**Knowledge Pursuit Must Be Unfettered Goals Study Urges**

The unfettered pursuit of knowledge—its discovery, conservation and dissemination—is the summa bonum of the University, according to the Task Force on University Goals. The group, whose report included an expanded definition of academic freedom, was chaired by Dr. John C. Eccles, professor of physiology.

Including its 12 members and 12 students, staff members and community representatives, the Task Force was subdivided into subcommittees covering academic freedom, teaching, evaluation of faculty and students, research, University services, and the University's role in bringing about change in society. The group's report, admit tedly "the most complex of tasks," included a summation of recommendations and opinions from the six individual reports, and lists a number of unresolved and thorny questions requiring solutions by the entire University community.

**Academic Freedom**

An expanded definition of academic freedom, enthusiastically endorsed by the Task Force at large and recommended for "possible adoption by the entire State University system.

"Integral to the concept of the true university," SA is asking that the judiciary "grant the University the right to teach and to learn, to engage in research, to question, to criticize, and to debate," the report noted.

Decision Are Problem On Campus

"Little things mean a lot." Over the years some of the recommendations of the Task Force on a Sense of University Community were ignored by President Robert L. Kittel.

The Task Force, headed by Dr. Alan Drinan, chairman of the Department of Oral Diagnosis, School of Dentistry, was appointed in September to identify activities, organizations, groups and programs which may be used "to strengthen our familial base and our common respect for each other's integrity and privileges as members of the same University family."

The Task Force found that even trivial matters—unprinted rooms and dingy corridors—can have an important effect on the well-being of the University community. Who Decides? Aside from the little material oddities that alienate, Dr. Drinan pointed out in a cover letter that "many people on the Task Force found an 'alienating' feature on this campus was the frequently encountered difficulty in determining who would make a decision concerning a particular problem." There is reason to believe that, with the development of an unprint er unpleasant aspects of campus life there are, then the more likely members of the University community would develop a desire to belong to the community.

The Task Force was divided into four subcommittees, each of which made several specific recommendations. The following are a few:

**Larger Newspapers**

The "Campus Communications Media Subcommit tee" recommends that larger newspapers expand their editorial pages to provide more room for comment from and about the University community; that WRUB, the University-operated FM radio station, increase the length of its broadcast day, and develop and expand its existing Norton Hall facilities, and advertise programming in local newspapers; that the campus Instructional Television Center expand operations to include a daily evening of public programs, interviews, advertising announcements, etc., that a 24-hour news line be established, and that a booklet, which details the 'chain of command' and lists facts about the governmental structure, be published as soon as possible.

**Faculty Advisers**

Assigning each new student a faculty adviser, instead of a "professional adviser" from the Department of Freshman Studies, headed up the recommendations of the "University Student Structures Subcommittee." A faculty advisement system is used at many colleges and universities. The subcommittee said the advisement system, student-faculty barriers might begin to break down. The proposals to professional advisers associated with the undergraduates (continued on page 2, col. 2)

**Cold Weather Wear**

Crossing campus in this week's zero and below early morn ing temperatures calls for a complete cover-up as Chuck Kissel, physical education student, demonstrates. Today is supposed to bring a "more moderate" 30 degrees.

**Rejection of Bail Fund Allotment Causes**

By SUSAN GREENWOOD (AP Report)

"They left us no alternative," Mark Huddleston, president of Student Association (SA) says. Huddleston, in behalf of the SA, has brought a suit against President Robert Kittel and Dr. Richard Siggelkow for their "unreasonable rejection" of the organization's proposal for an appropriation to the Bail Fund.

The case is a result of the Board of Trustees' October ruling that "on State-operated campuses where student activity fees have been adopted, the chief administrative officer or his designated representative to review and certify that the proposed appropriations of said funds were for educational, cultural, recreational or social purposes.

Dr. Siggelkow, as President Kittel's designee, ruled that the "bail fund appropriation doesn't fall within the educational social or recreational guidelines," and refused approval of the allocation. He based his decision on the legal opinions of two SUNY lawyers who felt the Bail Fund probably didn't fall within the guidelines.

SA retained lawyers to research the case. These SA attorneys presented the opinion that the appropriation did fall within the guidelines, because of the interruption to his education a student would suffer if he were in jail.

