

Telluride Newsletter

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The Fall House and its Guests

Cornell Branch entertains a relatively full complement of housemembers and guests this fall, in welcome contrast to the distressingly small House decried by last term's Telluriders. Variouslly depicted by anonymous Adcom members as "up-beat," "confused," but "refreshingly active," the House is in many ways (not the least of which, clichéd) a synthesis of old and new, graduate and undergraduate, international and American.

Seven new housemembers include a Deep Springer; four men of TASP descent; Andrew Barton, our Lincoln Scholar from Yorkshire; and Michael Greve, a Huffcut scholar from West Germany. One-fourth of the House is of international origin or has recently returned from abroad—a refreshing arrangement and a resource tapped elsewhere in this issue.

Guest/Branchmember relations are lively and satisfying. Houseguest David McQuaid (CB75 TA77) returns to Cornell after three years of lecturing English at Silesia University in Poland. He and his wife Basia are open, informative sources of information about the Polish crisis, and are always around for beer and late-night pulp television. Professor Emerson Brown from Vanderbilt ("I love Cornell!") divides his time between writing a book on Epicurean thought, organizing ambitious House bike jaunts around the Ithaca area, and brewing a sizable amount of homemade beer down in the dining room. His wife Cindy is an aspiring sculptor and is currently finishing a book for children. Other House guests include Mary Lydon, who is teaching a course on French feminist theory this semester, and Marie-Noel Bourget, a visiting professor from the University of Reims in France. Briefer appearances were made by Al Arent (CB29 TA30), Saul Kripke, Paul Patterson (CB72 TA73) who played troubleshooter for the mischievous computer, and Damion Leake, an Emmy Award nominee who was starring in a local production of *Streamers*.

Socially, House activities have reflected what many Housemembers see as an increased burden on them this term. Spontaneously planned TDC envelope stuffing parties, an afternoon of premature leaf raking, and several vigorous campaigns to dust off the Old Place have all seen gangs of Housemembers faithfully appear busy for the benefit of visiting alumni. Branchmembers have been quick to volunteer for Assistant Custodians reports and Renovations Drive agitprop. Alumni Weekend, PCPC, and the meeting of the Committee for 1984 and Beyond all saw Housemember planning and/or participation.

All is not blood, sweat, and tears at this fall's House, however. Early in the term new Housemember Andrew Barton rounded up a dedicated corps of amateur House soccer players to play in the Cornell intramural program. Telluride's fervor quickly, if ruthlessly, displayed itself in the form of a badly damaged Housemanager's knee, a seriously sprained ankle, a fractured finger, and too many miscellaneous bruises. Blood and sweat, perhaps, but tears of a different sort! The team's record (after all, winning wasn't *everything*) certainly belies the enthusiasm generated.



This picture should be in color.

Renovation Drive reaches \$100,000

As of December, the Telluride Renovations Drive had raised more than \$100,000 in pledges and contributions of which \$60,000 is a challenge sum pledged by eight alumni. Our goal of \$150,000, the estimated cost of the project, is in sight. On the strength of alumni support to date, the Renovations Committee has begun more intensive research on means of accomplishing the work.

Alumni have responded with impressive readiness and generosity to our plea to help fund the first comprehensive renovation of Telluride House ever. Still, we need half again as much funding. Alumni who have not yet made a pledge or contribution to this campaign should remember two special features: that the original challenge sum of \$60,000 has yet to be matched and merited, and that pledges can be paid until the fall of 1985.

As the campaign literature explained, contributions to the Renovations Drive should be made in addition to annual giving. The last-minute, unsuccessful attempts made at the last Convention to fit the budget within the spendable income formula provide evidence that annual giving significantly affects whether or not we can afford our current programs and administrative expenses. No matter how successful the Custodians are, the limitations of the spendable income formula prevent us from profiting immediately from their returns. Furthermore, inflation and the fluctuations of the stock market put those gains in a context which offers us little security. We trust that informed alumni will respond generously to this spring's TASP Challenge Campaign and Telluride Drive.

—Nancy Glazener

Telluride Development Council

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TA: an International Sampler

Telluride has long had a strong international component, both in its membership and in the subsequent careers of its alumni. The following feature gives voice to the educational experiences and perspectives of several current Branch residents with international credentials. (See also "The Fall House . . ." on page 1.)

CORNELL AND TELLURIDE: A BRITISH PERSPECTIVE

Coming to the USA as the Lincoln-Telluride Exchange Scholar, I have noted substantial differences between Oxford and Cornell, and even more specifically between Lincoln and Telluride.

