance classes taught by Carla Murgia, assistant professor of theatre and dance, as well as Murgia herself.

An original jazz dance will be accompanied by original music played by a seven-piece jazz band.

Admission to the concert is one dollar for students, two dollars for non-students.

# Announcements

**The Alfred Women's Lyceum** is holding an art raffle to help finance the Women's Awareness Festival later this month. Four works of art are being raffled off: a piece by Val Cushing, Bill Parry, John Wood, and Brian Oglesbee. For 50 cents you can buy one chance, or 5 chances for \$2. Raffle tickets are available from a lyceum member, or in the campus center lobby during lunchtime.

**Student Volunteers for Community Action** has received \$3825 in grant money from the New York State Division for Youth and the Steuben County Youth Bureau. We would like to sincerely thank Dr. William L. Pulos and Dr. Thomas A. Leitko, without whose help this would not have been possible. Many thanks also to the Student Affairs and Development Offices for their general assistance.

**The Alfred University Security** office will be accepting applications for 1979/80 student security aide positions beginning Monday, March 19. If you are interested in applying, stop by the Security Office in Carnegie Hall and pick up an application.

**An addition to the interview** schedule is Cole Memorial Hospital, Tuesday, April 3, for senior nurses, Allen Hall.

## Odle Remembers

By Avi Kempinski

Delving into his past, Alfred University's Acting President S. Gene Odle recounted to the Bergren Forum audience last Wednesday two experiences of his youth.

His talk, entitled "A Profile of Two Individuals: Images From My Past," began with Captain Paul T. Ferrer III, a wartime buddy of Odle's.

Odle recounted when as a young man of 17, how he was perhaps spared from death by heroics displayed by Ferrer. His actions under battle stress left the strongest images of their friendship. In war, continued Odle, friendships last only as long as the battle does, sometimes shorter.

Ferrer was injured, ironically, by shrapnel from American guns fired in celebration of the Japanese surrender at Okinawa in 1944. To this date Odle does not know

whether Ferrer remains alive.

The second recollection, called more a profile than an image by Odle, was of a man referred to by Odle as Major Hudgens.

A veteran of the Spanish-American War, Major Hudgens claimed to have fought beside Teddy Roosevelt, but no one was ever sure what the Major had really done, said Odle.

What followed was a highly descriptive account of a man whose reputation was questioned by his neighbors, yet Odle portrayed him as a man who knew the joys of life. Fishing, pinocle, and his garden were what he took pride in.

His garden was a marvel, said Odle; "every row was immaculate."

This forum differed from past ones in that Odle's talk concerned not an academic discipline but rather a story, a simple story shared by one man.

## Letters, cont'd.

due process have been satisfied"--I find it impossible to uphold this statement by the simple fact that the grievance committee did not vote on the charges I presented but on a different issue.

3 This leads to the substantial conclusion that the decision of the review authorities would have to have been changed to vote on the charges I presented.

In conclusion I have shown that these explanations are irrelevant and/or untrue. In addition I have shown a

significant basis for the reopening of grievance procedures.

Since it is apparently impossible to have my grade changed I hope that by making this information available to the Alfred community, students in similar situations in the future may have the benefit of my experience.

Thank you for reading this and good luck with your future endeavors.

Sincerely,  
Andrew J. H. Levine

## Artist to Speak

Greek artist Lucas Samaras will present a slide presentation of his works Wednesday, March 21 at 4 p.m. in Alfred University's Harder Hall.

Samaras has exhibited his work internationally. Some of his artwork is included in the permanent collections of major U.S. museums.

Samaras' presentation is part of this year's visiting artists program of the art and design division of the New York State College of Ceramics at Alfred. It is funded, in part, by a Lilly grant from the Instructional Resources Committee at the University.

## Poet Daryl Hine Visits Alfred

By Elaine Pentaleri

Daryl Hine, a Canadian-born poet of international recognition, read selections from his own poetry Wednesday night in the Ford Street Commons building. The former editor of *Poetry* magazine, Hine is currently a professor at the University of Chicago.