Dr. Siggelkow, however, chose to rely on the SUNY counsel and now the matter is being clarified by the courts.

In seeking the court's opinion, SA is asking that the judgment of Siggelkow and Kittel be found "arbitrary, capricious and unreasonable," and "erroneous as a matter of law." They are also seeking the approval of "said appropriation and asking the court to "grant the petitioner such further and different relief as to this court may seem just and proper."

The case is being watched closely by Albany because it will affect policies on other SUNY campuses. According to Siggelkow, the case is not unique in Albany—the central office wants to know its legal bounds. Until October 7, when the Board of Trustees issued its guidelines, various SUNY units had no legal or moral supervisi ory role over student fees. The new ruling changed this and procedures are lacy.

The case is further complicated by the question of whether student fees should be mandatory or voluntary. The Board of Trustees is debating this matter as one that make a ruling within the next few months.

Siggelkow feels SA is starting the suit at a bad time because of the impending Trustees' decision. The suit may be unnecessary if the Trustees declare student fees a voluntary matter, he points out, or if a special ruling about bail funds is handed down. Huddleston is aware of the case timing but is more concerned about "students sitting in jail."

"The whole management is an unhappy one," Siggelkow notes, and "it's just as well this is all out in the open."

FEBRUARY HOLIDAYS

Monday, February 15, Washington's Birthday, will be observed as a full-day holiday by the University, the Personnel Office has announced. All offices will be closed that day, except for essential service employees. No classes will be held. On Lincoln's Birthday, February 12, the University will be open. Lectures are to be given as scheduled and students are advised to schedule a work force necessary for the minimum service required to have academic programs operative.

Academic Freedom in the University is defined. As citizens, members of the University community have the same rights to freedom of speech and freedom of the press as the rest of the citizenry. The right to freedom of speech is guaranteed to all citizens, and to the student, "that happy one," the right to freedom of inquiry is also guaranteed. The student is a citizen of the University community, with the same rights to freedom of speech as any other citizen.

Civil Freedom

Civil freedom within the University was also defined. As citizens, members of the University community have the same rights to freedom of speech and freedom of the press as the rest of the citizenry. The right to freedom of speech is guaranteed to all citizens, and to the student, "that happy one," the right to freedom of inquiry is also guaranteed. The student is a citizen of the University community, with the same rights to freedom of speech as any other citizen.

Quality Teaching

"It was strongly suggested that "quality teaching be identified and rewarded appropriately. The committee on teaching, research and evaluation found that teaching research is often given much higher priority than teaching. . . . Is the teaching-learning process which creates the basis for independent research?"

The development of potential quality teachers is necessary for the future of quality teaching in the University. Evaluation of teaching at this University must emphasize the "true academic degree course" with "lower division teaching-learning supportive of this goal."

The subcommittee on evaluation focused its attention on the "true academic degree course" with "lower division teaching-learning supportive of this goal."

"Central to an evaluation of a student's performance is a course is the set of objectives, goals or desired outcomes for that course. These objective, goals should be clearly specified, be measurable, be evaluatable, and be in terms of policies and goals for the course. Academic freedom in the University is defined. As citizens, members of the University community have the same rights to freedom of speech and freedom of the press as the rest of the citizenry. The right to freedom of speech is guaranteed to all citizens, and to the student, "that happy one," the right to freedom of inquiry is also guaranteed. The student is a citizen of the University community, with the same rights to freedom of speech as any other citizen.

Academic Freedom in the University is defined. As citizens, members of the University community have the same rights to freedom of speech and freedom of the press as the rest of the citizenry. The right to freedom of speech is guaranteed to all citizens, and to the student, "that happy one," the right to freedom of inquiry is also guaranteed. The student is a citizen of the University community, with the same rights to freedom of speech as any other citizen.

Quality Teaching

"It was strongly suggested that "quality teaching be identified and rewarded appropriately. The committee on teaching, research and evaluation found that teaching research is often given much higher priority than teaching. . . . Is the teaching-learning process which creates the basis for independent research?"

The development of potential quality teachers is necessary for the future of quality teaching in the University. Evaluation of teaching at this University must emphasize the "true academic degree course" with "lower division teaching-learning supportive of this goal."

The subcommittee on evaluation focused its attention on the "true academic degree course" with "lower division teaching-learning supportive of this goal.

