

# CORNELL Chronicle

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## 4 task forces report on university's priorities, goals

By Sam Segal

Next week, almost exactly on schedule, the Strategic Planning Advisory Board will issue a preliminary plan on what Cornell's priorities and goals should be in coming years.

In August 1992, when President Frank H.T. Rhodes committed the university to the strategic-planning process, he said universities faced public doubts, financial uncertainties and internal confusion, which, together, made the coming period as critical for universities as was the period after World

War II. He said, "Selectivity is the price of excellence," and the rigorous examination of mission and priorities would provide the basis for making choices while maintaining high quality.

Rhodes stressed from the start that a strategic plan would not seek to relieve deans of executive authority over their individual colleges; rather it would give them a framework within which to develop their own planning.

Under the leadership of Vice President for Planning John Wiesenfeld, the process over

the last 20 months has continuously involved a large and broad band of Cornellians.

First, everyone on the 27-member Strategic Planning Advisory Board, including the president and provost, interviewed from 6 to 12 students, faculty and staff for their views on the "critical issues" facing Cornell. Then there was a formal mail survey that drew some 2,200 responses. In the fall and spring of 1992-93, more than 100 participants, in seven study groups, assessed the internal and external environment and targeted 49 key issues to be addressed; then the

advisory board refined the 49 down to the charges for four task forces, staffed by another 100 Cornellians and charged with developing objectives and strategies.

The four task forces recently have submitted their reports to the advisory board. The preliminary plan, which is based on the reports, will be printed May 12 in the *Cornell Chronicle*, with the full reports included as appendices.

*On pages 6 through 8 of this week's Chronicle are summaries, written by Sam Segal, of each of the four task-force reports.*

## Cornellians to donate clothes

Before they leave campus later this month, Cornell students are expected to donate about 15,000 items of clothing to several local community agencies. That's more than one article of clothing for each undergraduate student at Cornell, according to Connie Fuess, one of the organizers of the annual clothing drive.

Fuess, director of Cornell's Ecology House, says large, specially marked collection boxes will be placed in the lobbies of residence halls for one week starting May 13. Donations also can be left in the red barn at the end of the driveway at Ecology House, a residence hall dedicated to environmental education and awareness. Ecology House is located off Country Club Road in the Village of Cayuga Heights.

"Each year, we collect used and new clothing, including some that still have price tags," Fuess said. "We also receive small appliances, games and stuffed animals that we share with groups helping the homeless and other less fortunate people in Tompkins County."

Ecology House is still selecting the local agencies that will receive this year's donated items, she added.

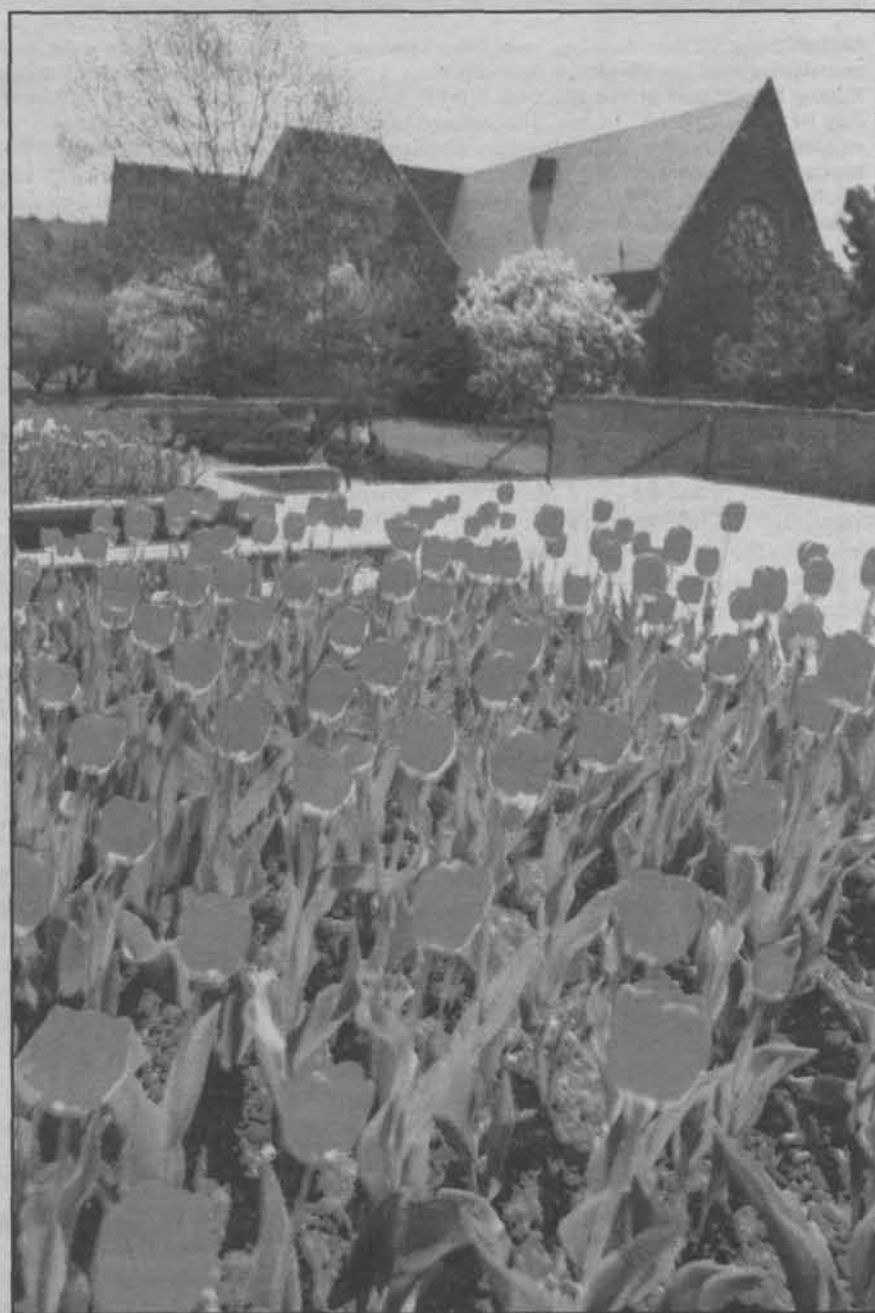
In addition, Maplewood Park will host the second-annual free "Teen Shopping Spree" on Friday, May 27.

Clothing collected at the graduate-student housing units will be on display at the Maplewood Park Community Center, 201 Maple Ave., from 4 to 6 p.m., and local teens are invited to make their selections. Last year, more than 150 teens participated.

Donations are being sought from faculty, staff and students, and the drive is being coordinated with the university's Office of Campus Life.

For additional information, contact Niles Donnegan, chair of the clothing recovery drive, at 253-0638, or Michelle Johnson, Ecology House resident adviser, at 255-5112.

## Simply, finally spring



Charles Harrington/University Photography  
Even the tulips fly Cornell Red earlier this week in this planting beside McGraw Tower. The building in the background is Sage Chapel.

## Gray brings message of hope to Cornell

By Kristin Costello

The voice of Hanna Holborn Gray, president emerita of the University of Chicago, rose above the clamor of discontent surrounding American higher education, with a message of optimism April 26.

Noting that the ivory tower today often is viewed as "a mirror of society's degradation," Gray stood before the large audience in 110 Ives Hall as one of higher education's true crusaders, confidently stating that there never was an "ivory tower" or "a golden age" in education; that, with realistic changes in response to higher costs, universities will remain a significant force in maintaining principles and shaping the future.

Gray, a professor of history and the first woman to serve as a university president, was the School of Industrial and Labor Relations' 1994 Alpern Fellow. She spoke with the hopefulness and courage that comes from knowing that it is the respect for truth and the discovery and communication of ideas for which higher education always will exist.

Gray served as president of the University of Chicago for 15 years and retired only last year. She knows the pressures and demands that are endemic to the role of the modern university president. "Your own President Rhodes has been a model president for us all in having a gift for being heard within and outside higher education," Gray said on this occasion of her first visit to Cornell.

Her perspective on the role of the university president reflects her own positive outlook on higher education. "It is an unfortunate necessity that the position involves such an overwhelming need for fundraising, but in my view, that role, in turn, functions as an act of advocacy for planning and for developing ways of thinking about the university's priorities, its strengths and its future."

As Gray prepares to return to teaching history in the fall, she spoke fondly of her years as the institution's leader. "Certainly, the most satisfying aspect of the job is the role you play in maintaining the flow of excellent people through the institution and always working toward a unity of purpose."

In her public lecture, Gray seemed to

*Continued on page 4*

Gray



## Williams gets standing ovation from last class

By Larry Bernard

Science has changed the world in the last century and has become the single most important force around the world, but it's important to know its limitations.

That was the message given by L. Pearce Williams, the John Stambaugh Professor of the History of Science, on the occasion of his final lecture last week after 34 years of

teaching at Cornell. Williams, who has earned emeritus status, taught his last course, "Science and Technology Studies and History 282," this semester.

"Science has penetrated almost every human endeavor," Williams said in his lecture, "Science in the Modern World and What You Can Do About It."

"You are constantly surrounded by science in the modern world. You are living in

a scientific and technological world. But it bothers me a great deal that we pay very little attention to this in higher education."

Williams had to hold back tears as he announced it was his final lecture. "This is my last lecture after 42 years of teaching," he said softly, moving from the podium where minutes earlier he had outlined the growth of science since the Industrial Revolution.

*Continued on page 4*

## BRIEFS

**■ Police seek information:** Cornell Police are seeking information related to an incident that occurred early on the morning of April 27 in a West Campus residence hall. A student reported that she was sexually abused by two males in a restroom in the University Halls complex at approximately 2:45 a.m. She described them as white males, both wearing blue jeans and T-shirts. One was about 5 feet 11 inches tall, with shoulder-length brown hair; the other had short brown hair. Cornell Police ask that anyone with information call them at 255-1111. They also remind persons living in campus residence halls to call them immediately if they witness any suspicious behavior or persons in or around campus buildings.

**■ Awards information:** The *Chronicle* will publish a sampling of student and faculty awards in its commencement issue, May 26. Please send via campus mail information about awards and their recipients for inclusion by Friday, May 13, to: Awards, *Cornell Chronicle*, 840 Hanshaw Road.

**■ College Bowl:** The Cornell College Bowl Team placed 15th out of 16 competitors in the National College Bowl Tournament, held April 22-24 at the University of Florida campus in Gainesville. It was the second consecutive 15th place for Cornell in the national competition. "In several rounds, we were in it until the last question," said a somewhat dejected team captain, Richard Dunlap. The Cornell team defeated the University of Oregon and Northeast Missouri State University enroute to a tournament record of 2 wins and 13 losses. Team member Dwight Kidder was the fifth-highest scorer in the tournament. The University of Chicago won the title.

**■ Slope Day traffic:** In anticipation of the large gathering of students for Slope Day on May 6, West Avenue will be closed from 8 a.m. to 9 p.m. No parking or traffic will be permitted. Those who park along West Avenue (WE and R permits) may park as follows: WE may park in WD (West Dorm) and A areas; R may park in WD, A, CC and ND (North Dorm) areas. For information, call Transportation Services at 255-4600.

**■ Emeritus meeting:** A meeting of the Association of Cornell Emeritus Professors will be held May 17 in the Robison Room of Schoellkopf Hall beginning at 2 p.m. At 3:30 Professor Shibley Telhami of the Government Department will give a talk, "Is Peace Finally at Hand in the Middle East?"

## CORNELL Chronicle

Henrik N. Dullea, Vice President for University Relations  
Linda Grace-Kobas, Director, Cornell News Service  
Jacqueline K. Powers, Editor  
Karen Walters, Editorial Assistant  
Joanne Hanavan, Circulation

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## Midshipman gets national award



Sharron Bennett/University Photography

**Midshipman Brian McKay receives the national Armed Forces Communications and Electronics Association Award from the Navy's Rear Adm. Kathy Laughton at the Cornell ROTC Awards ceremony held last Saturday in Alumni Auditorium. The award is given to the top ROTC electrical engineering senior in the nation. McKay received two other honors - the Naval Submarine League Outstanding Achievement Award and the Professor of Naval Science Award. In addition, the Cornell Joint Service Awards Ceremony issued 26 other awards to Cornell ROTC students.**

## Ammons receives Frost Medal

A.R. Ammons, celebrated poet and the Goldwin Smith Professor of Poetry at Cornell, was awarded the Frost Medal for Distinguished Achievement in Poetry Over a Lifetime by the Poetry Society of America April 29.

The medal was presented at the society's 84th annual awards ceremony. Poet and critic Richard Howard presented the award at the society's headquarters at 15 Grammercy Park in Manhattan.

The Frost Medal is awarded at the discretion of the poetry society's board of governors in honor of poet and past president Robert Frost.

Past recipients of the prestigious lifetime achievement award include: first National Poet Laureate Robert Penn Warren, Donald Hall, Allen Ginsberg, Sterling Brown, Gwendolyn Brooks, Robert Creeley, David Ignatow, James Laughlin, Denise Levertov and Adrienne Rich.

Ammons is the author of numerous collections of poetry, including most recently *Garbage*, which won a National Book Award in 1993.

Among his many honors are a National Book Award for *Collected Poems, 1951-1971*, the Bollingen Prize for *Sphere: The Form of a Motion*, a National Book Critics Circle Award for *A Coast of Trees* and a MacArthur "genius award" Fellowship. In 1990 he was inducted into the National Institute and Academy of Arts and Letters.

The Poetry Society of America was founded in 1910. It was the first national organization of professional poets. It supports poets and poetry by conferring 19 annual prizes and fostering interest in poetry through regional programs, open forums and readings. The society is collaborating with the New York City Transit Authority on "Poetry in Motion," installing posters of poetry in subway stations and buses.

## Students award community grants

The Student Grants Committee, a part of the Public Service Center of Cornell, recently announced the awarding of seven Community Partnership Fund grants to student-developed social-action projects. The SGC, which seeks to foster student leadership and social responsibility by encouraging students to take action against social problems through striving for the goal of empowerment, administers the CPF according to its philosophy. This year's award winners, ranging from \$150 to \$1,100, were:

- Society of Women Engineers - Engineering Day at the Mall.
- Housing and Feeding the Homeless Class (HSS 476) & the Friendship Center - Homeless Shelter Lunch Program.
- Daughters of Kush & GIAC - Access to College Education for Ithaca's African-American Students.
- CLASP - Adult Literacy for Small Local Businesses' Employees.
- American Society of Civil Engineers &

Lime Hollow Nature Center - Nature Center Handicapped Accessible Bridge.