As a contemporary poet, Hine diverges from the mainstream of recent verse by maintaining some basic convictions of the Neo-Classical period. He is a scholar as well as a translator of Greek and Latin literature, and his poetry tends to work within a disciplined structure of rhyme and meter.

\*\*\*\*\*

The **Fiat Lux** is looking for a person to learn typesetting and assume this responsibility in the fall. The pay is good, and all that is required is skill in typing, and a few hours a week. Training would start immediately. If interested, call the office at 871-2192.

\*\*\*\*\*

**There has been a change in** the Bergren Forum for March 21, 1979. Please note the new speaker and title:

March 21--A. Robana--THE WORLD'S NEW ECONOMIC ORDER

\*\*\*\*\*

**\$100 REWARD \$100 REWARD** for information leading to the arrest and conviction of persons vandalizing candy, canned drink, tobacco or amusement machines. All information will be held in strict confidence.

CONTACT: Alfred University Safety Office, 871-2108.

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**Friday, March 30** High School Competition Festival, Harder Hall 10-3 p.m. (1st place group plays at 4 p.m. followed by Alfred University Jazz Ensemble at 4:30 p.m.) Judges for competition are: Tim Eyermann and Vinnie Martucci; admission free--ConCEP funding is enabling the competition festival to take place.)

**The second annual professor's Auction** will be held this Friday, March 23, at 4:30 p.m. in the AU Pub. Mark O'meara will be the auctioneer. The auction is sponsored by the Hot Dog Day Committee.

• In addition, on Tuesday and Wednesday Jimmy Owens will hold workshops on improvisation, master classes in trumpet, and lecture on the music industry or the history and philosophy of music. Times and places for Owens' special sessions will be announced over local radio stations.

The 5th Annual Festival Jazz Week will take place March 27-30. The schedule of events is as follows:

**Tuesday, March 27** Alfred University Jazz Ensemble Concert, Harder Hall, 8 p.m., Admission free.

**Wednesday, March 28** Jimmy Owens Jazz Fusion and Rod Rodgers Dance Company, P.A.S.S., Harder Hall, 8 p.m., \$1.50.

**Thursday, March 29** Tim Eyermann and the East Coast Offering (ConCEP Coffeehouse) Parents Lounge, Campus Center, 9 p.m., \$1.00.

**For Sale: 19' Lightning Class** Sailboat and trailer. Glass-covered wood. Not for racing. 587-3836 or 871-2201.

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# SPORTS

## Individuals Move in Track

By Mark Curley

The big story for the men's indoor track and field team has been the consistent excellence of junior co-captain Joe Benoit in the weight events.

On Feb. 17 at the University of Rochester Invitational Benoit set a meet, school and field house record in the 35 lb. weight throw with a toss of 14.82 meters.

Since then Benoit has won the shot put in a dual meet against Mansfield State with a 43-10 throw, placed fourth in the shot at Hamilton and won the 35 lb. weight throw at the Union Invitational with a throw of 47-9 1/2.

Benoit is seeded number one in the State Association and is a good bet to win the state title on March 17 at the state meet.

Other strong performances were turned in at the Rochester Invitational by Seniors Ed Scalice and Barry Sullivan. Scalice won the pole vault at 3.96 meters and Sullivan was fourth in the three mile in 15:11.

In the team scoring, Alfred was fifth in a field of 16.

On Feb. 28 the Saxons annihilated Mansfield State in a dual meet at Davis Gym. Alfred took first in every event except the 35 yd. hurdles and won by the lopsided score of 81-28.

In this meet, the distance

runners were spectacular. They took first in every event from the 800 meters on up and first and second in the 1000, 1500 and 3000.

As Alfred commenced vacation March 4 the track team travelled to Hamilton College to compete at one of the best facilities in the state. Unfortunately very few of the Saxons did the place justice.

The exceptions were Benoit, freshman Wes Carr, and the pole vaulters. Carr took third in the 60 and a first in the 300 with a time of 36.5.

The pole vaulters took first, second, and fourth. Ed Scalice cleared 14 feet for the first time this year to win the event. Sophomore Scott King was second with a personal best of 13-6 and Junior John Brown was fourth in 12-6, also a personal best.