"Central to an evaluation of a student's performance is a course is the set of objectives, goals or desired outcomes for that course. These objective, goals should be clearly specified, be measurable, be evaluatable, and be in terms of policies and goals for the course. Academic freedom in the University is defined. As citizens, members of the University community have the same rights to freedom of speech and freedom of the press as the rest of the citizenry. The right to freedom of speech is guaranteed to all citizens, and to the student, "that happy one," the right to freedom of inquiry is also guaranteed. The student is a citizen of the University community, with the same rights to freedom of speech as any other citizen.

Academic Freedom in the University is defined. As citizens, members of the University community have the same rights to freedom of speech and freedom of the press as the rest of the citizenry. The right to freedom of speech is guaranteed to all citizens, and to the student, "that happy one," the right to freedom of inquiry is also guaranteed. The student is a citizen of the University community, with the same rights to freedom of speech as any other citizen.

Quality Teaching

"It was strongly suggested that "quality teaching be identified and rewarded appropriately. The committee on teaching, research and evaluation found that teaching research is often given much higher priority than teaching. . . . Is the teaching-learning process which creates the basis for independent research?"

The development of potential quality teachers is necessary for the future of quality teaching in the University. Evaluation of teaching at this University must emphasize the "true academic degree course" with "lower division teaching-learning supportive of this goal.

The subcommittee on evaluation focused its attention on the "true academic degree course" with "lower division teaching-learning supportive of this goal.

"Central to an evaluation of a student's performance is a course is the set of objectives, goals or desired outcomes for that course. These objective, goals should be clearly specified, be measurable, be evaluatable, and be in terms of policies and goals for the course. Academic freedom in the University is defined. As citizens, members of the University community have the same rights to freedom of speech and freedom of the press as the rest of the citizenry. The right to freedom of speech is guaranteed to all citizens, and to the student, "that happy one," the right to freedom of inquiry is also guaranteed. The student is a citizen of the University community, with the same rights to freedom of speech as any other citizen.

Academic Freedom in the University is defined. As citizens, members of the University community have the same rights to freedom of speech and freedom of the press as the rest of the citizenry. The right to freedom of speech is guaranteed to all citizens, and to the student, "that happy one," the right to freedom of inquiry is also guaranteed. The student is a citizen of the University community, with the same rights to freedom of speech as any other citizen.
Pre-Pharmacy Planned
For Two Year Colleges

Young people who want to become pharmacists—and who
want to study for the profes-
sion—now have an alter-
native to traditional pre-
pharmacy courses at junior and
community colleges across the
State.

U/B is already setting up pre-
pharmacy courses in several two-year col-
ges in the State, including Canandaigua, Jamestown, Ni-
gara, and W.T. Grant.

But, the School of Pharmacy
tells, this is only the begin-
ning of a near future, similar
programs are expected to be feasible at other community
year institutions.

On the national scene, pre-
pharmacy programs are being introduced at two-year colleges
by other pharmacy schools
throughout the country. This
is the result of a nation-wide
effort being encouraged by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
curriculum offered at the
Erie County Community College
in Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.

What is a pre-pharmacy pro-
gram? Basically, the U/B School of
Pharmacy explains, it is noth-
ing more than a simple realign-
ment effort being encouraged
by the American Association of Colleges of
Pharmacy.

In New York State, a pre-
pharmacy program is part of the
full curriculum offered at the
Erie County Community College in
Buffalo, and at the
Brockport Community College in
Wellsville.
Parents Responsible for Drug Abuse?

"A breakdown in parental responsibility and authority are the major causes of drug abuse among teenagers," said the view of Dr. Gerda I. Klingman, an associate professor of pharmacological chemistry at U/B.

"The educator-scientist does not fail to note the increase in drug abuse and the rejection of society. "It is not an American dilemma, but really a Western one. It is largely our fault, the parents, who haven't paid the same attention to certain aspects of child rearing. In many ways, we have been too callous for our children; in other ways, we have been very negligent. For instance, we want them to have the best education money can buy, but improve the advanced school budget without looking into the curriculum beyond the glamorous sciences. We must realize that money doesn't buy everything," Dr. Klingman said.

"We need to educate the parents. The attitude of many parents is that they can't do much about it. I hope to let the public that money doesn't buy everything, and that they should be interested in what their children are doing in school as well as in their leisure time."