• Student Rural Development Project & La Buena Fe Farmers Association (Dominican Republic, Village of El Buey) - Local Rural Community Development Project.

• Black Graduate & Professional Student Association and GIAC - Socials/Dances at GIAC: A Cultural Space for Underprivileged Teen-agers.

A reception for these projects/information session for interested applicants will be held today from 4 to 6 p.m. in the Founders Room of Anabel Taylor Hall. For further information, contact the Student Grants Committee at 255-1148 or speak directly with Rachel Huang at 253-7960. If you are interested in becoming involved with providing opportunities for funding students' public service initiatives or wish to implement a project of your own, the Student Grants Committee is now accepting applications for both membership and CPF grants.

## Dean Ford asks for safe Slope Day

Following is a letter to the Cornell community from Dean of Students John Ford:

Dear Cornellian:

You may be looking forward to celebrating the end of the semester by participating in "Slope Day" on May 6th. Each year thousands of students flock to Libe Slope for this event marking the last day of classes. The theme this year will be "Chill on the Hill," and we hope to have a fun yet safe event.

I want to remind and encourage you to take responsibility for your actions at Slope Day '94. Student volunteers and university officials have been preparing for this event for months. The residents from Just About Music will host a deejay and a number of bands and other performers. Cornell Dining will host several local vendors to sell a variety of food and non-alcoholic beverages. These activities should help to set a festive atmosphere. In addition, Cornell Students Supporting Alternatives to Alcohol, also known as SMASH, will distribute water and soft-drinks, and students from Ecology House and the Cornell Greens will sponsor a recycling booth, the proceeds from which will go to an environmental cause.

However, I am concerned about one aspect of this event. Alcohol intoxication has gone hand in hand with Slope Day for years and is directly related to injuries and incidents. Last year five people were admitted to the local hospital, 28 students were treated on-site for alcohol intoxication, and Gannett Health Services was overflowing with injured students. Eleven students were arrested, and the Judicial Administrator heard numerous cases related to campus code violations.

Do not become a Slope Day statistic. Remember that individuals who violate New York State laws and/or the campus code of conduct will be referred to the appropriate authorities.

Let's make this year's Libe Slope Day a positive and trouble-free experience for everyone.

Sincerely,

John L. Ford  
Robert W. and Elizabeth C.  
Staley Dean of Students

## Student Assembly elects officers

By Ericka Taylor

In a closed meeting in the Big Red Barn Tuesday, April 26, Student Assembly (SA) members elected officers for the 1994-95 academic year. Alicia Hughes '95, currently executive vice president for the assembly, was elected to the post of president. She will be replacing Bryan Schwartz '94. Ann Molander '95 was chosen to fill Hughes' former position as executive vice president.

Michael Mendelson '95 was re-elected to his position as vice president of finance. Diego Valderrama '95, the newly elected representative of international students, also will be taking the role of vice president of international relations. Members also elected Aaron Hutman '97 as vice president of public relations and Kety Esquivel '97 as director of elections.

In an effort to ease the transition between current assembly members and officers and new ones, current SA president Schwartz will deliver the first State of the Assembly address today. The address will give the assembly an opportunity to recognize what it has accomplished this year as well as alert new members to the goals that remain to be reached.

SA members also determined which six representatives they will send to the University Assembly next year. Newly elected officers Esquivel and Hutman were chosen, as well as Jason Cho '97, Michelle Crammes '95, Warren Huang '96 and Kwame Nyanin '94.

# Hamiltons attend Clinton signing

Stephen F. Hamilton, Cornell professor of human development and family studies, and Mary Agnes Hamilton, a senior research associate in that department, were to be at the White House on Wednesday, May 4, as President Clinton signs the School-to-Work Opportunities Act of 1994. The Hamiltons were invited to the signing ceremony as major contributors to shaping the national initiative. Joining them will be four student and three adult participants from the apprenticeship demonstration project the Hamiltons run in Broome County.

Professor Hamilton is director and Mary Agnes Hamilton is associate director of the Cornell Youth and Work Program, the only university research-based youth apprenticeship program in the country. Now in its third year, the program involves high school students from Broome County working 10 to 20 hours per week in supervised paid work in manufacturing and engineering technology, administration

and office technology, or health care.

The Hamiltons wrote *Toward a Youth Apprenticeship System*, a report on their project intended to help others conduct a youth apprenticeship program. Also, he is author of the book, *Apprenticeship for Adulthood: Preparing Youth for the Future* (1990), which President Clinton read and endorsed as governor of Arkansas. That book was a stimulus to the current legislation.

Said Hamilton: "About half of American high school students do not go on to college but 'flounder' for what may be years in 'dead-end' jobs. At the same time, industries cry out about a 'skills crisis' in the U.S. work force. That's because the United States is the only industrialized power lacking a comprehensive school-to-work system. We believe the solution is for some 16- and 17-year-olds to spend less time in school and more time on a job with trained workers, learning job and academic skills in apprenticeships."

## Fire destroys fraternity house



Peter Morenus/University Photography

A blazing fire on Thursday, April 28, gutted the Sigma Pi fraternity house on University Avenue. The house was being renovated by a construction crew, but was empty at the time of the fire and no one was injured. Fraternity brothers had been living in a temporary residence for a year and were expected to move back into the remodeled building in August.

## Nobel laureates gather to honor physicist

By Larry Bernard

Three Nobel laureates will gather at a Cornell symposium on May 7 along with other distinguished physicists to celebrate the 80th birthday of Robert R. Wilson, Cornell emeritus professor of physics.

Wilson, now retired and living in Ithaca, was head of the Cyclotron Group and Experimental Nuclear Physics Division for the Manhattan Project at Los Alamos National Laboratory. He headed Cornell's Laboratory of Nuclear Studies from 1947 until 1967.

The Wilson Symposium is scheduled for Saturday, May 7, at 2 p.m. in 200 Baker Laboratory. The symposium is free and open to the public.

Scheduled to attend are these Nobel laureates: Hans A. Bethe, Cornell professor emeritus of physics who worked with Wilson both at Cornell and at Los Alamos and who won the Nobel Prize in physics in 1967; Leon Lederman, former director of the Fermi National Accelerator Laboratory (Fermilab), who won the Nobel Prize in physics in 1988; and Norman Ramsey of Harvard University, who worked with Wilson at Fermilab and who won the Nobel Prize in physics in 1989. Wilson was the director of Fermilab and Ramsey was chairman of its governing board when the lab was started in 1967.

Also attending will be Victor Weisskopf of the Massachusetts Institute of Technology, former director of the CERN particle accelerator center in Switzerland.

Here is the symposium schedule:

2 p.m. — Welcome, Karl Berkelman, director, Newman Laboratory of Nuclear Studies, Cornell.

2:10 p.m. — "Physics Challenges at Los Alamos," Hans

A. Bethe, Cornell.

2:50 p.m. — "Even E.O. Lawrence Would Be Surprised,"

Boyce D. McDaniel, Cornell.

3:30 p.m. — Break

3:45 p.m. — "Physics at Cornell — The Wilson Legacy,"

Al Silverman, Cornell.

4:25 p.m. — Physics at Wilson's Fermilab," Leon M. Lederman, Fermilab.

Wilson has had a long career in physics. He began original research as a junior at the University of California at Berkeley, where he was graduated in 1936. He received his doctorate under E.O. Lawrence in 1940 and began teaching at Princeton University that year. Also that year he published pioneering experimental measurements and theoretical analysis of the operation of the cyclotron, the particle accelerator invented by Lawrence.

While a professor at Princeton, Wilson devised a method of separating isotopes of uranium. He went to work on the Manhattan Project, the nation's secret effort to build an atomic bomb, in 1943. In 1944, he was named head of the Experimental Nuclear Research Division at Los Alamos. He also was responsible for measuring the nuclear aspects of the Alamogordo test.

Immediately after the war, Wilson helped found and became chairman of the Federation of Atomic Scientists. He took a position at Harvard in 1945, but moved to Cornell in 1947, as professor of physics and director of the Laboratory of Nuclear Studies. He remained at Cornell in that position until 1967, when he was appointed director of Fermilab near Chicago.

After leaving Fermilab in 1978, he had appointments at the University of Chicago and then Columbia University. He returned to Ithaca to retire in 1981.

Wilson made numerous contributions to experimental particle physics, including an important series of experiments on electron scattering from protons and neutrons. He is recognized by many as the country's foremost accelerator designer and builder.



Wilson

## Cornell Life

### Jobs, plain and simple

In three weeks and three days, graduation. Then what? Work? An advanced degree? A postdoctoral fellowship? Or maybe a job search that could take six months — or who knows, even longer.

The job market's tight, we all know that. It's been this way for four years. Career counselors say there are signs it's improving. But in a market that resembles nothing so much as a game of musical chairs, with large companies "downsizing" and "streamlining" by the hundreds and thousands, the name of the game is still: Find a seat. And take what you can get.

An estimated 1.1 million new graduates look for jobs every year. The Bureau of Labor Statistics says there are 914,000 college-level jobs to be filled this year. That leaves 186,000 out in the cold or taking jobs suitable for a high-school graduate.

NBC Nightly News reported these figures last Thursday, in a segment featuring the Cornell Career Center's use of computer technologies to help Cornell students compete against other schools' classes of '94.

It's mildly ironic that the very communications technologies being used to help Cornellians find jobs, such as a hotline and a scan-and-fax database, are just the sort of technologies that, along with the automation of manufacturing, are increasing productivity per employee and eliminating jobs.

The whole economy is undergoing structural changes. And while it's possible that technological innovations will somehow create new job opportunities, they're not likely to loosen the job market any time soon. And not in the numbers needed to satisfy graduates with loans to repay.

What's more, there's no national consensus that full employment is a good policy. The Commerce Department last week announced that economic growth for the first quarter of the year was 2.6 percent. Not as good as the 7 percent in the last three months of 1993. But what did the Federal Reserve do in response to the good news of that quarter? Raised interest rates three times since February.

Why? Because, the theory goes, if the unemployment rate falls too low, jobs go begging, companies up wages, more dollars chase available goods, prices rise. It's the specter of inflation.

If you want to argue about how high interest rates ought to be or how low unemployment ought to go, talk to an economist. You'll get as many answers as there are economists. Or, ask a graduating senior. Balancing a minor rise in inflation on their backs is a cynical policy. As one Cornell professor remarked, "Job creation is the dirty secret in all of economic policy."

Unlike high-school graduates, or people with families and settled lives, the problem facing Cornell graduates isn't so much unemployment as underemployment. More people have college degrees, know computers, have other skills. Union strength is declining, and with it the benefits that collective bargaining brings to everyone who works, member of a union or not. Starting salaries have barely budged in two years, despite rising profits.

The Fortune 500 aren't hiring. The next 500 aren't either. On-campus recruiting is shrinking. Where large companies used to interview 200 to 300 seniors, they're now seeing maybe 50. The days of landing a job through an on-campus interview and working up a company ladder are gone and may not come back, say Cornell career counselors. Small- and medium-size firms are a better bet.

Learn how to look for a job; it'll be a lifelong skill, counselors are telling students. Learn how to research your options, draw up a resume, interview, negotiate a salary. Employers are increasingly offering contingent jobs — part-time and temporary jobs and contract work. Keep a bag packed.

Meeting people and making contacts is key, counselors say. Do an externship with a Cornell alumnus. Get an "in." Underclassmen can forget about working as camp counselors for the summer; employers want people with work experience.

The kookiest thing about all this is that automation and computerization should be cause for celebration. Instead, people who have jobs are being worked more intensively, 60- and 70-hour workweeks are common in some places, while other people can barely get by on two jobs. Maybe it's time to think more seriously about a 30-hour week.

—Carole Stone

## Students intern at assembly

By Ericka Taylor

Students interested in politics need not think that Cornell-in-Washington is their only chance for practical experience. The New York State Assembly offers internships to graduate students and undergraduates.

Four Cornellians currently are interning with the Assembly: Jason Haenel '94; Alexa Kazim '95; Scott Pandich '91 A.B., '93 M.P.A.; and Shana Solomon '92 B.S.

Haenel was assigned to Assembly member Paul Tokaz (D-Erie County). He works with constituents researching legislation and issues the constituents are interested in.

Haenel learned about the Albany-based program on a field trip with a communications and leadership class that allowed students to meet with leaders in different branches of the government.

The Nassau, N.Y., native involved with the Cornell Greens is fascinated by government in general but has a particular interest in environmental policy. After graduating with a degree in natural resources, Haenel would like to be involved with Albany government and later attend graduate school.

Anyone interested in government policy can get "great first-hand experience," Haenel said, and find it "very enjoyable."

Kazim has been doing research for Assembly member Rhoda Jacobs (D-Kings County). She appreciates being able to have day-to-day government experience and says the one class participants are required to take is helpful in answering questions that arise during the day.

Kazim, a government major, said many of her Cornell courses have focused on national rather than state government. Having more of an interest in social services and social welfare, the Albany program seemed ideal for her.

Originally from Long Island, she was program chair last year for Into the Streets, a weeklong service program, and also worked at the Public Service Center.

Pandich, working in the Assembly Department of Issue Development for the Minority, spends considerable time on the lookout for issues related to science and technology. Pandich said that interns are sometimes given "an overreaching task to perform during the course of the session" and that he often attends relevant meetings and reports to department director Gary Spielman on what transpired there.

During his Cornell years, Pandich was involved with the peer review committee, an ad hoc group created by the Student Assembly "designed to study ways to improve student government," he said. Pandich comes from Endwell, N.Y., and is working on his doctorate in political science.

Solomon, as part of the Legislative Commission on Science and Technology, is involved with issues concerning DNA-based tests. Her research focuses on the use of genetic tests to determine one's predisposition to a disease for disqualification from certain eligibilities, such as health insurance. Solomon said that because she works on a commission rather than a committee, her work is "more research, think-tank oriented." Her internship strikes her as being similar to graduate school because she finds herself using the same research skills.