The most obvious difference between Oxford and Cornell is the breadth of education offered to each undergraduate, Oxford appearing specialized and Cornell more generalized. The idea of history students taking courses in computer programming or biochemistry is strange in Britain; indeed it is unlikely that such a broad spectrum of courses would be selected at high school beyond the age of 16.

The role of lectures is another characteristic which may be contrasted. At Cornell lectures are an essential part of the learning process whereas at Oxford it is possible to get a top degree in an arts subject without attending more than a handful of lectures. The central element of teaching at Oxford is the tutorial. As tutorials are predominantly held in one's own college, the college becomes the focal point of student life: the student is clearly a member of his or her college first and of the university second.

The part played by examinations is the other main difference between the universities. Whilst Cornell relies on a succession of midterms and finals for each course, the Oxford system is such that the student's degree result hinges on a set of examinations at the end of the final year. Naturally this can lead to extreme laziness in the middle year of the degree programme, but it does help one to see the interrelationships between courses at the end of three years, rather than viewing topics as boxes with labels, such as Economics 232, attached.

The starting point for contrasting Lincoln and Telluride is that while the Oxford student finds the college providing a strong focal point, there is potential conflict at Cornell between the student's contribution on "the Hill" and at "the House." Also Lincoln, by virtue of its size, can be a viable and thriving community whilst permitting considerable specialization, while Telluride requires a far higher percentage of generalists who will contribute to the intellectual, social and political life of the House. In both cases a high level of communality is the result, the implication being that the commitment of students to the institution is more important than institutional structures.

A freshman at Lincoln would probably be less overawed by the place than his counterpart at Telluride. This is very much a product of Lincoln's extraordinary friendliness and general warmth which is almost unrivalled in Oxford, contrasting as it does with the more intellectual atmosphere of Telluride which tends to make it appear colder and less hospitable.

As a final note, I feel privileged and fortunate to have had the opportunity to be a student on both sides of the Atlantic.

—Andrew Barton

A POLISH GRADUATE STUDENT'S VIEW

Cornell and the Jagiellonian University of Cracow are very different institutions of higher education indeed. Founded in 1364, the *Academia Cracoviensis* is one of the oldest universities in Europe. Owing to its constant growth and the growth of the City of Cracow itself, the university buildings do not

form a campus, but are scattered all over the town. The University is not divided into schools but faculties such as philosophy, history, mathematics, and law.

A prospective student must know what particular subject he wants to pursue because he applies directly to the appropriate department (faculty). Since there are many more candidates than available places, all applicants are required to take an entrance examination. A successful applicant will spend five years in the University, taking most of his courses in the chosen field, and will earn the degree of *Magister Artium* upon the completion of his M.A. thesis (the degree of Bachelor of Arts is not granted by Polish universities). The syllabus that a student will follow is far more rigid than that of his counterpart at Cornell; there are practically no electives. He will also spend more time in the classroom, between 25 and 30 hours a week during the first four years. In the fifth year, having chosen a topic for his M.A. thesis, the student will research it and write the thesis. His studies are completed only when he passes a *viva voce* examination *cum* defense of his thesis. The examination covers the subject of his studies.

In Poland, higher education is free, and all but one university (the Catholic University of Lublin) are state-owned. To pay back his tuition the student (now a graduate) is required to work for a state institution for a period of three years. University housing is available and free to those whose parents' income is low. Other students (the vast majority) rent rooms from local landlords. Studying at the Jagiellonian University allows the students to take full advantage of Cracow's enormous cultural and intellectual resources.

—M. Stefan Pazdziora

MORE ABOUT POLISH UNIVERSITIES

The University of Silesia's English Department is housed in a squat, dun, bunker-like building which conforms rigidly to the prescribed classicism of the late Stalinesque: concrete slabs without, empty, marble-covered wastes within. The entrance is flanked by two seated cement figures. One, a burly young man with the rough hands and piercing gaze of the victorious proletariat, stares straight ahead. His likewise musclebound female counterpart, a student, clasps a massive tome to her knee.

These idealized young scholars would thrive, no doubt, on a regimen of 24 hours of classes a week, 12 courses a semester, no electives, and mandatory attendance required at Polish universities. They would not complain at the seven weekly hours of military training, economics, Marxist philosophy, political science, and sociology. Everyone else, however, complains often. Dislike of the prevailing system of higher education seems the one thing Polish teachers and students can agree upon.