At the Union Invitational March 10, Scalice again cleared 14 ft. and won the competition. As was already mentioned Benoit won the weight throw and Senior Don Gallup finished fifth with his best throw ever: 40-10.

Looking back on the indoor season Coach Clifford DuBreuil said "We've been hurt by injuries and sickness, but if we don't perform better outdoors certain people are going to die."

## Track Women Surge Ahead

By Chrissa Lefes

While Alfred's sports scene seemed subdued during spring break here at the homestead, there was much excitement at the Women's Easter Track and Field Regional Championships March 10-11.

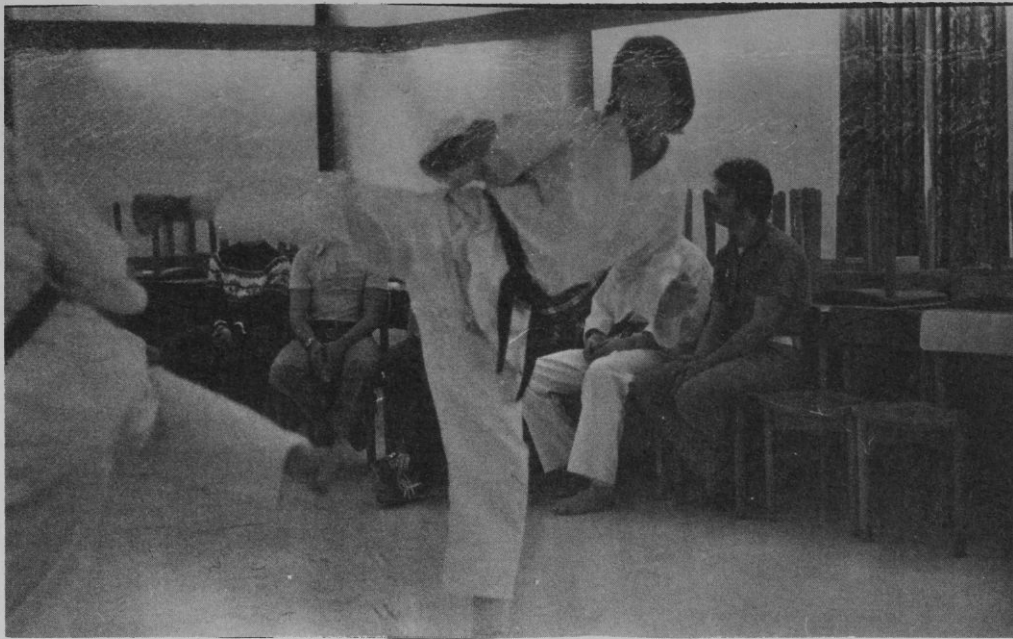
Over 40 colleges competed, with a total of over 200 female competitors. The championship meet was held at Princeton, N.J. Seniors Sue Boutillier and Chrissa Lefes competed there, Boutillier in the pentathlon and Lefes in the 2-mile run.

A pentathlon athlete must total over 2800 points in the event in order to qualify for this fast-paced meet. The five events in the pentathlon are the high jump, long jump, shot-put, half-mile run and 60-meter hurdles. Other qualifiers for the pentathlon included women from Penn State, Army, Dartmouth, Princeton, all Division I schools.

Boutillier demonstrated her athletic abilities well as she placed 6th overall out of 12 pentathlon competitors. She jumped 5-2 1/2", tying for first place in the high jump, and 16 feet in the long jump. She threw the shotput 24 feet and ran the half mile in 2:47, which was her best time this year. Boutillier also placed well in the 60-meter hurdles.

As a competitor at the meet in the 2-mile run Lefes was able to see (since she had a bird's-eye view from the back of the pack) the most outstanding female college runners in the East. The 220 was won in 24 seconds, the 440 in 54 seconds, the half-mile in 2:12, the mile in 4:48, the 2-mile in 10:15, the high jump in 6 feet, and the shot put in 50 feet.

The performances of all the athletes there were outstanding. The abilities of these women were highly impressive as well as the feeling of friendliness and energy within the fieldhouse.