Solomon has interest in laws concerning the use of scientific evidence and of scientists as expert witnesses regarding the use of scientific evidence in the legal system. She said she was "fortunate in that [her] placement in the Commission dovetailed with [her] interests in the political and ethical implications of science, especially biotechnology." A biology major at Cornell, she now is working on her master's thesis at Rensselaer Polytechnic Institute before returning to Cornell Law School in the fall.

While an undergraduate at Cornell, Solomon was an agriculture and life sciences ambassador and a student adviser.

Solomon, from Schenectady, N.Y., said she would recommend the program to all students "with an interest in state politics and policy-making," regardless of major.

## Tennis anyone?



Chris Hildreth/University Photography  
**Josephine Mills Reis '29 and her husband, L. Stanford Reis '29, pose last Saturday in front of the portrait that hangs in the entryway of the newly dedicated Reis Tennis Center. The \$4.5 million center was dedicated during a ceremony recognizing the Reises for their contributions to Cornell.**

### Hanna Gray *continued from page 1*

point to the attack on higher education's "unity of purpose" as somewhat falsely leading us to believe that it has seen its best days.

Higher education is beset by tendencies to view the past as a "golden age or utopia against which to compare the degenerated present," Gray said. "We have a tendency to regard the problems of the moment as the problems of the future and as shaping the future."

The perceived tensions and ambiguities of higher education, Gray said, are products of a number of issues facing universities, including greater diversity, technological advancements, undergraduate teaching and rising costs. We must remain constant, she urged, in viewing education as committed to "thinking about the goals of the human order and the character of people who will create and be effective in creating a better society."

Among the many criticisms of higher education promulgated today, Gray cited the lack of standards given to youth; that research has come to predominate over teaching, with little recognition given to graduate teaching as a very important form of teaching; that colleges and universities have become forums of political correctness; that universities are bloated and that the cost of higher education would be more manageable with heavier teaching loads that would result in greater productivity and lower costs.

All of these issues seem to have achieved

an intensity both within the institutions of learning themselves and, more largely, in a lessened public regard for higher education, Gray said. She insisted that without research and scholarship, universities cannot maintain their vitality—but research, she said, comes at a cost.

"I read in a *New York Times* article this

**'[Education] will never again be conceived of as a growth industry as it was following the second world war. Nevertheless, the importance of universities as seats of higher learning and research has not given way.'**

— Hanna Gray

morning about the top quark experiment, which involved the work of 439 people," Gray said. "I thought about that experiment in the context of the much smaller group that split the first atom behind Stagg field at Chicago and how much more costly today's research has become." It is a fact, Gray said, that each stage of discovery leads to a next stage that is more expensive.

As the acquisition and conveyance of knowledge continues to become more costly in a technologically advanced world, Gray suggested that higher education has undergone a process of "homogenization." Institutions compete with one another through the proliferation of new and greater academic and non-academic programs and services. "Everyone has to have what everyone else is offering at their institution," Gray said, "and that competition has resulted in creating homogeneity rather than differentiation among universities."

At the same time, she said, it is a reality in higher education that the public purse continues to become more severely strained and universities face problems of adequately funding their programs.

Inevitably, she stated, universities will have to come to terms with their own priorities and have the courage to decide in what areas lie the greatest possibilities and strengths.

"Advancing technology and higher education are really not about saving costs but expanding opportunities" in selective and wise ways, Gray said.

"Universities must become more differentiated," she stated emphatically. "They are going to have to reduce the number of fields in which they do their research and decide not to have graduate programs in certain areas, and then support the programs they do have well."

### Pearce Williams *continued from page 1*

lution. "I hope I've done some good. I hope you've learned something. I hope some of you will become teachers. Unemployed teachers, but that's the real world today!" He then called upon his wife to join him at the front of the class. The class gave them a standing ovation.

Williams, 66, has been at Cornell since 1960, arriving as an assistant professor and becoming a full professor in 1965. He graduated Cornell with a bachelor's degree in history in 1949 and earned a doctorate in the history of science here in 1952. He taught at the University of Delaware and Yale University before coming to Cornell.

He admonished his students to be mind-

ful of their own sensibilities when trying to figure out science, in such controversies as whether to add fluoride to drinking water or whether to give up butter to improve health.

"What do you do if your only real contact is the one required class you take in college? Don't take scientists too seriously," he said.

"No scientist is an expert in all sciences. All scientists are ignorant about a large part of science. Science does con-



Williams

stantly change, not because scientists are liars, but because there is an infinite world of knowledge."

Williams used the cholesterol issue to illustrate his point, saying that he and his family gave up butter for margarine years ago for the health benefits. But now, researchers say margarine is worse than butter.

"Make your choice not on the evidence of scientific evidence... because that could turn out to be worse than what you were doing before, but on your sense of what's appropriate. But take the scientific information into account."

He concluded: "You can be an intelligent critic of what's around you and at the same time serve your own interests."

## Cornell's deans report on initiatives in undergraduate education

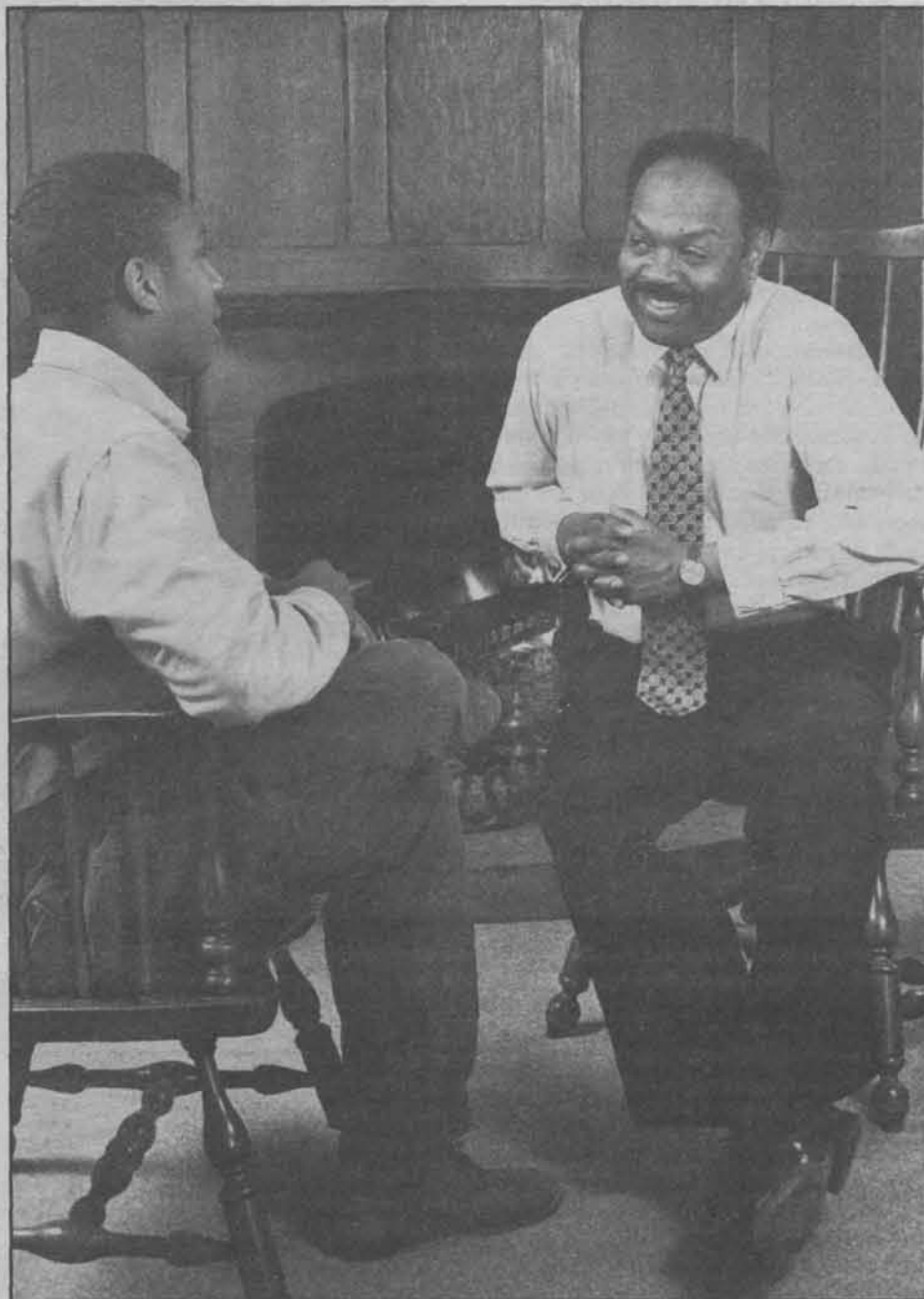
# Students bring Dean Ford a host of issues to tackle

By Sean Jamieson

The orientation program for freshmen. Fake IDs that allow students to obtain alcohol. Students unable to develop a satisfactory social life. The issues that come across Dean of Students John Ford's desk in Willard Straight Hall are as eclectic as the areas of his responsibility.

Ford, who will complete the second year of his five-year term this summer, is working with groups studying everything from the first days of the Cornell experience, at orientation, to one of the last — Slope Day.

"I'm happily surprised; the job's better than I thought it would be," said the professor of human service studies who is the first appointee under the newly enhanced deanship. He is charged with representing



Chris Hildreth/University Photography

Dean of Students John Ford chats with a student in his office.

### About the Dean of Students office:

- **Budget:** \$4 million
- **Students:** 12,700
- **Issues:** New student orientation, Slope Day, student alcohol and other substance abuse, human relations on campus.

student interests before the administration and helping integrate academic and extracurricular student life.

In an interview in his wood-paneled office above the Straight's ornate lobby, Ford said that keeping in touch with student life and student concerns has turned out to be one of the pleasures of the job.

Ford's office oversees organizations as diverse as the Student Assembly (which also has a say in the running of his office), Cornell United Religious Work and ROTC, but he wanted to make sure he heard from students who were not in leadership positions. "I was hoping to avoid losing contact with the rank-and-file students," he said. "I've done that."

Ford, the Robert W. and Elizabeth C. Staley Dean of Students, keeps office hours and has regular luncheon roundtables with students. "I get a picture of both the good and bad in their lives," he said. "That slice of life is something I wouldn't get just by talking with student leaders."

Some of the students he's heard from have what might be surprising complaints. Like the student who said she had a hard time meeting people outside of situations that involve heavy drinking. "She and her friends actually dread the weekends," Ford said, because of the dominance of the drink-

on committees concerned with campus life and working to improve the extracurricular experience for students. New student orientation currently is on his agenda. So much is packed into five days, "We're afraid that some of that important orientation information is lost," he said.

"Orientation has been largely a student-run event in collaboration with the colleges," Ford said, "and most students and parents are happy with it."

"But we're trying to change it in a few ways, and we're trying to extend orientation further and further into the freshman year — to take advantage of 'teachable moments'" and to sink deeper Cornell roots that will serve students through four years.

One proposal would try to further involve faculty members in campus life and residence hall activities. Another would or-

**'I get a picture of both the good and bad in [students'] lives. That slice of life is something I wouldn't get just by talking with student leaders.'**

— Dean Ford

ganize confidence-building exercises for students worried about their grades in Cornell's competitive environment.

Ford also is serving on a committee headed by Senior Vice President James E. Morley Jr. that is studying alcohol and drug abuse on campus. Ford chairs a subcommittee concerned with the last day of classes, commonly known as Slope Day.

The annual bacchanalia on Libe Slope has been toned down in recent years, but Ford's subcommittee is looking into ways to "make it a more safe and happy event for everyone involved" — including administrators who worry about the excessive drinking that is part of the tradition.

Other subcommittees are looking at how drinking affects students' academic and social performance, how to prevent students from getting fake IDs and how to measure whether the university is making any progress in combating alcohol and drug abuse.

Ford can tick off several other ongoing efforts — leading seminars for students interested in health-care reform, helping streamline some functions of the Student Assembly, working with the university's strategic planning committee. The responsibilities, however, all come back to student life.

"I've found my contact with students to be wonderful," he said.

ing culture.

Other students have come to him for advice on careers, on how big-city natives can adjust to rural Ithaca and on one of the major questions on campuses nationwide: "It's the human-relations issue of how students from different backgrounds can get to know each other and not feel distant from each other or fearful of each other. It's different from the advice you give to students as a faculty member," Ford said. "I take a lot of joy out of answering those questions."

One effort Ford hopes will improve human relations on campus is the Student Community Fund. The fund will "award grants to student organizations to put on events that promote harmony and human

relations among students from different backgrounds." As an example, Ford said, the fund might help sponsor a white fraternity and a black fraternity that get together to bring a speaker to campus.

The fund also will sponsor an annual leadership conference to help student organizations include more events involving a range of group interests.

Some of the students who seek Ford's advice are facing disciplinary action by the judicial administrator. They may be unsure of how the campus judicial system works or worried about how they will be treated. He provides information on how to proceed and who may be involved in the proceedings.

Another of Ford's roles involves serving

# Racism is a religious system, history Professor George Mosse says

By Carole Stone

Racism is a full-blown ideology, a world view as complete as liberalism or socialism, George Mosse said in his inaugural address as an A.D. White Professor-at-Large on April 21, adding that we will not understand racism as long as we bandy the term about to mean every instance of discrimination against minorities.

Mosse, 76, is the Bascom Emeritus Professor of History at the University of Wisconsin, Madison, and Emeritus Professor of Jewish History at the Hebrew University in Jerusalem. In his lecture "Racism and Nationalism," Mosse described racism as a civil religion that attempts to offer certainty and immutability. Like any religious system, it has its myths and symbols, including myths of the origins of the race, the hardships it has endured, its triumphs and the final redemption that will come in a race war.

Its symbols are not abstract like the sym-

bols of nationalism — flag, anthem and monument; the symbols of racism are concrete, they can be felt and touched: The symbol of racism is the human body itself, Mosse said.

Using pseudo-science scavenged from

The rediscovery of ancient Greece in the late 18th century, especially through the work of German archaeologists and philologists, coincided with a time of industrialization and other rapid changes in Europe.

**'The body is the predominant racial symbol, and this symbol is perpetuated through stereotypes. Body structure — size, sinew and bones — are made to explain cultural differences and to bear witness to the superiority or inferiority of some races.'**

— George Mosse

anthropology and Darwinism and relying heavily on the near-obsession with transcendent beauty that swept Europe in the 19th century, racist ideologues constructed a world view that closely intertwined beauty and morality, the professor said.

