

Academic Program Changes Announced

by Helen Howard

Dr. Leo F. Smith, Vice President for Academic Affairs, recently announced widespread changes in the academic program for the next school year, 1965-66.

The new programs will incorporate the following features: (1) The number of courses which students will take in any one quarter will be reduced to four. (2) The maximum quarter hours will not exceed 18; the total number of hours students will spend in class and laboratory will be limited to 24. (3) The total number of credits required for the baccalaureate degree will not exceed 192.

Because of the variety and complexity of the departments and schools at the Institute, and the requirements of certain accrediting agencies, there will be certain variations in the above, but these will be allowed only after they have been approved by the departmental faculties, dean of the college, and vice president for Academic Administration.

The goals sought by these curriculum revisions are five-fold. They are: (1) An improvement in the total educational program for each student. (2) An opportunity to concentrate more intensively on fewer courses in greater depth by reducing the number taken during any one quarter. (3) The provision of the opportunity for more individual study. (4) The possibility of greater flexibility in scheduling than now exists. (5) The more efficient use of Institute facilities.

The total length of time to complete the program for the associate, baccalaureate, and masters degrees will not be changed.



Dr. Leo F. Smith

Other schools such as Pennsylvania State University, Ohio Wesleyan University, and the University of Rochester have recently adopted similar policies. Studies have shown that the number of students of the Deans' List has risen and the number dropped for unsatisfactory scholastic work has been reduced. Students and faculty are enthusiastic about the reduction in the number of courses.

These revisions are part of an attempt to integrate the advantages of the tri-mester system into our present quarter system and are the result of serious investigation.

Dr. Smith feels that the policies follow the nationwide trend of upgrading education. Since World War II there has been a steadily increasing demand for more and better education, and RIT has had a share in this growth.



WELL DONE — Dr. Mark Ellingson congratulates Walter Sullivan, N.Y. Times science editor, after his recent lecture at RIT. (Botwick)

Sullivan Discusses History of Science

by Harry Holmes

Walter Sullivan, Science Editor of the *New York Times* and author of several volumes including "Quest for a Continent" and "Assault on the Unknown," spoke at an assembly of RIT students and faculty Jan. 21. His subject was the scientific search for other intelligent life in the universe and the possibility of some form of communication with that life.

Sullivan developed an elaborate history of man's astronomical achievements from the works of Galileo and Copernicus to those of modern astronomers. He also dealt with the modern theories concerning the probability of other intelligent life in the universe.

To study these probabilities, a conference was held in West Virginia three years ago with some of the world's leading scientists in attendance. The findings of that conference led the way to increased research in the problems of spanning the billions of miles of space and trying to aim to individual parts of this limitless universe a beam of communication.

Sullivan concluded by saying that we, as inhabitants of a limitless universe, are not alone.



CONGRATULATIONS — Miss Edwina Hogadone, Dean of the College of Business, presents the Stouffer Foods Corp. Scholarships to Joseph Sanguedolce and Wynn Weaver. (Calderwood)

Student Court Plan Approved by Senate

The Student Court Constitution and By-Laws, which had been in the hands of the constitution committee since the beginning of the school year, were passed by the Student Senate at the Jan. 21 meeting.

The court forms the third branch of the RIT student government, which is modeled after the United States federal body. The Student Activities Board is comparable to the President and his cabinet; Student Senate is the legislative body; and now the court forms the judiciary section, although its powers are not exactly parallel with the Washington court.

The court shall have both appellate and original jurisdiction. Original jurisdiction may be taken to settle jurisdictional disputes between or among student organizations. Other judicial bodies on campus may have their decisions

appealed to the court. The court may decline to hear any case.

Although the Student Court is in essence the supreme court at RIT, provision has been made by the legislators who passed the rules for appeal to the Student-Faculty Conduct Committee, which has functioned as a campus court in the past.

The seven judges on the court are appointed for a one year term of office. Of the six student members, two will be appointed by the Vice President of Student Personnel Services and the remaining four by the President of the Student Association with the approval of the Senate. The faculty member shall be appointed by the Institute president.

The court has the power to recommend that an offender be suspended from classes, expelled, or given a penalty in line with the severity of the offense.

As soon as the judges have been appointed, matters such as the violation of the Alcoholic Beverage Control rules will come under the court's jurisdiction.