Behind the imposing facade, the reality of Polish university life is not very edifying. Qualified instructors teach alongside hacks who owe their positions to political reliability, deliver their lectures from outdated textbooks, and use their authority to terrorize students who dare to question the teacher's competence. Books are scarce, and the large number of required classes discourages the student from any independent reading or study. Even senior instructors don't try to hide their knowledge that the system is designed precisely to keep students too busy to think for themselves. Disorganization only makes matters worse. The English Institute Library, for example, catalogues its books according to date of acquisition, rather than by author, title, or subject. This was because none of the staff, until recently, could read English. Most of the former staff was dismissed when it was discovered that they, with the prob-

able collaboration of some of the teaching staff, had sold hundreds of volumes from the Institute's meagre collection to a used book dealer, pocketing the proceeds.

Most students survive by taking short cuts, doing the minimum of assigned work, and by helping each other. Cheating during examinations is not frowned upon by other students, something that shocked visiting American instructors. What distinguishes Polish students from their American counterparts is their contempt for the higher educational system. Those who shut themselves in their rooms to do the daily rote work are called *kujony* (grinds), and often risk social ostracism. At a highly competitive American university, such as Cornell, academic achievement is paramount, and social life marginal. In Poland, the reverse is the case. This situation changed somewhat during 1980-81, when there existed a real chance to reform the Polish university system. The high point of student activism was in November-December 1981, when students all over Poland launched occupation strikes to oppose a bill which would strip the universities of the academic freedom they had gained in the previous year. With the imposition of martial law and the closure of the universities for two months, students realized they would return to the old system of informers, sterile, unchanging curricula, and the suppression of free thought in the classroom. Polish students know that connections are more important than grades, and that conformity is more important than merit in making a career, so they can hardly be blamed for giving up on their studies in favor of social life. Good music on the stereo, a bottle of vodka, and irreverent talk with your friends is about the only relief left for the student from the realities of university life in martial-law Poland.

—*Basia and David McQuaid*

AN AMERICAN IN WEST GERMANY

When I spent a year studying in the humanities at the Georg-August Universität in Göttingen, West Germany, one of the disorienting differences was that accomplishment is measured much more by performance in examinations for degrees than in individual classes. In comparison with their American counterparts, German students often seem much less concerned about things that we normally take for granted, such as regularly attending classes, doing recommended readings, and generally "keeping up" and working for grades. In fact, grades were usually given only if requested by the student. While curricula appeared more structured than, for example, at Cornell, there seemed to be less academic advising or checking that students had performed well at required levels of instruction. One's "transcript" is literally no more than a list of the courses attended each semester. As a result, German university students in the humanities seemed to work less than American students. In addition, many of them were working toward teaching degrees, although everyone knows that there is such an oversupply of teachers that jobs will be nearly impossible to find in most subjects. There is thus a tendency to remain in the university with little sense of urgency to finish, especially since there are government support for students (although that appears on the way out) and no tuition fees.

—*Michael Shae*

A WEST GERMAN PERSPECTIVE

On the one hand, universities in Germany are completely different from American colleges and universities. They are all public, and for the most part, differences in quality and curricula are negligible. Furthermore, there is no undergraduate/graduate distinction. Students receive their liberal arts education (or what there is of it) in high school; curricula at the university are highly specialized. On the other hand, the great

differences among American institutions for higher education ought to prevent me from making sweeping assertions. All I know are two graduate departments (philosophy and government) of what must still be one of the best universities in the country.

A few things seem to be safe to say, though. German high school kids are, on the whole, much better educated than their American counterparts. Strangely enough, they manage to lose that advantage within four years of university education. In the wake of the student movement in the late '60's, German universities were hit hard by reforms that abolished academic standards in most departments. In philosophy, government, psychology, literature, etc., there are no grades whatever: grades are thought to be reactionary and repressive. There is a theory behind this idea: once freed from oppression, coercion, and the like, students will voluntarily undertake efforts to educate themselves. That theory, of course, has turned out to be false. No one works if he can be lazy and get financial support for it (as is the case in Germany).

I could fill books with anecdotes, but maybe the history of my transfer to Cornell is the most telling one. Within the 4½ years I spent at the University of Hamburg, I received BA's in four fields: government, philosophy, economics, and law (it is worth mentioning that I am "qualified" to be an assistant teacher at any German university in any of these subjects). For my Fulbright scholarship, I had to submit grades but naturally, I couldn't come up with any. When I asked my teachers to grade my work retroactively, they first stared at me in disbelief, and then gave me A's in all my courses (they barely remembered me, to say nothing of my work). The Cornell officials who decided about my application read about my "achievements," and fell on their faces—which only proves that they know precious little about German universities. I got my four BA's by working 30 hours a week at best (during my exam period, that is). I got away with it because there was no one else besides me who did any work at all. Let me say that I'm really not a whiz kid. I can compete with my friends in the philosophy department but I am definitely not smarter than they are.