Throughout the continent, the idealized figure of a male Greek youth — muscles standing for energy and virility and a face and posture suggesting composure — "catered to a deep need of modern Western society to maintain order and

stability in a time of dynamic change," Mosse said. It represented the ideal of harmony and proportion, quiet strength and the ability to "keep progress under control," he said.

Stoicism and moderation were the middle-class values of the time, so the survival of the racist stereotype also perpetuated a middle-class stereotype, which goes a long way in explaining its popularity, Mosse said.

Racism is populist; it is not reactionary, he said. It opposes the status quo and holds out the promise of regenerating the individual and the community by purging people who are its exact opposite, while leaving intact values such as chastity, family and firm authority, Mosse said.

In answer to a question from the audience, Mosse said German skinheads are not really racists because they have no coherent ideology. They are more like motorcycle gangs, he said.

# Task forces map a strategic plan

## Task Force 1: Educating the leaders of tomorrow

Chair, Don Randel

*(The charge concerned the future of undergraduate education, including educational goals, organizational structure, calendar, non-classroom experience, enrollment and recruitment policies.)*

The bedrock of the task force report is "... the shared goals for the education of all undergraduates" — six results that a Cornell education ought to produce.

And the key to achieving those results, as the report says repeatedly, is better use of Cornell's multi-college structure — chiefly through the lowering of barriers to student mobility.

Other recommendations include:

- Deepen the involvement of tenure-track faculty in freshman and sophomore teaching.
- Enable "students of appropriate maturity and academic accomplishments" to complete degrees in less than four years, while also exploring further five-year and joint-degree programs.

• Keep the student body the same size and maintain a financial-aid policy that, within the limits of sound management, helps recruit a student body reflective of national diversity.

• Strive to integrate life in and out of the classroom and build new housing, for some 700 students, that can serve as a model for living within an intellectual community.

But the report repeatedly referred back to basic educational principles — the six results which it said should drive much that the university does.

A Cornell graduate, the task force said, should be able to write and speak effectively, use scholarship's analytical tools, reason effectively in quantitative terms, judge the moral implications of actions and ideas, work independently or as part of a team and know something about different cultures.

The importance of these skills is endorsed by a survey, recently released, in which alumni of the class of 1982 rate the value of their Cornell training in areas they deemed important 10 years after graduation.

Alumni rate Cornell well — compared with the ratings of alumni of peer universities — but task-force members noted substantial variation from college to college.

Engineering graduates, for instance, were less likely than arts graduates to rate their writing training well; arts graduates were less likely to give good grades to their preparation for problem-solving; and those who took business courses reported much greater satisfaction than all others in preparation for working cooperatively with others.

The task force says each undergraduate college should articulate how it will seek to produce the six educational results, but it also stresses the need for a universitywide perspective.

Task Force Chairman Don Randel, the Harold Tanner Dean of the College of Arts and Sciences, says the alumni survey reinforces one of the group's major conclusions — that Cornell must do more to spread the wealth of its undergraduate colleges to more students.

"We're not attempting to homogenize our students or blur the college boundaries," Randel said, "but our greatest strength in relation to comparable institutions is our intellectual range and variety."

"Our colleges should not be neutral about cross-pollination," he added. "We must take steps to help students integrate theory and practice and to gain access more easily to resources not based in their home colleges. We've got to function institutionally as a multidisciplinary team

rather than as a loose aggregation of specialized interests."

To achieve more vital integration — as the means to realizing the six educational goals — the task force says there must be a new focus on setting educational policies centrally. And this, they say, must start with a new kind of relationship between the provost and the academic deans.

Decentralization, says the report, "characterizes [Cornell's] academic policy as well as administrative and financial mechanisms. In consequence, the university has little ability to take concerted action with respect to undergraduate education, and there are many more administrative and financial incentives favoring parochial interests than broadly educational and institutional interests."

Without new bureaucracy or committees, Randel says, but by a broad commitment to alter the culture, the provost's office should be strengthened "to put educational principles in the driver's seat — so that they shape the administrative and financial structure of the university rather than the reverse."

Besides better educational coordination between provost and deans, the task force calls for local efforts. It says each school and college should see itself "as having a primary responsibility to contribute to the strength and efficiency of the university as a whole rather than merely to maximize its own share of the university's resources. A similar relationship must characterize the departments within any school or college."

Some of the proofs of such effort should be positive, Randel says — from an all-campus electronic course catalog, to easier extra-college enrollment, to more team teaching. Others may be negative, such as eliminating budgeting or resource allocation that encourages or condones duplication in several colleges.

Part of promoting this goal, the report says, should be reducing the differences between statutory and endowed colleges, which may be helped by "a vigorous effort to re-engineer the relationship" between Cornell on the one hand and, on the other, the State University of New York and other New York agencies.

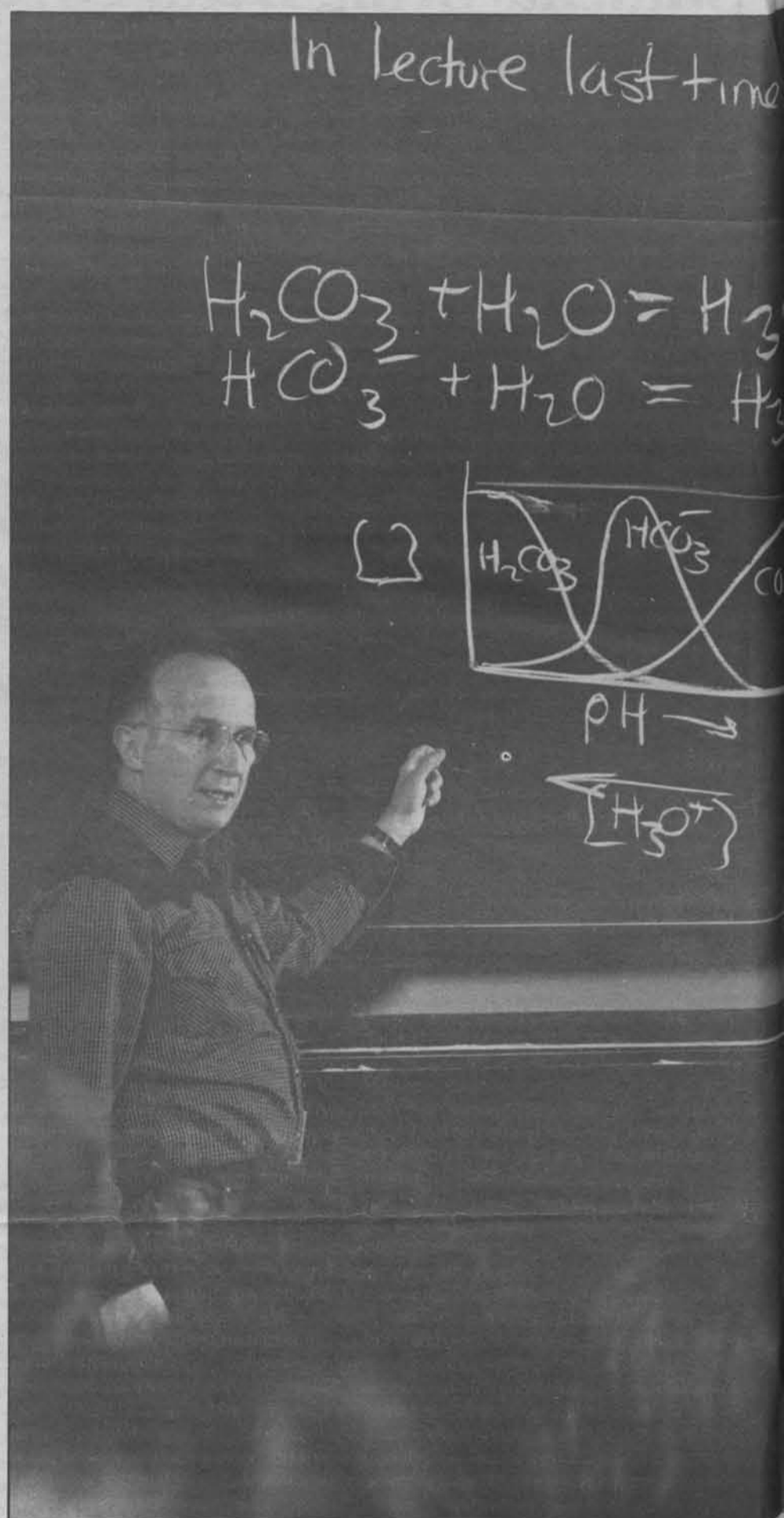
**Calendar adjustments.** While reaffirming the importance of residency at Cornell, the task force said some mature and accomplished students should "be able to complete their degrees in less time and at less expense."

To that end, it said the university should revise the calendar to shorten the time between fall and spring term, thus allowing a full-length summer term. The colleges should adjust their offerings so some degree-seeking students may treat the summer term as equal to the other two. Without suggesting in detail how degree time might be shortened, the report said, "Those graduating in seven semesters could be specifically encouraged to use the summer semester as the seventh."

**Student body.** While asserting that the current student numbers suit existing facilities and faculty size, the task force said colleges and the university should adopt policies to ensure that recruitment better reflects the economic and racial ethnic diversity of the college-age population, and it urged paying "particular attention" to recruiting transfer students from two-year schools.

**The faculty.** To encourage the same commitment of imagination and energy to teaching as to research, the task force said expectations concerning teaching quality and quantity should be made explicit across colleges. And to deepen the involvement of the professorial faculty in freshman and sophomore teaching, it suggested "shifting the balance of courses offered in the curriculum and ... making increased use of professorial faculty to lead laboratory and discussion sessions," thus redeploying teaching assistants.

**Student life.** The task force said many students now live in circumstances that



In this 1990 photo Nobel Laureate Roald Hoffmann displays the commitment of Task Force 1. Hoffmann is teaching an undergraduate chemistry class at 200

"ought to be an embarrassment" for the university, which can be seen as abdicating "its own responsibility to students to make clear what will constitute acceptable standards of academic and personal integrity."

It said the university should, as early as freshman orientation, strive to draw each student into an intellectual life, make sure each freshman gets to know at least one professor, and should add housing for about 700 students. It should do so, however, only if the housing embodies the university's educational goals, thus setting an example "that would inspire emulation in other parts of the university's housing stock and would have a salutary competitive effect on other forms of student housing, including those provided by fraternities and sororities as well as private landlords."

The report said all extracurricular activities — including teams, fraternities and clubs — "should be judged and supported according to the standards they maintain in contributing to the civilizing process of education broadly conceived."

## Task Force 3: Exercising

Chair, Fred Rogers

*(The charge was to examine administrative decision-making, human-resource management and the establishment of long-term financial equilibrium.)*

To secure educational quality through long-term financial equilibrium, the task force proposed basic structural changes in top-level decision-making, organizational improvements and changes in the university calendar.

It also advocated a series of work-force changes — re-engineering university operations and offering staff training, cross-training, internships and incentives to make working at Cornell more interesting and productive.

"We started out by talking budget, budget budget," said Task-force Co-chair Jennie T. Farley, professor of industrial and labor relations. "Then we had a course correction."

"Instead of the endless cycle of ad-hoc budget-cutting when expenses are about to

# for the future of the university

## Task Force 2: Generation and application of knowledge

Chair, Norman Scott

*(The charge concerned how to maintain Cornell's leadership in research and scholarship and how to assess, and perhaps redefine, its public-service role.)*

The task force recommended the creation of two new bodies that would affect research directions and policies and would allow for new thrusts in outreach programming.

Cornell ranks "among the top 10 research universities nationally," the report said, citing its almost \$300 million in research last year, its operation of seven national research centers and achievements ranging from "an understanding of the thermonuclear fires of stars to insights into the development of children." Yet it also noted reduced public trust in research universities, escalating research costs, more competition for federal funds and a less agreeable climate for the support of research.

As to public service, the task force praised past successes of Cornell's statutory colleges in meeting land-grant obligations to disseminate and apply the results of research. But it also said that changing times suggest outreach innovations in two directions: To enrich on-campus education, Cornell should broaden efforts to "import practical information and experience to the classroom, laboratory and faculty study..."; and to better serve the state, nation and world, it should draw on the entire university — not just the statutory colleges — to provide new kinds of outreach, or "extension."

To maintain research leadership in a tougher environment, the task force proposed forming a "commission on the future," which would evaluate academic priorities, indicate research directions for the future and appoint faculty/administration "alliances" to help chart Cornell's course in broad academic fields such as electronics, the environment or biotechnology. The task force emphasized the need to reinforce the value of fundamental research and scholarship.

To reinvigorate extension efforts, it urged creation of an "Outreach Council," which would coordinate outreach efforts, nurture new ones, and promote a wider vision of how and by whom outreach ought to be provided.

The Morrill land-grant act of 1862 promised the proceeds from the sale of federal lands to colleges that would teach "agriculture and the mechanic arts."

From the earliest days, Ezra Cornell and President Andrew D. White wanted to offer both traditional and practical studies. The "mechanic arts" of engineering served society; however, the formal processes of extension education came to reside in what have become the College of Agriculture and Life Sciences and the College of Human Ecology. Some extension work also is done through

the School of Industrial and Labor Relations and the College of Veterinary Medicine. Under the extension process, the state and federal governments help fund faculty and staff who do practical research and "agents" around the state who help citizens apply that research to practical problems ranging from killing off aphids to feeding a family decently on a low budget.

There is wide agreement that the land-grant model — research and application — made American agriculture a wonder of the world. There is also agreement that the model ought to be adapted and applied to a wide range of contemporary problems and to urban populations; however, there is uncertainty as to how to bring whole new areas of the university into public-service work, how to pay the bills, and which problems lend themselves to solution by such a model.

The task force also recommended convening periodic forums to spur development of "strategic partnerships" that would benefit both research and its application. The forums

The university already has an office of Patents and Technology Marketing, which helps Cornell researchers seek patents and license their inventions. The innovation center staff would offer wider access to expertise and services that might bring work to a patentable stage sooner and would also offer workrooms and limited scientific equipment.

- Creating a universitywide international council to coordinate global efforts. The report suggested that there be "Cornell representatives" in selected countries, more mutually beneficial international partnerships, more faculty with international professional interests, more students studying abroad, and a more global curriculum. But it cautioned that any new initiatives should have targeted resources and should "contribute to the quality of the university hub" in Ithaca.