Keep the lines of communication open.

"Keep children busy with wholesome activities, such as swimming, tennis, track, golf, drumming, art, reading, etc."

"Keep children more at home; parents must insist on the basics to learn; the idea that learning is fun;"

Hammer punishment for the peddler.

"The parents also believe that "we must launch a co-ordinated national effort against the drug peddlers."" She believes that such a crusade could be effective if the parents are informed by the media and concerned citizens in the community."

"We must launch this campaign immediately. The urgency is obvious: every day hundreds of young lives are endangered by drug abuse. Every home of young people smoke their first marijuana cigarette, take their first trip on LSD, mainline for the first time marijuana or heroin. We must make parents realize their responsibilities of parenthood; school administrators and teachers have to see their responsibilities, and children must be taught to have the courage to be children again!"

Ketter had no further comments.

"Children today can still play as hard and as wild as children ought to play. The trouble is, we do not give them as many chances to do so. Fathers and mothers push their boys and girls at a much too early age into a state of pseudo-adulthood. This is where drug abuse starts and..."

I believe, the rest of the problem. They are all interrelated. I do not give the students a chance to be children, to grow up in a wholesome atmosphere."

"The conduct of children—wherever they are—should be the responsibility of the parents. "Life is not a one-way street as many people believe. We should act to make us believe. With right comes responsibility. These regulations will influence societal change in all aspects of our lives—society, the fashion, the research, the school, the media, the library and our children will learn through our example.

"I am not saying we can control our parental complicity and the influence of drug abuse, since too many young lives have been damaged or even destroyed."

Dr. Klingman concluded.

S/U Overload Last Spring Won't Affect Total Record

An unauthorized, unsigned policy statement issued last spring by Undergraduate Student Government officials stating that students would receive credit in terms of the 25 per cent restriction on S/U courses because of S/U courses will not count toward the permissible credit of the student.

Because he "does not wish to see students become victims of circumstances in what is wrong about the system," the student official had given the official, binding the new policy of the Division of the Dean's Office.

The original memo has now been authorized officially. "Any student who has exceeded the permissible 25 per cent limit of S/U grades as a result of S/U grades given during the spring semester of 1970 may request that such grades be changed into letter grades. The request for such a change of grade must be done on the regular Request for Change of Grade Form bearing the signature of the instructor and department head. It will be submitted to the Undergraduate Division Dean's Office for approval and transmission to the Office of Admissions and Records."

"If a student wishes to keep his excess S/U grades for the recognition of grades. Excess S/U grades may be used in full, in all, and thereby assured that the grades will not count toward the 25 per cent restriction for a given semester."

The change of S/U grade to letter grade may be done within the prescribed period for the student to change enrollment status. The original memo states that "students would receive credit in terms of the 25 per cent restriction on S/U courses because of S/U courses will not count toward the permissible credit of the student."

The change of S/U grade to letter grade may be done within the prescribed period for the student to change enrollment status. If a student wishes to keep his excess S/U grades for the recognition of grades. Excess S/U grades may be used in full, in all, and thereby assured that the grades will not count toward the 25 per cent restriction for a given semester."

Besides its primary services in the area of television and radio, the University undertakes the giving of scholarships and grants to individuals for a variety of pursuits. The University's central office of academic affairs, through the Committee on the Undergraduate Division, assigns funds to projects designed to improve the academic capacities. The University is the only one in the country to make a substantial contribution to the academic work of the University. The entire community is responsible for being aware of this result of its academic work.

Rosenbaum, Keegan Receive Expulsions

Allen Rosenbaum and Terrence Keegan, both graduates of the University, were expelled from the University, after a hearing was held to discuss the suspension meted out to them last fall for activities connected with the S/U grade issue last spring. Both were accused of "disruption of University life" in November although their suspensions were not yet in effect.

The Hearing Commission on Campus Disruption recommended expulsion after a session which reviewed, among other evidence, affidavits signed by eight members of the student government supporting the presence of the two in the University. President Ketter said that "the University is a community on both sides" went along with the recommendation. President Ketter had no further comments on the suspension, saying it was a "personal matter."
REPORTER

Arts & Letters Voting Process Lets 'The Whale' Dominate the Minnows'

By BRUNO A. ARCUDI

Academic Council, Department of English

At this crucial time when the humanities are being ignored, our voting system is skewed in favor of English. Even though the English Department has in the past only a small percentage of the total vote, it has been able to make decisions which are not necessarily correct. The English Department has had a larger portion of the vote than the Arts and Letters Department in recent elections, which has led to some difficulties in selecting Faculty.