All of which should answer the question of why I like Cornell. Not everyone is serious about his work (that would be expecting too much) but at least everyone works reasonably hard. Pressure at Ivy League colleges is too high? Maybe. It leads to careerism? So be it. We should expect more of our undergrads than hard work, triggered by coercion? Probably. But before you complain, think about the alternatives.

—*Michael Greve*

AN ARAB'S VIEW OF AMERICAN EDUCATION

What struck me most my first year at Cornell was the attitude of American graduate students regarding undergraduate education. Whenever they said anything that was either impressionistic or naive, they usually apologized by remarking: "This is what I would say to freshmen," or "This is what one would tell undergraduates," or "This is what I thought during my junior year."

While admitting that these remarks are unfair (they are part of graduate school hypocrisy), I think that the nature of the undergraduate program itself is partly to blame. Although the program has the virtues of flexibility and broadness, it does not seem to be effective in preparing students for a career. The shortcomings of the four years are felt during the succeeding stage. Whereas graduate education is seen as a continuation of the preceding stage in Arab countries, Americans seem to draw a line between the graduate and undergraduate programs. Thus, going to graduate school in America is an experience similar to that of entering the Twilight Zone, a world radically different from the previous one in almost all aspects. The

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Alumni Questionnaire



A hard day's work?

Perhaps House character has most defined itself through its plans and objectives for both the short and long term House. Housemembers have spent the last half of the semester in lively, even productive, debate about how they and others should govern and perceive the House. Three institutional changes have resulted from the discussions so far. The first involves the election, rather than random drawing, of three members to Houseblurbing Committee. The second entails the expansion of House elections to two weeks, with nominations and nominating speeches in the first week and candidates' speeches and elections at the second meeting. The third change is to require Adcom to interview each Housemember twice a year, once in the middle of each term. All these changes are essentially attempts to involve Housemembers more actively in House affairs. Additional proposals continue to circulate over lunch or at informal evening get-togethers.

A second undertaking under discussion by the House is the publication of a new, improved House brochure to distribute to interested students and faculty. Such a brochure would contain excerpts from the Rust Book, a piece submitted by a Housemember, and something written for us by a faculty guest. The idea reflects our desire to expand House-Hill contacts and present an accurate, informative, and attractive image to all those curious bystanders we hope exist Out There.

All in all, it is a busy, exciting time of innovation and assessment among old and new Branchmembers that is bringing the community into a more coherent whole. Stay tuned for more developments.

—Matthew Trail



The Custodians (above) were in Ithaca for Halloween, part of a full schedule for the Branch: PCPC, Oct. 17; TASP Board, Oct. 22-24; Alumni Weekend, Nov. 5-7; and the Committee for 1984, Nov. 13.

A novelist and winner of chess tournaments, a retired architect who is now a lapidary and silvercraft instructor, a former TASP working as a cook to put himself through the University of Madrid, a trial attorney for the U.S. Department of Justice who has temporarily retired to care for two young children, a self-employed writer and bicycle trailer manufacturer who also "teaches Danish and builds harpsichords occasionally" — the one thing common to all of these uncommon people is the fact that they (like the Curator of Fossil Vertebrates at the University of Florida and a priest at St. Philip's Theological College of Tanzania) chose to fill out and return a recent *Newsletter* questionnaire. The questionnaire began, innocuously enough, with the phrase, "We assume Nunnian alumni and associates have interesting and distinguished careers. . . ." The one hundred and twenty responses we received overwhelmed, rather than merely confirmed, our modest assumption.

Another result which surpassed our expectations was the sheer number who expressed a wish to help with Telluride's programs. Although few struck a professional respondent's note of wistful dignity ("My colleague . . . at Columbia University has from time to time interviewed prospective TASPers, and this makes me jealous"), many generously offered to conduct TASP interviews, to aid in recruitment, or even to serve as a TASP seminar leader.

Nunn's ideals of leadership and service are still taken quite seriously by alumni, many of whom took advantage of the questionnaire to ask that in the future the *Newsletter* print more "discussions regarding the validity of Nunnian ideas." A Pasadena Branchmember asks questions which seem to represent the interests of a substantial portion of those surveyed: "How has Telluride fulfilled L.L. Nunn's goals? What else could or should be done to further these goals? Are these goals still valid in the 1980's?"