- Broadening understanding of the land-grant mission by making clear in annual presentations to the state of New York that the statutory colleges provide only part of Cornell's land-grant programs and services.



**'Within our area of research and outreach, our task force has attempted a contemporary reinterpretation of Cornell.'**

— Norman R. Scott

would include faculty and administrators, with representation from other universities, corporations, foundations and government agencies. In addition, working groups would be formed to "look into the appropriateness of collaboration in different subject areas."

"Within our area of research and outreach, our task force has attempted a contemporary reinterpretation of Cornell," says Norman R. Scott, task-force chair and the vice president for research and advanced studies.

Scott said their recommendations could provide vital new coordinating mechanisms without creating new positions.

Among other task-force recommendations:

- Instituting regular internal reviews — such as the external reviews conducted by NSF — of departments and units. The reviews, with some evaluators coming from outside the unit, would help Cornell track programs that are rising to pre-eminence as well as those that may be weakening.

- Creating an "innovation center" to make it easier for the commercialization of ideas based on faculty research and scholarship.

The task force suggested, for instance, that such reports cover materials-science programs serving industry and Theory Center support for high-technology firms.

While Task Force 1 scrutinized undergraduate life, Task Force 2 focused almost entirely on how to ensure the quality, pertinence and prominence of Cornell research and of its extension to the off-campus world.

The one goal dealing with undergraduates was itself related to research — that faculty doing research should arrange for undergraduates to participate if they want to.

Graduate students, though, were discussed as central to the function of a research university. "For faculty, they are both students and colleagues; for undergraduates, they are mentors and professionally competent interlocutors."

The task force said faculty mentors should help graduate students develop teaching and research skills and should organize student/faculty colloquia where dissertation students could have sustained contact with colleagues and could discuss works-in-progress.

## Effective stewardship

run revenues," said Task Force Chair Frederick A. Rogers, vice president for finance and treasurer, "we realized our aim must be to make it normal to stop doing things."

The need to change the financial culture — for the long-term sake of educational quality — is based on a changed environment, whose realities must be made clear to everyone on campus, the task force said.

While financial fortunes fluctuated for the prior three decades, with variations within Cornell's divisions as well, "the situation has changed in the 1990s," the report says.

The entire university is feeling the effects of slackening revenue while certain key expenses still soar.

Tuition, the chief revenue source, is increasing at the slowest rate in 20 years, partly in response to market conditions and partly because of a consensus that restraint is necessary if Cornell is to remain affordable.

At the same time, state funding has been pared; federal research growth has slowed while the reimbursement rate for overhead costs has declined; and investment earnings have slowed because of lower interest rates.

The critical increases in expenses are in the payroll, Cornell-provided financial aid and employee benefits, chiefly for health care.

Among long-term revenue-enhancing efforts are the \$1.25 billion capital campaign and the lowering of the endowment payout so the endowment's value grows more robustly. Capping undergraduate enrollment and instituting quality-improvement efforts campus-wide are intended to limit expenses.

Even these measures are not enough, says the task force, to stop the recurring revenue shortfalls that necessitate in-year budget cuts.

"In order to achieve financial equilibrium," the report says, "the university will have to decrease the total cost of its programmatic

commitments through strategic decisions that subject some programs to elimination or to reduction via consolidation.

"Our premise, in other words, is that practicing responsible stewardship will require the university to undertake significant academic and administrative restructuring."

The report said repeatedly that facing these facts is half the battle:

"We can survive this heightened pressure on our resources and deliver an education worth the high price we have to charge only if all members of the Cornell community pull together...."

Specifically, the report said Cornell can no longer tolerate "inappropriate redundancy" or excessive autonomy in academic programs and administrative support; must identify outdated or marginal operations that can be eliminated; must aggressively seek new efficiencies, including examination of teaching

loads and better use of technology; and must consider whether outside businesses might better provide some services now provided by university enterprise units.

**A new cabinet.** To simplify decision-making and "de-emphasize the recourse to special committees and task forces," the report recommends replacing the deans' council and executive staff with a single "cabinet" — chaired by the president and including the provost, academic deans and vice presidents.

"We must clarify who is to make decisions," the report says, and cease having boards, committees and task forces continually review each other's studies of the same problems, with the result that "many decisions take years to implement."

Decision-making, in key academic and administrative areas, would fall to the cabinet; and existing groups would function as

*Continued on page 8*

# Task forces map a strategic plan

## Task Force 4: Creating the faculty of the future

Chair, John E. Hopcroft

(The charge was to predict coming changes in the faculty and to suggest changes in policies and incentives — including the tenure system.)

While asserting that “in some sense, the faculty is the university,” the task force also suggested that the university should tighten oversight of faculty hiring and performance — including the declaration that tenure is revocable.

Along with the granting of tenure, the report said, should come specific guidelines and expectations; and, throughout one’s career, there should be performance reviews that could “be used in salary determinations.”

Ultimately, the task force said, the revised procedures should “allow tenure to be withdrawn on the basis of failure to fulfill the responsibilities that tenure requires.”



Hopcroft

The report also suggested that the university:

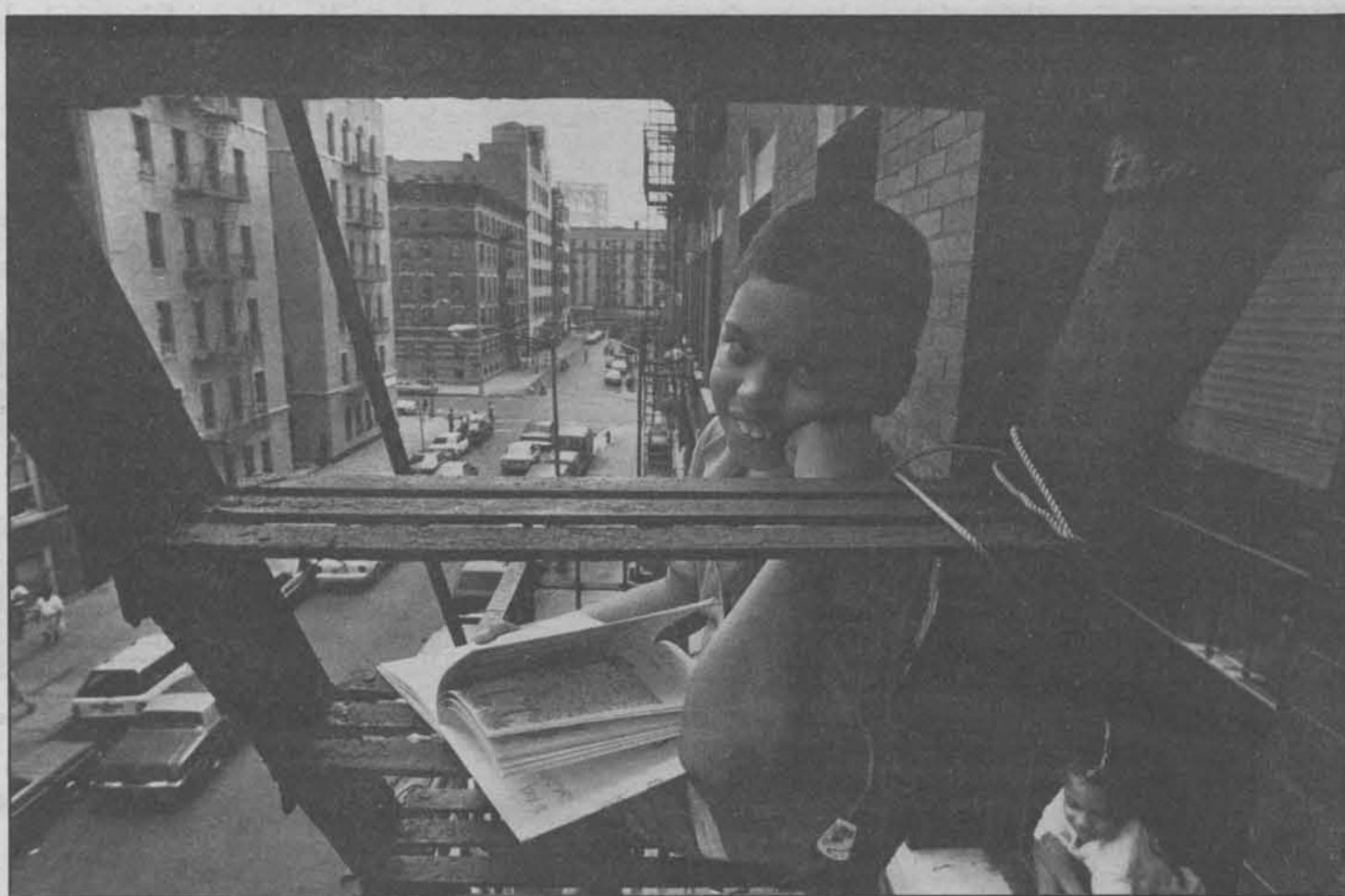
- Should scrutinize every tenure case with great care.
- Should ensure that every appointment be “consistent with Cornell’s goals and its standard of excellence.”

• Should have every department adopt teaching-skills training and a plan for teaching evaluation throughout one’s career.

• Should re-examine sabbatic leaves with an eye to greater rigor, encouraging faculty to spend their sabbaticals at leading intellectual centers or in positions with government, business or industry.

Though some of the task-force suggestions — such as teaching-skills development — were seen as benefits to both teachers and the university, some were especially intended to attract and support the faculty. These included recognition that the expected proportions of teaching, research and service should be allowed to vary during different stages of one’s career and an appeal for more imagination in finding job opportunities for spouses and partners of recruits.

The report, which called for a stronger commitment to minority hiring in general,



Chris Hildreth/University Photography

**Task Force 2** focused on how to ensure the the quality of Cornell research and extension to the off-campus world, through efforts like this 1991 Cooperative Extension program in Harlem that aimed to improve literacy.

made a special note of the need to find employment of spouses of minority recruits.

In several places, the task force suggested that, for faculty to participate more vigorously and intelligently in important university decision-making, they need to be better informed. It thus proposed a review of campus governance.

Behind many of the recommendations lay a concern that constraint is here to stay: “A fundamental challenge to Cornell in the next decade will be how to provide an atmosphere that nurtures excitement, ferment and scholarly entrepreneurship within the confines of essentially static financial resources.”

Task-force Vice-chair Ronald G. Ehrenberg, the Irving M. Ives Professor of Industrial and Labor Relations and Economics, said members did disagree on how permanent these changes were. Nevertheless, there was consensus that certain hard facts justified rigorous attention to the standards for hiring, promoting and tenuring faculty:

• An unusually high proportion of Cornell’s tenure-track faculty have tenure. While 66 percent of Princeton’s faculty are tenured, for

instance, or 60 percent of the University of Chicago’s, at Cornell last year the percentage was 80 — up from 75 a decade earlier.

• During that period, Cornell’s faculty grew by only 41 people; but the number with tenure grew by 102.

• It became illegal this year to require faculty retirements at a given age. These facts and the likelihood that faculty size will remain “relatively stable,” the report said, “will limit organizational flexibility, diminish the ability of reinvigorating the institution with new scholars, and make it increasingly difficult to diversify the faculty along gender and racial/ethnic lines.”

Other suggested stimuli to circulation within the faculty were that departments pay “particular attention” to the distribution of ranks when deciding the level of a search and that there be more disclosure and discussion of how faculty lines and resources are distributed, particularly with respect to interdisciplinary programs.

On the question of tenure, the task force said the university’s expectations might include the following nine points:

Teaching at all applicable levels, “scholarly engagement” with the curriculum, “clear, cogent and concise” student advising, active research or creative work, university citizenship, extramural service, being a mentor to new faculty, institutional leadership and commitment to program quality and efficiency.

As to non-tenure-track teachers, the report called for clear limits to their use but also suggested more professional treatment of them once hired.

While lecturers have sometimes been used to avoid the budgetary commitment to a tenure-track teaching line, the report said “economics should not be a primary determinant” in their use and that Cornell should employ lecturers only upon careful justification by departments and assurance that such an appointment will not detract from the role and responsibility of tenure-track faculty.

On the question of faculty participation in campus governance, the report said faculty need easier access to institutional information and a clearer definition of which groups have what power to set policies.

## Mission and Values

Following is a working statement of mission and values for the university:

Cornell is a learning community that seeks to serve society by educating the leaders of tomorrow and extending the frontiers of knowledge.

In keeping with the founding vision of Ezra Cornell, our community fosters personal discovery and growth, nurtures scholarship and creativity across a broad range of common knowledge, and engages men and women from every segment of society in this quest. We pursue understanding beyond the limitations of existing knowledge, ideology and disciplinary structure. We affirm the value to individuals and society of the cultivation and enrichment of the human mind and spirit.

Our faculty, students and staff strive toward these objectives in a context of freedom with responsibility. We foster initiative, integrity and excellence, in an environment of collegiality, civility and responsible stewardship. As the land-grant university for New York, we apply the results of our endeavors in service to the community, the state, the nation and the world.

## Task Force 3 continued from page 7

subcommittees. Subcommittee recommendations would be passed up, for instance, from the Budget Policy Group, the academic deans, the FCR’s Financial Policies Committee, the Capital Funding and Priorities Committee and the Cornell Research Council.

While deans would retain discretion and authority in their colleges, the cabinet could eliminate ambiguity over who makes Cornell decisions and when, says Task Force Facilitator Clinton Sidle, director of institutional planning and research.

Adds Rogers: “We know structural changes alone won’t work magic. The cabinet will make a difference only if members make a bona-fide effort to think about the entire university. If they do, we’ll be leaner and more flexible.”

**Academic organization.** The task force, though divided over details, agreed that “the academic structure of the schools and colleges [should] be reorganized.”

They did not recommend eliminating

any specific departments, but they foresaw that faculty clusters of fewer than 20 “would be rare”; and they favored more “divisional” groupings of faculty from different schools and colleges.

**The calendar.** The report recommends “eliminating the January winter term, which would allow an expanded summer term and a longer summer employment period for students.”

It left pedagogical questions to Task Force 1 but adduced financial reasons to support that group’s recommendation to change the calendar. Task Force 3 said the longer summer term would let some

students earn more — and thus require less financial aid — and let other undergraduates and graduate students “shorten the time to degree” by taking more summer courses for degree credit.