In other action, the Financial Affairs Committee approved the purchase of a pool table for the Student Union. Senate in turn voted favorably and according to Gary Zeff, Student Union proctor, the facility will be installed as soon as the floor is reinforced.

Senate also voted to purchase a machine to make copies in the Union. The money for this investment came from the fine imposed on Frosh Council for its violation of the Alcoholic Beverage rules. The copier will duplicate anything, including books, and the price per page will be 10 cents.

Steve Rimer (Pr 4) announced the formation of a committee to raise funds for the J.F.K. Memorial Library in Boston. The committee plans to raise \$1,000 by the end of the school year.

Nine Honored; ASL Selects New Members

Alpha Sigma Lambda has announced the names of nine new members. The fraternity, which cites students for outstanding work in activities, high scholarship, and leadership selected the following from a list of 26 candidates: Phil Giammatteo (Pr 4), Denis Kitchen (Pr 4), Jack Dodgen (Pr 4), Dave Rylance (Pr 3), William Kelly (Pr 4), Tony Puskarz (Pr 4), Harvey Greenberg (Photo 4), Kingsley Jackson (Pr 4), and Phyllis Morrow (Ret 4).

The new members will receive their fraternity crests in the near future.

Stouffer Foods Awards Grants To Top Scholars

Education as a means to individual excellence was the theme of Miss Edwina Hogadone's recent speech introducing two Stouffer Food Corporation scholarship winners. Wynn Weaver (FA 3), and Joseph Sanguedolce (FA 2), are the recipients of the \$250 grants.

The two winners, who were feted at a special assembly in E-125, have the highest cumulative grade point averages in the Food Administration Dept.

Student Petitions Will Select

Mr. Campus, Miss RIT

This year for the first time nominations for Mr. Campus and Miss RIT will be made by student petitions. The election will be conducted by a Mr. Campus and Miss RIT committee working under the direction of the Spring Weekend Committee.

The petitions may be taken out by any student, and signatures may be collected for himself or anyone the student feels worthy of such a nomination. The petition forms may be picked up Friday, Jan. 29, at the Student Activities Center or the Student Union. They must be returned by 5 p.m., Feb. 5 to the Student Activities Center.

These petitions, to receive consideration, must have 150 student signatures with department and year. However, students may sign as many petitions as they wish.

The petitions will be reviewed by the committee to weigh the merits of each student regarding grades and activities in order to place the final few nominees before the student body for the deciding vote.

Editorials:**In a Smog of Inconvenience**

On January 11th a motion was brought before Student Senate recommending that cigarette machines be returned to this campus. So far, the results of this motion have been almost nil. The machines aren't back, but many students are beginning to question the basis for the removal of the machines.

The more this issue is questioned, the more it seems to be rather a childish action. If students are going to smoke, they will buy cigarettes off campus, and they will continue to smoke. The Book Store continues to sell cigars and pipe tobacco, but not cigarettes. The reported reason is to dis-

courage smoking, yet every student has numerous opportunities to buy cigarettes off campus, and by not having the cigarette machines on campus the students are inconvenienced, not discouraged.

Our school received a large amount of publicity because of the ban on cigarette sales. But, if you cross the quad or stand by the Eastman globe during class break, you can see that nearly every other person is clutching a fuming cigarette. The ban on cigarettes is not working. And, if this ban is merely turning into a mass inconvenience rather than an influence, why not bring the machines back?

The Real Loser

Recent news accounts have revealed the scandalous widespread cheating at the United States Air Force Academy. However, the college community should not look with self-righteous scorn and dismay at the actions of the Cadets for they have only to look in their own backyards to see the same thing happening.

Recently the *Rochester Democrat and Chronicle* published an article on the results of a survey of cheating in 99 colleges by a Columbia University research team. The survey revealed that about half of the students questioned admitted to having cheated. The article goes on to point out that this is a conservative estimate.

William J. Bowers, a Columbia researcher said, "Perhaps the most alarming finding of this body concerns the prevalence of academic dishonesty on American college campuses." "The magnitude of the problem is grossly underestimated by members of the campus community," he continued. Bowers said that cheating stems from the high schools and the student's fear of being a "brain" ruining his popularity. Cheating serves to preserve the social standing. He

said that the general student body's attitude toward cheating will affect the amount of cheating.