TASPers

Perhaps the most interesting all the questions addressed by the alumni was one which required them to evaluate their Telluridean experience as positive, negative, or neutral, as seen from the perspective of their later lives. The TASPers who replied seemed not merely satisfied but positively delighted by their summer program, describing it as "extremely positive" or "absolutely, incredibly positive," "intellectually stimulating," "intensely memorable," or, simply, "most wonderful." Many of them made use of the space left for "Additional Comments." An alumna of TASP '76 writes, "my Telluride adventure was the most fulfilling academic experience I've ever had." A law clerk refines this view: "Telluride was my first intense intellectual experience, an intellectual awakening for a sixteen year-old kid from a mediocre suburban public high school. I will always appreciate the opportunity . . . I hope the programs survive and prosper." A TASP from '64 and now principal of her own architectural firm regards her TASP as being "probably the single most influential experience I've had in encouraging aspiration to high goals." A graduate of Princeton and Yale still identifies "strongly with Telluride (in some ways, more than with my undergraduate college)".

Branchmembers

Former Branchmembers also reply that they value their Nunnian experience, but their appreciation is definitely more critical than that of the TASPers. They agree that living in Cornell Branch was a "positive experience", but write additional comments to explain their reservations about this experience rather than to expound on their unqualified approval of it. A Branchmember in the '50's gives Telluride credit for initially bringing him to Cornell and for its financial support. He

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Alumni Weekend in Ithaca



Musical listening . . .



. . . and other listening.

Alumni Weekend, held on November 6 and 7 at Telluride House, provided a valuable opportunity for Deep Springers, Telluride Association, and Cornell Branch members, both present and past, to engage each other on both a formal and an informal level. On Saturday, a seminar on contemporary music, presented by Fred Maus (SP72 CB73 TA75), offered a focus for discussion. Maus led a listening session in the morning which used selections from Mozart, Schoenberg, Bach, Beethoven, and Stravinsky to demonstrate such musical concepts as patterning of attack rhythm, continuity, pitch structure, and pacing. In the afternoon, Cornell Professor Emeritus of Music, Robert Palmer, played his *Sonata for Cello and Piano*, which served as another basis from which to explore these concepts and to locate Palmer's place within a definite musical tradition.

Housemembers also valued the less structured conversation they had with alumni: talking to Kathy Frankovic (SP63) about national electoral procedures, to Bill Haines (SP75 CB76 TA81) about the origins of Norse mythology, or to Erik Pell (DS41 CB46 TA43) about Xerox's attitude toward employee relations. For many, these conversations were one of the most rewarding aspects of the weekend and best points of contact between those who are now and those who (in Lindsey Grant's phrase) are still in the process of becoming alumni.

The alumni agreed that Branchmembers made the weekend memorable by virtue of their culinary as well as conversational skills. The dinner on Saturday night, cooked by a House Committee of the Whole, was delicious; the old dining room seemed almost elegant for a few hours.

—Teresa Michals



Summer at Deep Springs

The summer session is not typical of the rest of the Deep Springs educational program: with around 27 students, including 6 TASPers, a Telluride factotum, and one or two Telluride visitors, the diversity of backgrounds and range of intellectual maturities is at its greatest. Moreover, the summer session is not an introduction to Deep Springs just for the Telluride participants, but for the first-year men as well. One might expect a lot of confusion from this combination of diversity and inexperience, especially with only 6 second-year men present to provide continuity in the student body.

I found my summer at Deep Springs to be exciting and challenging because of these factors, but I also found a surprising amount of structure in the experience, a structure which all 27 participants had to work together to provide. It seems to me that an important element of a Nunnian education involves placing an individual in a new (and somewhat bewildering) environment, filled with a variety of interesting and conflicting ideas, and expecting him to work out his own framework to judge these ideas from.

In the Cornell and Williams TASPers, most of the experience is carefully set up in advance and shepherded by the factotums throughout the summer. The seminar topic is usually unrelated to the social structure of the group, the factotums are unambiguous authority figures, and steps are taken to insure that the amount of self-government done by the TASPers is fairly minimal. The TASPers are given a great deal of individual freedom and a high level of intellectual responsibility is expected from them, but they are not given very much responsibility for the nuts and bolts of the program.

At Deep Springs, the emphasis is quite different. The seminar topic is directly relevant to the organization of the college (last summer, "Issues of Community and Authority"), and the student body is largely self-governing, having either direct control over or a substantial voice in almost all decisions made at the college. In addition, the students do most of the work necessary to keep the place running, and each student's contributions makes a difference in how well the entire community functions.

All of this can be overwhelming for a newcomer, whether he is a TASPPer, a first-year man, or a Tellurider. Arriving one day, and being expected to begin working four hours or more a day to keep the livestock fed, the hay baled, the refrigerators working, the irrigation system running, or any of a dozen other jobs important to everyone's well-being, can be rather daunting. I think it is fair to say that the average newcomer to Deep Springs is immediately given more responsibility than either a new Housemember or even most new Association members, both in terms of the amount of work expected from him and the level of personal responsibility assumed.