**Work-force changes.** The report favors adopting policies that encourage employees to perform current and new work with a team spirit and that evaluate performance from a team perspective. It also said Cornell should use new technology and develop new techniques, re-engineering processes and structures “to reduce costs and improve service by eliminating work which does not add significant value.”

The task force did suggest some committee work of its own. Citing the “stakeholder surveys” filled out last year by 2,200 students, faculty and staff, it noted widespread dissatisfaction with campus governance bodies — including the three assemblies and the Faculty Council of Representatives.



Rogers

# Student gets Fauset award at symposium

By Ericka Taylor

Jessie Fauset '05, a leader of the Harlem Renaissance and the first African-American Phi Beta Kappa at Cornell, was honored in a two-part symposium at Willard Straight Hall April 26.

The symposium was the first formal recognition at Cornell of the writer and scholar. It was also the occasion for awarding the first Jessie Fauset Undergraduate Prize to the best scholarly essay on the female African-American experience. The \$500 prize, offered by the American Studies Program, was awarded to Gabrielle Sandor '95.

Deborah McDowell, associate professor of English at the University of Virginia, gave the first keynote speech and Ann DuCille, associate professor of English and African American studies at Wesleyan University, spoke during the second session.

In her lecture, "Got a Mind to Ramble: Traveling with Jessie Fauset," McDowell explored the motif of travel in early Harlem Renaissance writing and the roles that females were confined to, regardless of their education and skills.

Fauset, she noted, only recently has been given much critical acclaim, and much of that has been begrudging. Fauset was long considered a second-rate writer and integral to the Harlem Renaissance only through assisting W.E.B. DuBois. McDowell, who said she was "thought to be a deadhead" because of her interest in Fauset, said part of that perception is due to Fauset's sex and the subject of her novels.

While working under DuBois for the black magazine, *The Crisis*, from 1919 until 1926, "the law of the home prevailed" in establishing gender-based duties, McDowell said. While DuBois made extensive travels around the world, Fauset remained in Harlem, writing letters as his proxy. Nonetheless, Fauset's impact was noteworthy, McDowell suggested, because it was she who first published "The Negro Speaks of Rivers," the now most anthologized poem of then unknown poet Langston Hughes.

Ironically, Hughes and other prominent



Prize winner Gabrielle Sandor '95 receives the Jessie Fauset Undergraduate Prize from Dean Randel at a reception and dinner at the A.D. White House.

Sharon Bennett/University Photography

males writers of the Renaissance helped create, to a degree, an unreceptive environment for Fauset's literary work. Hughes believed, for example, that Fauset was writing about "black middle-class intelligentsia," and while that was fine, her work could not have the

Ann DuCille, whose lecture was entitled "There Is Confusion: Reclassifying Jessie Fauset," began her after-dinner talk with a self-defined attempt to keep the audience and herself awake. Working on a study of Barbie dolls and American culture, DuCille pre-

novels. DuCille argued that Fauset's work was often a parody of such life; she was writing about the "trauma of pretense and hypocrisy" of some bourgeois practices.

She said "cursory readings of Fauset" lead to false interpretations and noted that those who condemn Fauset for writing for the superficial bourgeoisie often are Ivy League professors with bourgeois salaries who are driving their typically bourgeois Saabs.

Writing about the black middle class caused a problem in the early 20th century, DuCille said, because middle-class blacks often were seen as denying their race and joining the ranks of whites. Fauset didn't condemn her characters for being successful, however, but for how they led lives of pretense. Fauset wanted to demonstrate that "lace and satin are as confining as race and skin," DuCille said, noting that the female psychosexual experience was a primary topic in her novels.

Faculty responses were given by Stuart Blumin, history, and Kenneth A. McClane, the W.E.B. DuBois Professor of Literature.

**Fauset's writing was filled with 'thematic and ironic complexity and stylistic subtlety.'**

— Deborah McDowell

same impact as the "authentic" approach he took by focusing on the urban and rural black poor. But McDowell said Fauset's writing was filled with "thematic and ironic complexity and stylistic subtlety."

Following McDowell's lecture, Cornell professors Robert Harris, Africana studies, Joel Porte, English/American studies, and Hortense Spillers, English, responded.

sented her audience with "Jessie Fauset Barbie," complete with a shopping bag holding a miniature red teddy to indicate that Fauset wasn't excessively "prim and proper." DuCille agreed with McDowell that Fauset's lack of recognition often had to do with poor reading of her work. Fauset was largely interpreted as being a writer of the black middle class and espousing the views held in her

## Agricultural economist is new associate dean of graduate school

By Darryl Geddes

As an agricultural economist, Christine Ranney works with numbers. She calculates prices, expenditures and taxes as they relate to federal food policies. But now, as associate dean of Cornell's Graduate School, a post she assumed in January, Ranney will be crunching a new set of data: the number of women pursuing graduate degrees at Cornell. Out of the 4,320 students enrolled in the Graduate School, only 1,623 — or 37 percent — are women.

"I believe these numbers aren't typical just of Cornell, but rather reflective of the national picture," she said. "There certainly is room for improvement."

Finding a way to improve those numbers is one of Ranney's objectives. Her first task is to consider various reorganization plans for the Graduate School, which administers, admits and registers all graduate students at Cornell. In addition, the school keeps track of students' degree requirements, certifies degrees and provides fellowships and other financial support to students.

"Over the next three years, I'm going to be meeting with graduate students to find out, among other things, what influenced their decisions to pursue graduate study at Cornell," Ranney said. "I also want to know why more women aren't pursuing graduate study."

The Iowa-born educator already has some idea of why women are scarce in the graduate course classroom. "Female students, more than their male counterparts, are faced with a whole variety of lifecycle and parenting issues that often interrupt graduate studies or

make its pursuit difficult," she said. "The academic and social atmosphere at Cornell must be agreeable to women. We need to better understand their concerns and the decisions they face and be supportive of them."

Ranney speaks from experience about

"As a student and the mother of a 5-year-old, that was very important to me." (Her son, Adrian Olson, graduated from Cornell in 1992 with a bachelor's degree in business management and marketing.)

Ranney is concerned at the small number



**'Over the next three years, I'm going to be meeting with graduate students to find out, among other things, what influenced their decisions to pursue graduate study at Cornell. I also want to know why more women aren't pursuing graduate study.'**

— Christine Ranney

how supportive colleges and universities can be when students are facing familial issues. Ranney, herself, was a beneficiary of Cornell's generous financial aid policies. "I applied to Cornell as a transfer student and a single mother because it was willing to give me full financial support," she said.

of women in graduate programs in the physical sciences. Of the 1,206 doctoral students enrolled in the physical sciences, only 234 — or 19 percent — are women. Bringing about parity between the sexes requires a change in the mind-set of elementary and secondary school teachers, she said.

"The absence of women studying the sciences in college is a result of how girls are taught in grade school," Ranney said. "When I was in high school, I was advised not to pursue a third year of math but rather to take an extra language." She believes many young women are often talked out of science or math pursuits in grade school in favor of studies in the arts and humanities.

Ranney also will examine Cornell's placement efforts for women holding doctoral and master's degrees. "Colleges and universities across the country are in dire need for qualified women and minorities to join their teaching ranks," she said. "We want to find out what happens to our graduate students after they receive their degrees and determine what kind of support we give them in their search for employment."

Ranney's three-year appointment as associate dean is her first foray into higher education administration. She joined the faculty in 1983 as an assistant professor of agricultural economics; she was named associate professor in 1989. She has taught undergraduate and graduate courses and has served as an adviser to master's and doctoral degree students. She will return to teaching upon the completion of her deanship in 1997.

Supported by the Ford Foundation, Ranney is in the middle of a research project examining the differences between rural and urban poverty and how government programs relate to each situation.

Ranney earned a bachelor's degree from Cornell in 1978, and master's and doctoral degrees from the University of California at Davis in 1980 and 1983, respectively.

# Cornell's theater arts filmmakers will debut their works

By Darryl Geddes

Lights! Camera! Action!  
Cut.

This is no Hollywood sound stage. There are no giant spotlights to turn midnight into midday, nor special effects to make dinosaurs roam the quad.

But what there is plenty of is talent, determination, enthusiasm and imagination. These attributes belong to students of Cornell's filmmaking classes.

Duncan Foster, a senior from New York City majoring in English and film, has just finished viewing the rushes on his film, tentatively titled *Blue Sky Day*. The 10-minute color film is a harrowing tale of a drug addict's deadly hallucination.

The segment screened in class is of the film's spine-tingling climax. In the scene, the drug addict is pushed off a bridge into a rocky gorge and the swirling waters some 60 feet below.

Without the help of a professional stunt

man or special effects expert, Foster captured this frightening scene by attaching his own movie camera, outfitted with a special \$1,000 lens, to a climbing rope and bungee cord and then tossing it over the side of a bridge.

"I was concerned that I might lose the camera, lens, film, everything, but it was the only way I could think to achieve this effect," he said.

Foster repeated his camera throw about 20 times to ensure himself of capturing the most dramatic fall on film. "Since you're not looking through the camera as it's falling, you're really not sure of what you're getting on film," he said. "I'm pretty pleased with the results." Foster will use a technique called rear-screen projection to superimpose the actor onto the gorge-fall footage.

So far the young filmmaker has spent about 56 hours on his film project with the last few days being spent in the editing lab surrounded by piles and pieces of celluloid.

Foster's film, and those of other members of the Theatre Arts 377 class, will be

screened at the Cornell Student Film Exhibition I Sunday, May 8, at 7:30 p.m. in Willard Straight Hall. Other student films making their premiere include Jeff Speiser's *Animal Sketchbook*, a delightful animated film in which animals come to life from a single line or dot and then leap, fly or gallop off the screen; Jake Buxton's homage to homing pigeons, *No Place Like Home: The Mystery of Homing Pigeons*; and Mimi Zeiger's *Promenade*, about manic search for the proper prom dress. Also slated to be shown are *Pizza for None - Flowers to Two* by Jill Martin, *Ivy and Eve* by Jessica Hanlon, *While the City Sleeps* by Jeff Mullen-Cary, *I Just Want To Be Pretty* by Mona Rector Walls, *Write of Passage* by David Kartch and David Turell, *Disturbance* by Seth Jaret, *Stranded Objects* by Luis Andres Garza, an untitled work by Ilyssa Berg and *Buffalo*, by Lucas Sabean.

Learning the art of filmmaking at Cornell is a very collaborative process, said Marilyn Rivchin, senior lecturer in filmmaking.

The creative process is always on view in Rivchin's filmmaking class. "It's important to see everybody's work in all stages," Rivchin said. After viewing rushes, students dispense constructive criticism. They share their secrets about what lighting they used to achieve a certain effect, or the best way to edit end titles. At a recent class session, one student told classmates about a money-saving way to produce titles.

Some film programs in other schools, Rivchin said, are much less collaborative. "Students will get an assignment and nobody will see the film until the end of the semester when it's finished," she said. "That makes filmmaking very competitive, and that's not beneficial to the creative process."

Cornell students can pursue the study of film by taking a major in theatre arts with a concentration in film, requiring a total of 50 credits in film and related courses. Students also may study film as a College Scholar, by developing an independent study or by concentrating in visual studies.

## Cornell Cinema's May offerings feature student works, Indian films

By Darryl Geddes

Tomorrow's Hitchcocks, Spielbergs and Bergmans will present their works this month as Cornell Cinema presents two student film exhibitions. Works from students in Theatre Arts 377 will be screened May 8 at 7:30 p.m. in Willard Straight Hall (WSH). Advanced filmmaking students will screen their works May 20 at 7:30 p.m. at WSH. Admission for all Cornell Cinema events is \$4.50; \$4 for students, unless otherwise noted.

The Cinema of India series will feature three Indian films Mondays in May. *Devi*, directed by Satyajit Ray, will be shown May 9 at 7 p.m. in WSH. The film, banned for a time from export from India, follows a wealthy landowner and goddess worshipper who believes his daughter to be a recreation of the deity. The daughter allows herself to be worshipped, which leads to the formation of a cult.

*West Is West*, which will be shown May 16 at 7 p.m. in WSH, follows the tribulations suffered by a would-be immigrant whose visa permits him only a one-month stay in the United States. He proposes marriage to a punk rocker as a way of remaining in the states.

The Indian film series concludes with the screening of *Genesis* May 23 at 7 p.m. in WSH. The story is a fable of two men whose isolation and peaceful routine are disrupted by the presence of a woman who wanders into their world. The music is by Ravi Shankar.

The actor Daniel Day-Lewis will be the subject of a film series this month. In *My Left Foot*, Day-Lewis portrays cerebral palsy



Convicted killer Aileen Wuornos is the focus of a documentary, "Aileen Wuornos: The Selling of a Serial Killer," playing this week at Cornell Cinema.

victim Christy Brown, who, against all odds, became a poet, painter and novelist. Day-Lewis won an Academy Award for his performance as did Brenda Fricker (Best Supporting Actress) for her role as Christy's mother. *My Left Foot* will be shown May 11 at 7:40 p.m. in WSH.

The actor's most recent film, *In the Name of the Father*, for which he was nominated for an Academy Award, will be shown May 13 at 9:45 p.m. in WSH

and May 18 at 10 p.m. in WSH. *The Unbearable Lightness of Being*, adapted from author Milan Kundera's examination of sex, love and politics, puts Day-Lewis in 1968 Prague, when Soviet tanks crushed the Czechoslovakian city. The *Toronto Globe and Mail* called the movie "overwhelmingly funny and unapologetically erotic." *Lightness* will be shown May 18 at 6:35 p.m. in WSH. Admission is \$4.50; \$4 for students.

The Day-Lewis film series ends May 25 with the showing of *A Room With A View*, based on the E.M. Forster novel, May 25 at 7:25 p.m. in WSH.

True-life crime buffs will get a turn-on with *Aileen Wuornos: The Selling of a Serial Killer*, which will be shown May 6 at 7:30 p.m. in WSH. Prostitute Wuornos was dubbed the 'the first female serial killer' after she killed seven of her johns over a period of 11 months. *Serial Killer* won the 1993 British Film Institute Award for Best Documentary.

Another noteworthy presentation is *Baraka*, which will be screened May 12 at 9:45 p.m. in WSH. This non-verbal epic tells the story of the Earth's evolution, of man's diversity and interconnectedness and of his impact on the world. Filmmakers Ron Fricke and Mark Magidson traveled the globe, stopping in 24 countries on six continents to capture these vivid images.