How much cheating goes on at RIT? Undoubtedly more than we would care to think exists. What can be done about it? Nothing really, until there is an awakening among those students of the futility of their game. The only one who loses out is the person who cheats, for he cheats himself. Has he obtained the most from his educational dollar? NO. Is he going to continue to cheat in life? If he does, he may get away with it for a while; but eventually it will catch up to him. Cheating is a mark of ignorance; it is a sign of a decadent society when it becomes too widespread. Responsible citizens must be developed at this age; cheating only shows that this sense of responsibility is missing.

The temptation to cheat is great; but the true quest for knowledge and learning will overcome this temptation and will eventually prove to be the winner of success. Education to be meaningful must be earned. In this day of the dollar, cheating is a worthless investment.

Letters ... Letters ... Letters ...**Dear Editor:**

For a number of years I have been deferring this attempt at challenging some of the more blatant frailties of that great college group, the social fraternity. That this publication is largely controlled by this group played no small part in my reluctance to take poison pen in hand. My only salvation is that the old traditions of press freedom will once again surmount the impasse of personal bias.

In the coming weeks the students and faculty will once again be treated to the annual ritual of pledging. In this period, those who choose to, and those who are chosen by, will be nourished in womb of fraternal brotherhood. In this womb the social fetus will be stripped of rights and dignity so that he may be more perfectly molded into the image of brotherhood. After a gestation period of eight weeks this womb spews forth bigotry, snobbishness, perverted values and immorality, all under the flag of brotherhood.

My purpose in writing this letter is to control these births by

plowing through a few of the many lies and half-truths issued by these groups that seek to perpetuate themselves and their inane behavior.

One of the most difficult tasks in evaluating fraternities is to separate what they say they do, from what they do. I would like to take a quote directly from the pledge manual of one of our great national fraternities. The passage describes the pledge-brother relationship. "I love you not only for what you are, but for what I am when I am with you. I love you not only for what you have made of yourself, but for what you are making of me." With this beautiful piece of sentimentality that brings tears to the eyes, one could hardly doubt that within each brother the "milk of human kindness flows by the quart in every vein."

Becoming more specific, one of our own fraternities in a quote from the '64 yearbook "found their largest measure of success was in the maturation and well being of the brotherhood." The editor of this fraternity's national newspaper pointed out

that "our traditional attitude of superiority toward non-Aryan races is something which most Europeans have found difficult to understand." The plain fact is that in the United States we have Jews, Negroes, Aryans and non-Aryans all in separate fraternities with very little mixing. All of this under the guise of brotherhood. Some fraternities have discriminatory clauses in the constitution, others restrict membership with more subtle methods.

An acquaintance of mine finished pledging and was about to be initiated when the national office saw his name on the pledge list submitted by the local. Brotherhood had gone too far, he was not initiated because his parents were Greek. For those who need more evidence of fraternal hypocrisy, read the pledge manuals and constitutions (if you can get them) of some national social fraternities. Keep in mind the lofty phrases and then meet the greeks at the local college bar. See these animals in their natural habitat and then

(Continued on page 7)

Letters to the Editor**Dear Editor:**

The Jan. 15 edition of the *RIT Reporter* contains an editorial titled "A Downhill road." I would like to know what the author meant when he said, "Is the desire for equality to be exploited to the point of needless physical violence?"

The Negro does not desire equality, it is God-given. He does not have to be equal because there is no person he is not equal to; but he does have to defend his right of equality whenever having dark skin makes him a second class American citizen.

How can the actions of a 14-year old boy be in anyway connected with the Negroes' right to equality? This is like saying the honorable brotherhood of the KKK represents the feeling of all America.

Did this boy's stabbing of two RIT students represent the Negro population of America? If this is so, what civil right organization did he represent and by whose authority did he act?

Rev. Martin L. King received a Nobel prize for peacefully fighting for equality, and his following is many times greater than that of a 14-year old boy.

The editorial blew the incident out of all proportion and put it on a national scale when there was no foundation to do so. The author of this editorial should have been mature enough to see this attack for what it was, just an unfortunate incident.

The author asks, "Is it then the philosophy so aptly expressed in George Orwell's 'Animal Farm' that all people are equal but some people are more equal than others?" What makes the author think that some people have a greater share of equality than others.

The Germans once believed themselves to be a race of supermen, and tried to make their will law, but as super as they were, they still lost the Second World War. They were neither a superior or an inferior race, they were just human.

There have been many incidents where Negro homes and churches were bombed, and recently three CORE workers were killed, two of them white.