Joe Liberto, assistant instructor, demonstrating with class

## Purple Dragons in Competition

By Bob Eller

The Alfred Purple Dragons hosted a competition karate clinic at Davis gym March 11 which featured Earl Smith and Bill Adams, regional sport Karate champions.

These top rated competitors shared secrets of their talents with approximately 45 students who represented karate clubs from Alfred, East Aurora, Rochester, and Shinglehouse, Penn.

Including both lecture-demonstration and student practice,

the clinic consisted of classic self-defense, competition kata (form), tactics and techniques of kumite (practice fighting), and body conditioning.

While the instructors often presented divergent approaches to the sport, a spirit of cooperation resulted in an outstanding learning experience.

The clinic was a training highlight in preparation for several spring tournaments in Canada and New York state, which club members plan to enter. Looking especially bright

are prospects for wins in form and fighting by Bill McCabe and Pat Millet in the yellow belt division; and Nadine Hoover, Dave Dimock, Bill Kruesi and Steve DeMartino in the green belt class this semester.

Brownbelts Ted Milhaven and Elwyn Roberts also look strong this term though they'll be facing very tough competitors from Buffalo and Ontario.

Anyone interested in joining the club may contact Joe Liberto at 587-5071 or Bob Eller at 587-8393 for more information.

## Stickmen Go South

By Louis Couderc

The Alfred University Lacrosse Team led by Coach Lenny Oberfell has started the 1979 season with a new air of optimism—and with good reason! During Spring Break, the Saxon Warriors ventured southward to Tampa, Florida where they were joined with three other teams to make up the Sun Coast Lacrosse Tournament.

The first game paired Alfred against Pennsylvania's Swathmore College. Soaked by rain, the Saxons slopped and slushed to a 19-5 victory over an inferior Swathmore club. Standouts in the game were Chris Westgard with seven goals and goalies Scott Booth and Rich Weinberg, who played fine defense in the goal.

The sun decided to appear for the second match as the Saxons met Rochester Institute of Technology. In a hard-fought game the Saxons eventually

proved too powerful for RIT as the Saxons coasted to a 12-5 victory. The victory was important for the Saxons, as they will meet RIT later, during the regular season in April.

Outstanding players in the game were Dave Hubbard, David Box, and Jeff Oliver, who showed strong offensive showings. With one game left the Saxons were in the position to win the Sun Coast Tournament but a hardhitting Wilkes College team stood in the way, who squeaked by the Saxons, 8-7, in a game that saw the Saxons' "come-back try" fall just short at the buzzer.

The Saxons finished the tournament 2-1 but, more important have gained valuable playing experience that, is so essential to the success of a lacrosse team. If the trip down to Florida is any indication of the regular season to come, the Alfred Lacrosse team will be a force to reckon with in the future.

The Saxons' opening game is on April 4.

## Horses Say Neigh to Defeat

By Roseann S. Rush

Although it's the least well known Intercollegiate team at Alfred, the riding club is probably one of the most consistently successful.

The first competition the club participated in this year was held at Skidmore College, Saratoga Springs, N.Y. Feb. 24.

Six Alfred riders competed against 13 other schools and gained 23 points to tie St. Lawrence University for the reserve championship.

Each of the riders placed well in their respective classes. Carolyn Chiquette and Mayling DeGroot competed in two sections of Maiden Horsemanship on the Flat where the former placed third and the latter fourth.

DeGroot also won third place in Novice Horsemanship over fences. Roseann Rush and Mary Bliss rode in the Advanced Walk, Trot and Canter class. Rush won her section while Bliss also added more points to the team total with her second place, with her second place.

Two beginner Walk-Trot riders also added points to Alfred's total. Lee Bouchard placed third and Cathy Cole took a fourth place ribbon.

The riding club will participate in at least two more shows this semester.

### Reservation Form

Please reserve — place(s) for the PASSOVER SEDER, April 11, at Howell Hall, 7 p.m.

Check one:  
I enclose a \$7.50 check made out to Hillel for the dinner.

I will pay on or before April 1.

Name(s)

Residence

MAIL TO: Prof. Bernstein, Box 761, Alfred, NY 14802.

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