Cornell alumnus Dan Geller's 1990 documentary about college life gets a big screen showing May 14 at 7 p.m. in Uris Hall. In *Frosh*, Geller turns the camera on Stanford University undergraduates dealing with pressures of academic life. *Frosh* tracks the lives of 10 students as they explore themselves and each other in a startling rite of passage.

Here's to you, Mrs. Robinson. The screen classic *The Graduate* concludes Cornell Cinema's May offerings with showings May 26 at 7:15 p.m. in WSH and May 27 at 9:40 p.m. in WSH. For a complete listing of the 40 films being featured this month, consult a copy of the *Flick Sheet* available in the lobby of the Straight.

## Homeless providers meet in Phila.

Five homeless-service providers of the Philadelphia area will gather to discuss issues related to homelessness at a presentation led by Ann Hales, director of Cornell's Housing and Feeding the Homeless Program, at the "Cornell Club of Greater Philadelphia: Homeless Advocacy Seminar," May 11 in Philadelphia.

The seminar, which is free, will be held in the Philadelphia Bar Association's 10th Floor Conference Room, 1101 Market St., from 5:15 to 7 p.m.

The panel discussion will address the homeless services offered in Philadelphia and the ways in which the business, hospitality and food service industries can better respond to the needs of the homeless.

Panelists include: Phyllis Ryan, executive director of the Philadelphia Committee for the Homeless; Scott Schaffer, executive director of Philabundance; Joseph Ferry, executive director of the

Bethesda Project; and Ruth Hindley, the Community Outreach Partnership.

Hales, who is a senior lecturer in the School of Hotel Administration, developed the Housing and Feeding the Homeless Program in 1987 for students and alumni to address issues of homelessness and hunger. Since the program's inception, presentations have been made in approximately 15 major U.S. cities, and the program has received national recognition for its initiatives, accomplishments and impact on the business and human services communities.

The seminar is co-sponsored by the Cornell School of Hotel Administration, the Philadelphia Bar Association, the Philadelphia-Delaware Valley Restaurant Association, the Pennsylvania Restaurant Association and the Greater Philadelphia Hotel Association.

For information, contact Jeffrey M. Lindy, Esq., at (215) 564-8165.

## Health execs' development program will be held on campus May 8 to 14

A five-day intensive professional development program for health executives is slated for May 8 through 14 at Cornell.

The Health Executives Development Program, now in its 37th year, will feature more than two dozen experts on health policy, financial issues, quality and clinical outcomes, ethics and value conflicts, systems, networks, and alliances, management and consumer issues.

Sponsored by the Sloan Program in Health Services Administration and the Department of Human Service Studies in the New York State College of Human Ecology at Cornell, the Health Executives Development Program attracts some 50 to 60 executives from around the world.

It is the oldest continually running management development program in the health field, and it is among the broadest in scope.

"The program is an educational immersion that provides a broad overview of policy issues from an international level to

managerial trends on the micro-level," says Keith Pryor, a lecturer in the Sloan Program and an organizer of the development program.

Among the many renowned speakers are Carolyn Davis, a national health care adviser with Ernst & Young and the former head of the Health Care Financing Administration; David Rogers, M.D., the Walsh McDermott University Professor of Medicine at New York Hospital-Cornell Medical Center and the vice chair of the National Commission on AIDS; Sidney Wolfe, director of the Public Citizens Health Research Group; George Lundberg, M.D., editor of the *Journal of the American Medical Association*; and Daniel Roble, partner and director of Health Law Group, Ropes & Gray, and a trustee of the Jackson Hole Group.

For more information on registering for the program, contact the Health Executives Development Program, N222 MVR Hall, Cornell, or call 255-8013.

CALENDAR

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Chinese Gamelan. The music is free.

- On May 7 at 8:15 p.m. in Bailey Hall, Edward Murray will conduct the Cornell Symphony Orchestra and the Cornell Chorale, prepared by its director, Thomas Sokol, in Beethoven's Ninth Symphony. The distinguished quartet of vocal soloists includes Cornell soprano Judith Kellock, mezzo-soprano Rose Taylor of the University of Texas in Austin, tenor Mark Nemeskal of Massachusetts and Jan Opalach, one of New York City's eminent bass-baritones. Beethoven worked on the Ninth Symphony for many years, and he considered setting Schiller's Ode to Joy as early as 1793 — long before he began to sketch the music for the symphony. Its unprecedented use of voices for a symphonic finale is its best-known feature, but its great length and monumental character distinguishes it from most previous symphonies. It remains a matchless contribution to his symphonic repertory. Admission is \$5 (\$3 for students with ID). Tickets are available at the Lincoln Hall ticket office; Borealis Books; and at the door. For more information, call 255-4760.



Christian Steiner

Jan Opalach

- Mark Scatterday will conduct the Cornell University Symphonic Band and Chamber Winds to perform works by Dvorak, Jacob, Williams and others Sunday, May 8, at 2 p.m. in Bailey Hall.
- At 4 p.m. on Sunday, May 8, in Barnes Hall, a student vocal recital will be presented by Nancy Jang, soprano, and Brian Chu, baritone. Among other works to be performed are Schumann's "Frauenliebe und Leben," Brahms' "Vier ernste Gesänge" and Poulenc's "Banalités." William Cowdery and John Rowehl will be the pianists.
- Students of David Borden will give a demonstration of their new computer compositions at an informal concert titled "MIDI madness" on May 9 at 8:15 p.m. in Lincoln Hall.
- On May 9 at 8:15 p.m. in Barnes Hall, Anna Weesner, already recognized as an outstanding composer, will give her DMA recital, featuring the whole cycle of "Ordinary Mysteries" for soprano (Linda Larson) and ensemble; a work for violin and piano; as well as a few other pieces for voice and instruments.
- A concert of vocal music by students of Judith Kellock will be performed May 11 at 8:15 p.m. in Barnes Hall.
- A piano recital by students of Jonathan Shames will be held May 12 at 8:15 p.m. in Barnes.

Bound for Glory

May 8: North Fork, a lively bluegrass band, will perform in three live sets at 8:30, 9:30 and 10:30 p.m. in the Commons Coffeehouse in Anabel Taylor Hall. Admission is free, and children are welcome. Bound for Glory can be heard Sundays from 8 to 11 p.m. on WVBR-FM, 93.5.

religion

Sage Chapel

The service May 8 will be held at 11 a.m. Music by the Sage Chapel choir, under the direction of Thomas Sokol, and William Cowdery, Sage Chapel organist. Sage is a non-sectarian chapel that fosters dialogue and exploration with and among the major faith traditions.

African-American

Sundays, 5:30 p.m., Robert Purcell Union.

Baha'i Faith

Fridays, 7 p.m., speakers and open discus-

sion, meet at the Balch Archway. Sunday morning dawn prayers. For details, call 253-2401.

Catholic

Ascension Mass: May 12, 12:20 and 5:15 p.m., Chapel, Anabel Taylor Hall.

Weekend Masses: Saturday, 5 p.m.; Sunday, 9:30 a.m., 11 a.m. and 5 p.m., Anabel Taylor Auditorium. Daily Masses at 12:20 p.m. in Anabel Taylor Chapel. Sacrament of Reconciliation, Saturday, 3:30 p.m., G-22 Anabel Taylor Hall.

Christian Science

Testimony and discussion meeting every Thursday at 7 p.m., Founders Room, Anabel Taylor Hall.

Episcopal (Anglican)

Sundays, worship and Eucharist, 9:30 a.m., Anabel Taylor Chapel.

Friends (Quakers)

Sundays, 9:45 a.m., adult discussion; 11 a.m., meeting for worship, Edwards Room, Anabel Taylor Hall.

Jewish

Morning Minyan at Young Israel, 106 West Ave., call 272-5810.

Reform: Fridays 6 p.m., chapel, Anabel Taylor Hall; Conservative/Egalitarian: Fridays, 6 p.m., Founders Room, and Saturdays 9:30 a.m., Founders Room, Anabel Taylor Hall; Orthodox: Friday, call 272-5810 for time, and Saturday, 9:15 a.m., Edwards Room, Anabel Taylor Hall.

Korean Church

Sundays, 1 p.m., chapel, Anabel Taylor Hall.

Muslim

Friday Juma' prayer, 1:15 p.m., One World Room, Anabel Taylor Hall. Daily Zuhr, Asr, Maghreb and Isha' prayers at 218 Anabel Taylor Hall.

Protestant Cooperative Ministry

Sundays, 11 a.m., chapel, Anabel Taylor Hall.

Sri Satya Sai Baba

Sundays, 10:30 a.m., 319 N. Tioga St. For details call 273-4261 or 533-7172.

Zen Buddhist

Thursdays, 5 p.m., chapel, Anabel Taylor Hall.

seminars

Applied Mathematics

"Primal-Dual Interior Point Methods for Semidefinite Programming," Michael Overton, New York University, May 6, 4 p.m., 456 Theory Center.

Astronomy

"Hot Polar Caps: The Smallest X-ray Sources in the Universe," David Helfand, Columbia University, May 5, 4:30 p.m., 105 Space Sciences.

Biophysics

"Biosensors," Jay Valdes, Department of the Army, May 5, 10:30 a.m., large conference room, Biotechnology Building.

"Continuum Models of Aqueous Solvation: Biological and Chemical Applications," Barry Honig, Columbia University, May 11, 4:30 p.m., 700 Clark Hall.

Chemistry

"Electrocyclic Ring Opening of Isosteres of Chromene, a Remarkably Selective Diels-Alder Reaction and Potent Smooth Muscle Relaxants," Jeffery Press, R.W. Johnson Pharmaceutical Research Institute, May 9, 4:40 p.m., 119 Baker.

Ecology & Systematics

"Pacific Coast Iris: Species Distinctions and Causes of Genetic Isolation," Nelson Young, ecology & evolutionary biology, May 6, 12:30 p.m., A106 Corson Hall.

European Studies

"Forgive and Forget: The Politics of Amnesty and Rehabilitation in Russia," Kelly Smith, Hamilton College, May 6, 12:15 p.m., 153 Uris Hall.

Fruit & Vegetable Science

"Orchard Replant Agonisties: Evaluating New York Orchard Replant Disorders and Alternative Management Practices," Patrick Pruyne, M.S. candidate, May 5, 4 p.m., 404 Plant Science Building.

Genetics & Development

"DNA Replication With and Without Okazaki Pieces," Gisela Mosig, Vanderbilt University, May 9, 4 p.m., conference room, Biotechnology Building.

Geological Sciences

TBA, Kip Hodges, Massachusetts Institute of Technology, May 10, 4:30 p.m., 1120 Snee Hall.

Immunology

"Mechanisms of Signal Transduction by Cell Adhesion Receptor Integrins," Jun-Lin Guan, May

6, 12:15 p.m., Lecture Hall 1, Veterinary Education Center.

Materials Science & Engineering

"Thermal Ink Jet: Materials Problem Galore!" Stephen Pond, Xerox Corp., May 5, 4:30 p.m., 140 Bard.

Microbiology

"The 2.5-component Regulatory System in Control of Sugar Phosphate Transport System of *E. coli*," Robert Kadner, May 5, 4 p.m., large conference room, Biotechnology Building.

Neurobiology & Behavior

"Social Insect Castes as Alternative Phenotypes," Diana Wheeler, University of Arizona, May 5, 12:30 p.m., A106 Corson Hall.

Nutritional Sciences

"Interaction of Lipoprotein Lipase With Heparan Sulfate Proteoglycans," Darlene Berryman, nutritional sciences, May 9, 4 p.m., 100 Savage.

Plant Pathology

"The Blast That Started at Cornell: The Unraveling of a Single Host-Pathogen Interaction," John Hamer, Purdue University, May 6, 4 p.m., 404 Plant Science Building.

Psychology

"Memory Is But One Form of Brain Adaptation to Behavioral Demand," William Greenough, University of Illinois, May 5, 3:30 p.m., 115 Rockefeller.

Rural Sociology

"Religious and Ethical Dimensions of the Struggle for Sustainable Development," Dieter Hessel, Center for Theological Inquiry, Princeton, May 6, 3:30 p.m., 32 Warren.

Science & Technology Studies

"Can Technology Policy Revitalize the American Economy?" Ann Markusen, Rutgers University, May 5, 4:30 p.m., 122 Rockefeller Hall.

"Kurt Goldstein's Neurology of Healing and Wholeness: A Weimar Story," Anne Harrington, Harvard University, May 9, 4:30 p.m., 609 Clark.

Soil, Crop & Atmospheric Sciences

"New Roots for Agriculture: The Search for Phosphorous-Efficient Root Systems," Jonathan Lynch, Pennsylvania State University, May 10, 3:30 p.m., 135 Emerson.

Southeast Asia Program

"The Persuasiveness of Reality: The Apologetic Ancestor, the Electronic Enemy, the Perplexed Peasant and the Balinese Healer," Mark Hobart, London University, May 5, 12:20 p.m., Kahin Center, 640 Stewart Ave.

Toxicology

"Study of a Fish Model of Retrovirus-Associated Neoplasia, the Dermal Sarcoma of Walleye," Frederique Poulet, avian & aquatic animal medicine, May 6, 9 a.m., Hagan Room, Schurman Hall.

"Domestic Dogs (*Canis Familiaris*) as Sentinels of Environmental Health Hazards: The Use of Canine Bioassays to Determine Alterations in Immune System Function following Exposure to Polychlorinated Biphenyl Aroclor 1248," Mary Fadden, environmental toxicology, May 6, 12:20 p.m., 135 Emerson.

symposiums

Johnson School

The Johnson Graduate School of Management with Queen's University is sponsoring a conference on "Derivative Securities" designed to provide a useful exchange of knowledge between leading scholars and practitioners May 7 and 8. The conference will cover such topics as exotic options, computer implementation, counter party risk, volatility options, the future of derivative markets, indexed futures and otc derivatives, including swaps, caps and collars. For information, contact the Johnson School at 255-4251.

theater

Theater Arts

• *Red Noses*, by Peter Barnes, tells the story of Father Flote and his merry band of red-nosed comics who do battle with their weapons of bad jokes and laughter against a rampaging plague and the despair of 14th-century France. Theatre Arts will perform the play May 5, 6 and 7 at 8 p.m. in the Proscenium Theatre at the Center for Theatre Arts. Tickets are \$6 and \$8.