As might be expected, some mistakes are made, and the place can seem a little ragged around the edges at times. What impressed me the most about Deep Springs, though, were not the failures, but the successes. Given the challenge, one rises to the occasion — intellectually, socially, and politically. After some initial hesitation, the TASPers were enthusiastic participants in student body meetings, the seminar, and all the other activities at Deep Springs. Of course, that is what both Deep Springs and Telluride expect; otherwise we would not be running such programs. More importantly, by the end of the summer, all of us had developed an understanding of, and a sympathy for, the basic ideals which make up the philosophy of Deep Springs, and Telluride as well.

Of course, only so much can happen in a single summer, and there are doubtless many aspects of Deep Springs which I missed by not being a full-time student there. Even so, I think one can learn a lot from a summer there, and I am glad I had the opportunity to participate.

—Paul Foster

QUESTIONNAIRE

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rates as "neutral" Telluride's "exposing me early to pressures to conform to a set of values not totally my own as a bureaucratic necessity," and as "negative (possibly)" its "disrupting what had been to that time a constructive over-self-confidence." One of many Telluriders in government service writes that the overall experience was "quite positive", but that "I would hope that the house has grown out of its somewhat precious pseudo-classicism which the Vienna Circle gang so strongly imposed on it in the mid 1960's. The intellectual rigour was impressive, but the inability to confront the real world was sometimes depressing. I would hope that genuine Nunnian ideals are perhaps more in favor today."

Another Branchmember from the '60's also remembers the house as a balance of positive and negative: "The best things were the daily talk among housemembers, the opportunities for combining public and private life (e.g. housemeetings, public speaking, seminars), and the faculty guests. The worst were the smugness and narrowness we sometimes encouraged in each other." A former Association member who entered CB almost 30 years ago remembers life at Telluride as positive, but with some significant reservations which are phrased in institutional rather than individual terms: "It's a peculiar institution, marred by the brutality that goes with a certain amount of fanaticism. Rather like the Catholic Church, I imagine, and equally unforgettable."

A lecturer in English Philology at the University of Helsinki points to neither the particular institutions nor the individuals involved as the source of the problems which he remembers from his time at the branch during the mid '60's, but emphasizes the difficulties inherent in the nature of learning itself. "All developmental processes have their positive and negative aspects, and any former housemember who would deny that living there had its negative aspects would be being less than honest with him/herself." He also reaffirms the unique value this experience may hold: "However, the ideas and perspectives I came into contact with during the course of my Telluride years forced me to question my assumptions and goals in a manner unlike anything I have experienced since."

—Teresa Michals

INTERNATIONAL

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things one says have to be "scholarly," the papers, "publishable," and anything contrary to this spirit will be described as "undergraduate."

Therefore, the undergraduate program in the USA is, generally speaking, a transitional stage: it helps students explore their areas of interest (at least in the first two years) and prepares them for the stage to come (graduate school). In the Arab World, the stage to come is the job market. This is why a student has to declare a major before being admitted to the university. The four years are devoted to one major (and one minor, in some cases). The undergraduate program in Arab countries is classified under "higher education": from the first year until the fourth, one focuses on one subject so that by the time the student graduates, he/she is expected to be an expert in a field. Only 5% (in Jordan) need to go to graduate school.

Some might say that undergraduate education in Arab countries is rigid and perhaps narrow: Arab educators would respond that the 12 years one spends at school are supposed to provide a sufficiently broad education. In addition to the basic science and art courses, one takes many "world" courses ranging from Chinese philosophy to the geography of the Finger Lakes. Arab education certainly has one major advantage over its American counterpart: it saves the student from being called a "freshman" or "undergraduate."

—Ahmad Majdoubeh

A LETTER FROM ISRAEL

Most of the passions that drove 10% of Israel's population out onto the streets of Tel-Aviv to protest the mid-September massacres in the Sabra and Shatila refugee camps have died down. The air has cooled and rain clouds have appeared in the sky. Winter has begun. Last week the university opened. The classes are full and all the teachers are present, in contrast to last June, when both teachers and students were being drafted, and those who had not been called up tried to finish the year's studies despite constant worry about friends at the front, or the dread of arriving home to find tacked to one's door an invitation to the army. (Later the dread was of hearing a friend's or relative's name in the casualty lists announced on the radio.)

Now the headlines are full of the El-Al strike negotiations. The IDF (Israeli army) is still in Lebanon, as stubbornly as the Syrians refusing to blink first; occasionally it loses men, but otherwise it does not often make the news. One is apt to forget that there is still a lot going on up there. Two weeks ago I talked to a young soldier (19) doing his regular army service. He is a member of an infantry unit which now spends its time doing maneuvers in northern Israel in between month-long stints in Lebanon. He had served in Beirut, and it had been hard.