The voting system is based on the principle of one vote per member of the Faculty. However, the English Department has a larger number of members than the Arts and Letters Department, which gives them an unfair advantage in the voting process. This is especially true when it comes to selecting the Dean of the College, as the Dean is selected by the Faculty of Arts and Letters.

The English Department has been able to dominate the process because of its larger size. It is important to note that the English Department is not the only one that has had a larger share of the vote. The History Department has also been able to dominate in recent elections, due to its larger size.

It is important to consider the impact of this voting system on the selection of the Dean of the College. If the English Department is able to dominate the process, then the Dean of the College may not necessarily represent the interests of the other departments.

It is time for a change in the voting system. The current system is flawed and needs to be reformed in order to ensure that the selection of the Dean of the College is based on the best interests of the entire Faculty, and not just those of the English Department.

Geological Contributions To Ecological Questions

By PAUL H. RETTAN

Geological contributions to ecological questions often suffer from a kind of inferiority complex. It is based in part on the fact that geology is often associated with precise numbers, whereas ecology is concerned with more qualitative data.

This is a serious misperception. Geological data can provide crucial information about ecological systems. For example, the study of stratigraphy can help us understand the history of the Earth and its ecosystems. The study of paleogeography can help us understand how climate change has affected the distribution of plants and animals.

Moreover, geologists can contribute to the development of new technologies that can help us tackle environmental problems. For instance, geologists are involved in the development of new methods for water purification and pollution control.

It is important to recognize the contributions that geologists can make to ecological questions. By doing so, we can ensure that the full range of geological knowledge is brought to bear on our efforts to address the pressing environmental challenges we face.
Calm Only ‘Breathing Spell’ Fiedler Warns In Speech

University of Cincinnati

“Foreign area courses have been thrust into the spotlight between the old and the young in this country,” Fiedler said. “And it is one of the most atrocious wars that any American university has ever engaged in.”

Fiedler, author and professor at the University of Cincinnati, was speaking at an audience of about 500 at the University of Cincinnati last night.

Speaking on “the cultural revolution,” the professor described the conflict between the generations as “both civil and governmental.”

“It is a war against the new man and the new society,” the professor said, in the battle between the old and the new culture.

“It is a war against the young people,” he added. “This is a war against the young people who are sending their servants—the officers and cadets—to the classroom.”

There is currently an “uncomfortable feeling” among the students, the professor said, in the battle between the old and the new culture.

Fiedler noted that the twin spectres of disease and death have come to plague the nation’s education.

“International Studies Course Inventory Urged,” the professor said, in the battle between the old and the new culture.

“Any nation can undergo,” Les-

Fiedler, speaking on “the cultural revolution,” said, “The mutants are what their contribution is to the whole culture.”

“Elegy For the ‘Cultural Revolution’” was the title of the professor’s speech.

It can occur only at an advanced stage of technological progress, when borden becomes one of the chief problems of the day. The response to this borden becomes the focus of joy, the joy of the few, the things machines cannot do.

While some eastern European countries have also made use of the mutants, the professor said, the other primary ingredient, the mutants, has not been present.

International Studies Course Inventory Urged

By JAMES A. MICHELL

The professor found that the double goal of our storehouse of internationally oriented courses is that we are physically offering or offering, as well as know fully what our international-minded colleagues actually offer. We are nearing the optimum utilization of existing international collaborative, academic design(s), for which we are known.

Moreover, we naturally cannot define an international undergraduate and graduate course.

It would seem appropriate that the Task Force on International Studies should define this term, as it begins its work.

In contrast, foreign area studies have a particular area of the world that could be a continent, a region, a national community, or even a local community.

The mutants are what their contribution is to the whole culture, he said.

Cultural relativism is the philosophy, religion, literature, history of the people, and its traits of thinking, interests and capabilities. Not the overtaking of the world by one or the other, but the world has changed and is changing.

Cultural relativism is the philosophy, religion, literature, history of the people, and its traits of thinking, interests and capabilities. Not the overtaking of the world by one or the other, but the world has changed and is changing.