Johnson Museum

A Cornell student theater group will interpret short stories in Spanish and mime at the Johnson Museum on May 8 from 3:30 to 4:30 p.m.

miscellany

ACSW Meetings

The Advisory Committee on the Status of Women regularly holds brown bag luncheons open to the entire community on the fourth Tuesday of each month. For more information, contact Risa Lieberwitz, associate professor of industrial and labor relations, ACSW chairwoman, at 255-3289.

Alcoholics Anonymous

Meetings are open to the public and will be held Monday through Friday at 12:15 p.m. and Saturday evenings 7 p.m. in Anabel Taylor Hall. For more information call 273-1541.

Alzheimer's Support Group

A meeting will be held May 10 from 2:30 to 4:30 p.m. at the Office for the Aging, 320 N. Tioga St.

Astronomical Observing

The Cornell Astronomical Society hosts an open house every clear Friday evening at Fuentres Observatory, located on north campus next to Helen Newman Gymnasium. Enjoy stunning views of the planets, moon and other heavenly bodies through an historic 12-inch diameter brass refracting telescope. Visiting hours are held from 8 p.m. to midnight.

Caregivers' Support Group

A meeting will be held May 9 from noon to 1 p.m. in 163 Day Hall.

CIT Class for Faculty

"Internet Resources for Faculty," May 10, 9 a.m., 123 CCC Building. Pre-registration is required; contact Tammy Drake, 255-3329, td13@cornell.edu. Registration is limited.

Expanding Your Horizons

Expanding Your Horizons is a nationally affiliated conference that brings middle school girls to Cornell for a day of hands-on math, science and engineering workshops run primarily by women from the Cornell community. The purpose of the program is to encourage more young girls to continue math and science studies when they reach high school. An informative meeting will be held May 11 in G10 Biotechnology Building from 3:30 to 4:30 p.m. for anyone who might be interested in helping to organize the conference or in running a workshop. Please contact Donna Fennell, def3@cornell.edu, 105 Hollister Hall, 255-0023, or Jean VanderGheynst, jsv4@cornell.edu, B78-D Riley-Robb Hall, 255-9850, for information.

Plantations Class

"A Living Container," May 5, 6 to 9 p.m. Learn special techniques and tips to create and maintain beautiful container plantings. Jean Wentworth from Baker's Acres will show you how to make your own live container by planting ivy and training it onto a wire frame. The cost of materials is included in the class fee. Advance registration, with payment, is required. Call 255-3020 for further information.

Writing Workshop

Writing workshop walk-in service, free tutorial instruction in writing available all semester:

- 178 Rockefeller Hall: Sunday, 2 to 8 p.m.; Monday through Thursday, 3:30 to 5:30 p.m. and 7 to 10 p.m.
- Robert Purcell Community Center Conference Room 2: Sunday through Thursday, 8 to 11 p.m.
- 304A Noyes Center: Sunday through Thursday, 8 to 11 p.m.

sports

(Home games in ALL CAPS)  
Records are as of Monday.

Men's Baseball (10-22)

May 7-8, at Ivy Baseball Champs.  
May 10, at Ithaca College, 3 p.m.

Women's Varsity Crew (3-5)

May 8, EAWRC at Lake Waramaug

Women's J.V. Crew (6-2)

May 8, EAWRC at Lake Waramaug

Women's Novice Crew (1-7)

May 8, EAWRC at Lake Waramaug

Women's Softball (10-28)

May 5, PRINCETON (2), 2 p.m.  
May 7-8, at Ivy Softball Champs.  
May 9, at Ithaca College, 3 p.m.

Men's Outdoor Track (3-2)

May 7-8, Heptagonals at Columbia

Women's Outdoor Track (5-1)

May 7-8, Heptagonals at Columbia

## CALENDAR

May 5  
through  
May 12

All items for the Chronicle Calendar should be submitted (typewritten, double spaced) by campus mail, U.S. mail or in person to Chronicle Calendar, Cornell News Service, Village Green, 840 Hanshaw Road.

Notices should be sent to arrive 10 days prior to publication and should include the name and telephone number of a person who can be called if there are questions.

Notices should also include the subheading of the calendar in which the item should appear.

## dance

## Theater Arts

The spring Dance Theatre Concert, featuring faculty and student dances, will take place May 5, 6 and 7 at 7:30 p.m. in the Class of '56 Dance Theatre at the Center for Theatre Arts. \$3.

## CU Jitterbug Club

Fee charged. Open to all ages. No partner needed. For information and registration, call Bill at 273-0126 or 254-6483.

- Survival dance series at 8 p.m. at the Maplewood Park Community Center, 201 Maple Ave.: "Couples Dancing for All Occasions": Waltzing, May 12; Foxtrot, May 19; Slow Dancing, May 26; Latin, June 2; Swing, June 9.
- Intermediate jitterbug series, May 18, 25, June 8, 15 and 22, 7:45 p.m., 209 N. Aurora St.
- Advanced jitterbug series, May 18, 25, June 8, 15 and 22, 6:45 p.m., 209 N. Aurora St.

## Israeli Folkdancing

Israeli Folkdancing, Thursdays, 8 p.m., Edwards Room, Anabel Taylor Hall.

## exhibits

## Johnson Art Museum

The Herbert F. Johnson Museum of Art, on the corner of University and Central avenues, is open Tuesday through Sunday from 10 a.m. to 5 p.m. and Wednesdays to 8 p.m. Admission is free. Telephone: 255-6464.

• "Contemporary Japanese Prints" will be on view through June 26. The richness and diversity of modern Japanese printmaking techniques and styles are illustrated in this show of 50 contemporary prints, the first of this genre to be shown at the museum.

• "Rural Japan: Radiance of the Ordinary" will be on view through June 26. These photographs by Linda Butler document the vanishing culture and lifestyle of rural Japan.

• "An American Portrait," a collection of photographs owned by two alumni, Diann and Thomas Mann, Classes of '66 and '64, respectively, will be on view through June 12.

• "Emblems of Authority: Ancient Greek and Roman Coins" is on display through June 12. The coins are from the collections of two Cornell alumni, David Simpson '60 and Jerry Theodorou '79.

• **Weekend Walk-in Tours:** The museum offers free weekend walk-in tours every Saturday and Sunday at 1 p.m. through May 15.

## Kroch Library

Through June 17 the Guild of Book Workers

traveling exhibition, "Fine Printers Finely Bound Too," will be at the Kroch Library to end its two-year tour of the country. The exhibition focuses on the two interdependent arts of fine letterpress printing and fine binding (edition or one-of-a-kind). Both arts are given equal emphasis, with examples of the presswork being included in both the exhibition and the catalog.

## Plantations

"Spring Wildflowers Native to the Cayuga Lake Basin," Mundy Wildflower Garden, through May 27. The entrance to the garden is located at the intersection of Caldwell Road and Forest Home Drive. Limited parking is available. Cornell Plantations, the university botanical garden and arboretum, is open free of charge seven days a week from sunrise to sunset. For more information call 255-3020.

## films

Films listed are sponsored by Cornell Cinema unless otherwise noted and are open to the public. All films are \$4.50 (\$4 for students), except for Tuesday night Cinema Off-Center (\$2) and Sunday matinees (\$3.50). Films are held in Willard Straight Theatre except where noted.

## Thursday, 5/5

"Six Degrees of Separation" (1993), directed by Fred Schepisi, with Stockard Channing, Will Smith and Donald Sutherland, 7:45 p.m.

"Monty Python and the Holy Grail" (1974), directed by Terry Gilliam and Terry Jones, with John Cleese and Eric Idle, 10 p.m.

## Friday, 5/6

"Aileen Wuornos: The Selling of a Serial Killer" (1993), directed by Nick Broomfield, 7:30 p.m.

"Monty Python and the Holy Grail," 7:35 p.m., Uris.

"Six Degrees of Separation," 9:30 p.m.

"Reality Bites" (1994), directed by Ben Stiller, with Winona Ryder, Ethan Hawke and Ben Stiller, 9:45 p.m., Uris.

"Tai Chi Master" (1993), directed by Yuen Wooping, with Jet Li, Michelle Yeoh and Chin Siu-hou, co-sponsored with the Hong Kong Students Association, midnight, Uris.

## Saturday, 5/7

"Djembefola" (1991), directed by Laurent Chevalier, shown with "Mizike Mama" (1992), directed by Violaine de Villers, co-sponsored with the Multicultural Living Learning Unit, 7:20 p.m.

"Reality Bites," 7:30 p.m., Uris.

"Tai Chi Master," 9:50 p.m., Uris.

"Dr. Strangelove" (1963), directed by Stanley Kubrick, with Peter Sellers and George C. Scott, 10 p.m.

"Monty Python and the Holy Grail," midnight, Uris.

## Sunday, 5/8

"Reality Bites," 4:30 p.m.

Cornell Student Film Exhibition, 7:30 p.m.

## Monday, 5/9

"Devi" (1960), directed by Satyajit Ray, with Soumitra Chatterjee, 7 p.m.

"Reality Bites," 9:15 p.m.

## Tuesday, 5/10

"Tai Chi Master," 7:50 p.m.

"Reality Bites," 10 p.m.

## Wednesday, 5/11

"My Left Foot" (1989), directed by Jim Sheridan, with Daniel Day-Lewis and Brenda Fricker, 7:40 p.m.

"Shadowlands" (1993), directed by Richard Attenborough, with Anthony Hopkins and Debra Winger, 10 p.m.

## Thursday, 5/12

"Shadowlands," 7 p.m.

"Baraka" (1992), directed by Ron Fricke, 9:45 p.m.

## graduate bulletin

• **May Degree:** All requirements for a May degree must be completed by May 20.

• **Commencement:** Commencement is on Sunday, May 29. Information packets have been mailed to all recipients of August 1993 and January 1994 degrees. Candidates for May 1994 degrees may pick up packets at the Graduate School information desk, Sage Hall.

• **Commencement Reception:** A reception will be held for all graduate degree recipients, families and friends in the Lounge, Sage Graduate Center, immediately following the May 29 Commencement Exercises.

• **Diploma Distribution:** Diplomas will be available at the post-commencement reception for May



Charles Harrington/University Photography

Soprano Kiri Te Kanawa greets students after her concert in 1987. She will return March 2, 1995, as part of the 1994-95 Cornell Concert Series.

## 1994-95 Concert Series to feature Kirov Orchestra of St. Petersburg

The 1994-95 Cornell Concert Series will feature the Kirov Orchestra of St. Petersburg followed by a roster of distinguished soloists, and works of Beethoven and Bartok in concerts by three outstanding ensembles.

The schedule for the Bailey Hall Series is:

• Kirov Orchestra of St. Petersburg, with Valery Gergiev, conductor, and Alexander Toradze, internationally recognized virtuoso in the grand Romantic tradition, piano soloist, on Wednesday, Sept. 28;

• Pinchas Zukerman, violinist, on Saturday, Nov. 19, and a free, informal violin lecture/demonstration for schoolchildren that afternoon;

• Lynn Harrell, cellist and principal of the Royal Academy of Music in London, and Yefim Bronfman, pianist and winner of the 1991 Avery Fisher Prize for outstanding achievement and excellence in music, on Tuesday, Feb. 7, 1995;

• Kiri Te Kanawa, one of the most famous sopranos of the century, on Thursday, March 2, 1995;

• Andre Watts, pianist and a recent soloist with the National Symphony Orchestra in the performance of all five Beethoven piano concertos, on Friday, April 21, 1995.

The schedule for the Statler Auditorium Series of string quartets of Beethoven and



Martha Swope

Zukerman



Arnold Newman

Watts

Bartok, is:

• The Juilliard String Quartet, who gave the first American performances of the Bartok quartets in 1948 and won the coveted Grammy award for recordings of the complete Beethoven quartets in 1985, on Friday, Oct. 14;

• The Emerson String Quartet, whose achievements include an exclusive recording contract with Deutsche Grammophon and two Grammy awards for "Best Classical Album" and "Best Chamber Music Performance," on Tuesday, Nov. 29;

• The Tokyo String Quartet, a world-renowned ensemble known to Ithaca audiences for their performance of the Brahms Clarinet Quintet with Richard Stoltman last fall, which was greeted by a standing ovation, on Tuesday, May 2, 1995.

"Music lovers will be delighted to discover that ticket prices are almost the same as last year, despite increases in artists' fees," noted Jean Frantz Blackall, chair of the Faculty Committee on Music, the presenter of the series.

For a subscription or more information, call Concert Manager Mariann Carlin at 255-4363 or visit the Lincoln Hall ticket office, Monday to Friday, 9 a.m. to 1 p.m., through June 24.

1994 degree recipients who completed requirements by mid-March (bring ID). Diplomas will be mailed for other recipients.

• **Ph.D. Recognition Event:** The ceremony to honor Ph.D. recipients will be held in Barton Hall at 5 p.m., Saturday, May 28. Family, friends and faculty advisers are invited; reception will follow.

• **Travel:** Conference Travel Grant Applications are due at the Graduate Fellowship and Financial Aid Office, Sage Graduate Center, by June 1 for July conferences. Application forms are available at graduate field offices. Grants for transportation are awarded to registered graduate students invited to present papers.

## lectures

## Amnesty International

"Slaughter in Burundi and Rwanda," Alison Des Forges, SUNY-Buffalo, May 5, 4:30 p.m., Kaufmann Auditorium, Goldwin Smith Hall.

## International Studies

"Prospects for Peace, Stability and Development in the New South Africa," Mamphela Ramphele, University of Capetown, South Africa,

and Sam Nolutshungu, University of Rochester, May 5, 7 p.m., Uris Hall Auditorium.

## Ornithology

Fuertes Lecture: "Ice, Wind and Flight: Reflections of Antarctica," Bill Stott, Ripon College, May 5, 7:45 p.m., Fuertes Room, Lab of Ornithology, 159 Sapsucker Woods Road.

## Southeast Asia Program

"Western Women Travelers in the Malay Archipelago: Image, Self-Image and the Perception of the Other," Doris Jedamski, SEAP visiting fellow, May 6, 4 p.m., Kahin Center, 640 Stewart Ave.

## music

## Music Department

• "A Taste of Indonesia IV," featuring Balinese and Javanese Gamelan and an Indonesian Warung, a bazaar selling dessert treats and crafts, will be held May 6 at 8:15 p.m. in Barnes Hall. Featured instrumentalists are the Cornell Gamelan Ensemble and the Eastman School of Music Ba-

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