A reaction of some soldiers to the war was to organize themselves into groups such as "Soldiers Against Silence" or "There is a Limit." About a week ago I attended a demonstration by the latter outside the Prime Minister's office (5 minutes from where I now work: I walked over on my lunch hour) demanding the release of a number of soldiers who had been among the 1,000 to sign a petition requesting they not be sent to Lebanon; who had then been assigned there; had refused to go; and had then been jailed.

Two weeks before this demonstration the Committee Against the War in Lebanon marched through the center of Jerusalem calling for Begin and Sharon's resignation. The march was small—a few hundred people—as had been the meeting held to organize it. The purpose behind the march was to prevent the government from sweeping the issue of the massacres under the rug, to keep the public from forgetting about them, and to emphasize that they are only part of a larger picture: that "There is a connection!" between the massacres, the entire war in Lebanon, and the violence on the West Bank. All are part of the Palestinian problem, which demands a political solution.

Israel's involvement in the Sabra and Shatila massacres is now being investigated by a judicial commission of inquiry, but most of the testimony takes place behind closed doors. Ariel Sharon's case was one of the few exceptions. His open-door hearing took place some 250 meters from where I was working that morning, but reporters so crowded the hall there remained no room for the public. I read what he said, but regret not having been present to see and hear, having in the past heard him in the Knesset and watched his face while he was interviewed on television during the war, and understood much more than his words conveyed.

I do not know when the Commission will publish findings. They will doubtless be interesting, and will likely furnish addi-

tional material for the philosophy course, "War and Morality," which I hope to take in the spring. I am continuing to study philosophy and psychology this year. Now I begin to enjoy the fruits of last year's labors, when I spent most of my time taking prerequisites or required courses and improving my Hebrew. By now I can understand lectures with only an occasional ruffle through the dictionary. I am taking a course on Spinoza's and Kant's criticisms of Judaism, given by a marvelous professor with whom I first came into contact by reading an essay of his while doing a term paper at Cornell. I am also planning to take a course in Muslim philosophy. I was almost deterred when I found out there will be reading in Arabic, but when I spoke to an Arab student (the majority of the class was Arab) and discovered that he, too, will have difficulty with the medieval Arabic, as well as with the English of the other sources, I decided to give it a try. We'll have to help each other out. It will be a good way to get to know more Arabs; I hope that such a situation of equal footing and shared endeavor will permit us to get off the established tracks determining, and hindering, relations between Arabs and Jews, in particular when the former are male and the latter female. We shall see.

—Alyssa Bernstein
November 8, 1982

1982 TASPers Preferred

William Andriette	Deep Springs
Ken Chase	Deep Springs
Louisa Coan	Cornell I
Kristin Gilbertson	Cornell II
Maria Guerrero	Williams
Greg Hancock	Williams
Laura Lombardi	Cornell I
Mike Millette	Cornell II
Dave Porter	Deep Springs
Debi Ray-Chaudhuri	Cornell II
Scott Smith	Cornell I

TASP Alumni News

■ *Laura L. Rose*, SP74, after eight years of silence, reported in with news. After taking her BA at Yale in Russian Studies, she entered Chase Manhattan's officer training program, spent two years in NYC, and then moved to London for a stint as lending officer in the bank's Commodities Division. She married this fall and is now back in NYC.

■ *Kathleen Fletcher*, SP79, was in Oslo "until Christmas or next summer, depending on research conditions." When she returns to the States, she plans to leave Caltech for "as yet unknown academic pastures."

■ *Barry Polley*, SP80, is currently a sophomore at Cornell's College of Agriculture and Life Sciences with a probable major in animal physiology.

■ *Nancy J. Brown*, SP76, plans to marry Lieut. Andrew L. May, USMC, in January 1983. She graduated from Yale and is now a first-year student at the Harvard Medical School.

■ *Stephen B. Pershing*, SP74, moved during 1982 from Amherst, Mass. to Norfolk, Va. where he is music director at the NPR affiliate there, WHRO-FM. Among other duties, he is host for the station's daytime classical music programs.

■ News from SP77: *David B. Glazer* is in his first year at Harvard Law; *Michael P. Mattis* married Judy Hochberg in June '82 and they are now at Stanford; *Nicholas A. Clifford* was a Congressional intern last spring and planned to finish at Princeton in December '82.

TELLURIDE NEWSLETTER

The *Telluride Newsletter* is published three times a year in Ithaca, New York.

Editor—*Carol D. Locke*

Staff—*Kevin McCarthy, Teresa Michals,
M. Stefan Pazdziora, Matthew Trail*

Letters are welcome. Please write to 217 West Avenue, Ithaca, New York 14850.