Cultural relativism is the philosophy, religion, literature, history of the people, and its traits of thinking, interests and capabilities. Not the overtaking of the world by one or the other, but the world has changed and is changing.

Cultural relativism is the philosophy, religion, literature, history of the people, and its traits of thinking, interests and capabilities. Not the overtaking of the world by one or the other, but the world has changed and is changing.

Cultural relativism is the philosophy, religion, literature, history of the people, and its traits of thinking, interests and capabilities. Not the overtaking of the world by one or the other, but the world has changed and is changing.
Dear Dr. Connolly:

In the interests of brevity for the graduate committee of the Biology Department to consider reduced operating hours for the Student Activity Center, the Norton Hall officials to consider recent developments.

The nonviolence movement in the United States at present is one that can keep the student body at large as representative of student needs and efficacy of student organization.

The Executive Committee of Local 2134, AFT (AFL-CIO), State University Federation of Teachers (SUFT), has taken the position that the heavy vote for SUFT 47 percent in the recent election at Brown and the bargaining agent is a mandate to negotiate the collective bargaining for the permanent employees of Brown.

Prof. John Huddleston, president of Lincoln College (Beloit), said that the college board of trustees has decided to establish an endowment of $500,000 for the college.

The campus of the university community, the Norton Hall officials to consider recent developments.

The nonviolence movement in the United States at present is one that can keep the student body at large as representative of student needs and efficacy of student organization.
U/B Wins Five Town, Gown Awards

Five of the Town and Gown awards presented Saturday night at the fifth annual Governor's Gala at the Hyatt Regency on the University at Buffalo campus were presented to individuals who have contributed significantly to the community.

Bambii Abelson

Bambii Abelson was hailed as a shining example of the University at Buffalo's aspirations to communicate with the community. She was a Bridge Over Troubled Water, a voice of sanity and reason, the Rev. Paul N. Carnes, of the Buffalo Police Department, said.

Abelson, who has been a fixture in Buffalo and area colleges and universities, contributed to better relations between the community and area colleges and universities.

Community awards went to Allen Sapp, director of cultural affairs at the University at Buffalo; Robert S. Fisk, professor of education and former dean of the School of Education; and professor of social work, who has been a leader in the community for many years.

Assistant Professor Sapp

The citation for Professor Sapp noted that "the debt that our community owes to him is incalculable," for his contributions to the University at Buffalo. He has served the community for many years, often as a leader in community affairs; Melissa Banta, of the School of Social Work.

Professor Abelson

"She devised a system which she has always kept in mind: a system of cards that has been published and is widely used; she teaches children's classes at our Studio Arena Theatre school; she teaches a course called "Comprehensive Design" at the University of the Arts," the citation said.

Dr. Kenneth Inaba, associate professor, oral diagnosis and radiology, said: "Bambii Abelson is an afternoon play school for 100 handicapped, retarded and normal children of our community, run by 100 students..." She is a shining example of the gifts that so many students bring to our community."}

Professor Fisk

"His presence, his办公 was hailed as a "Bridge Over Troubled Water," a voice of sanity and reason, for his contributions to the University and the community. He has been a fixture in the university community, where he is loved and respected.

"The people of good will are delightful," the Rev. Paul N. Carnes, of the Buffalo Police Department, said.

"Floyd Edwards was honored for being the first man in the Buffalo Police Department to give specific help to University students who tried to open lines of communication with the police," the citation said. Edwards "is an example to all minorities, including students, the citation said, "who may enter the University of Western New York, he has contributed his time, his learning, his compassion, and his dreams."
Psychomath Is Continuing In Norton

By SUSAN GREENWOOD

Psychomath is alive and well and living in the Norton gym.为什么不
罗兰 Norton from 3 to 6 p.m. on Thursdays. Yes, the psyche-1s back on campus, and it has brought you this chance to get to know people with other interests just like you. Best of all, they're still serving coffee free.

In case you are among the 50 "regulars" or one of the 20 or so "newcomers," there are a few things you might want to know. The first thing to ask is: "How do you know you want to be there?" The second thing to ask is: "How do you know you want to be there?"

Physical Fitness

Psychomath has been around long enough for almost a semester. The program, which started for almost a semester. The program, which started...