Photograph credits: *M. Stefan Pazdziora*

Address Correction Requested

News from Alumni and Friends

■ Last August, *James R. Olin*, DS38 CB41 TA41, wrote: "I retired from General Electric in January ['82] after 35 years. It seemed time to look for a new career—something in a different field. So when the congressional seat here in the 6th District of Virginia opened up rather unexpectedly this spring, I decided to go for it. Now I know why they call it 'running for office'." Olin was elected.

■ *Thomas S. Windmuller*, CB74 TA76, left his post with the US Mission to the U.N. and moved to Washington DC this fall to become Special Assistant and Staff Director for the Assistant Secretary of State.

■ *Gretchen L. Miller*, SP67 CB68, reports from Eugene, Oregon that she is teaching at the Law School there, has an office for the private practice of law, and is finishing (in January 1983) a four-year term on the Eugene City Council, including five months as acting mayor. She adds, "The economy in Eugene is every bit as bad as you think it is."

■ A thoroughly reliable source has confirmed that the White House intends to nominate *Paul D. Wolfowitz*, SP60 CB61 TA62, to be Assistant Secretary for East Asian and Pacific Affairs. An article in the *New York Times* described Wolfowitz as "a member of former Secretary of State Alexan-

der M. Haig Jr.'s brain trust" and currently director of policy planning at the State Department.

■ *L. Jackson Newell*, DS56, and his wife have been made co-editors of *Dialogue*, a Mormon journal. Newell is Dean of Liberal Studies at the University of Utah in Salt Lake.

■ *William Allen*, DS42, was recently made chairman of the Committee on Administrative Law of the American Bar Association. He is a partner with the Washington DC law firm of Covington & Burling.

■ *Dale R. Corson*, President Emeritus of Cornell, working under the auspices of the International Monetary Fund (IMF), is advising the People's Republic of China on its use of funds to reestablish scientific research at several Chinese universities.

■ David Solomon Greenberg, son of *Aviva A. Orenstein*, SP76 CB77 TA79, and of Jonathan Moshe Greenberg, was born October 6, 1982. David weighed in at 9 lbs. 2 oz.

■ The New York City Opera's first new production of the 1983 summer season, Puccini's "La Rondine," will be a Telluridean affair. *Gordon Davidson*, CB51 TA53, artistic director of the Mark Taper Forum in Los Angeles, will direct the production, and *Christopher Keene*, BB64, the City Opera's new artistic supervisor, will conduct. "La Rondine" will open July 7.

Publications

ROBERT RICHTER, PB47, is co-author of *Pills, Pesticides and Profits* published by William Cowan's (DS) North River Press and distributed by Caroline House of Aurora, Illinois. The book is about the international trade in toxic substances and is based in part on Richter's award-winning PBS documentary. Richter was also recently elected President of the Association of Independent Video and Filmmakers.

JOHN STUART BLACKTON, CB66, will have an article, "Sri Lanka: The Private Sector since 1977," published soon in the journal *Asian Survey*. The Blacktons are leaving Cairo after six years and moving to Islamabad where he will be the Program Operations Director for the U.S. security assistance program in Pakistan.

JOSEPH M. SCHWARTZ, SP70 CB71 TA72, published an article, "ITT's stress on running socialists makes no sense" in the September 22, 1982 issue of *In These Times*. Schwartz is a member of the National Interim Committee, Democratic Socialists of America, and was a DSOC National Youth Organizer, 1979-81.

DAVID M. SCOBAY, SP71, appeared on the *New York Times* letters page in November with a plea that Israel not be seen as a pawn of U.S. ambitions to control the Middle East.

In Memoriam

RALPH N. KLEPS, DS32 CB35 TA35, died August 15, 1982, in San Francisco. In 1939, after earning his A.B. and LL.B. from Cornell, Kleps moved to San Francisco to begin a long and distinguished career in law. In 1945, he was named the first director of California's Office of Administrative Procedure. He then served as legislative counsel of the state from 1950-61, and as the first Administrative Director of the California courts until 1977.

Bernard Witkin, a legal scholar who knew Kleps since the '30s, noted that at the time of his death, "he was engaged in admitting advanced computer technology into courts throughout the country as a consultant for one of the most innovative companies in the field. He was helping to bridge the gap between computer science and the somewhat conservative methods of court operation."

Ralph Kleps is survived by his wife, Patricia, and by his children, Christopher (DS60), Douglas, and Pamela Rhodes.

CLARENCE L. DUNHAM died recently in Ft. Meyers, FL. Mr. Dunham was the father of Thomas S., CB TA37, in whose memory the Dunham Award was established in 1939.