In his fight for civil rights the Negro does not have the problem of proving his equality but he is faced by a group of people who need someone to blame for hard times and someone to step on when they need to show strength. But what strength is there in throwing a bomb in a church and running away or hiding behind bushes and shooting unarmed men?

I would like the author of this article to tell me, according to his logic, who is living in the dirtier home. The Negro hasn't had

a home long enough to collect half the dirt that the other house has swept in the closet.

Clarence Simmons (Elec. 2)

Ed. note— (The author of the editorial you refer to concurs in many respects with the points you have shown. However, you have failed to recognize one of the basic themes of the editorial.)

You ask what was meant by the statement: "Is the desire for equality to be exploited to the point of needless physical violence?" Defense, rather than desire, would appear more appropriate. Yet, is this not a situation which all seek to discourage?

You further question how the actions of a 14-year old boy can in any way be connected with the civil rights problem or be representative of the Negro population. Of course there is no overt connection, but unfortunately there is a very subtle one. The boy's action prompted the editorial because it was a culminating factor in a series of incidents stemming over a two-year period.

What made it even more important was his age. The boy was a product of his environment and subject to the influences around him. The statement the boys made that it was their street and they could walk where they pleased instigated the reference to the "Animal Farm" philosophy reflecting a fear of a possible developing attitude.

Shortly after the editorial appeared the *Rochester Times-Union* printed an editorial "Negro Must Look to Himself." It reflected the opinion of the *Reporter*. The views of Roy F. Wilkins, executive director of the NAACP, from a *New York Times* interview, was presented. He said that the Negro has gained much in the last year in obtaining equal opportunity and now should look less to protest but seek to help himself more.

Later in the editorial is the opinion of a New York City Negro social worker, David B. Lee, who said in the December 30, 1964 issue of the *Saturday Evening Post*, that "too many Negroes are too anxious to blame the ghetto for everything." He continued, "The real problem many Negroes ignore is that they don't try hard enough to improve their lives; that they are defeated without trying."

This is what was meant by the "dirty house." It is all too easy to blame another and sit back and watch; but it is another thing to set out and work. However, the Negro can not sit back and expect society to do everything; he must help himself. Granted in the end it is the responsibility of all races to work together and not to drop the problem in another's lap.

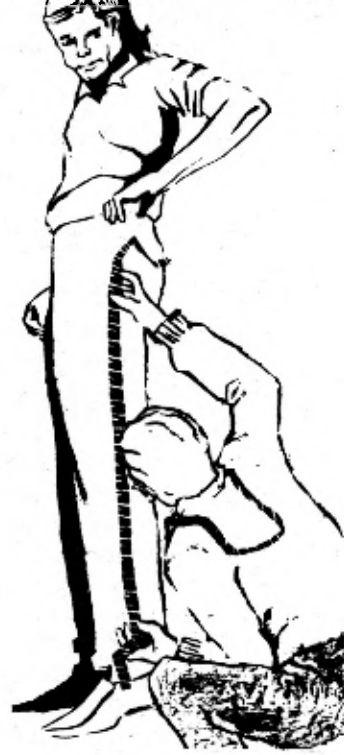
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ROCHESTER INSTITUTE OF TECHNOLOGY
Telephone Area Code 716 546 6400, Extension 354
65 Plymouth Avenue South
Rochester, New York 14608

Member Associated Collegiate Press

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Margaret Mead, the American anthropologist, has pointed out that, "No one will live all his life in the world into which he was born, and no one will die in the world in which he worked in his maturity." Gordon Brown, Dean of the School of Engineering of M.I.T. adds that

"... none of the developments existing in the world in which we now work appeared in today's sophisticated form merely by the action of some bright inventor building models in his backyard garage. The atomic age and space age have burst into being because of a long background of fundamental science, mathematical theory, and controlled basic experimentation."

Such statements emphasize these challenging circumstances and the complexity, specialization and rapid change yet to be expected. The problems and pressures being created are making an ever deeper and fundamental change in our way of life. I have wondered what the ramifications of

preparing for this new way of life shall be; for every one today is seemingly under ever new pressures to adjust to it.

Our youth are being bombarded more and more on all sides with commands and admonitions:

- You must succeed!
- You must prepare for college!
- You must go on to higher education!
- You must spend more time on your studies!
- You must bring home more work!
- You must be a rounded individual!
- You must take music lessons!
- You must take dancing lessons!
- You must not drop out!

THE CHALLENGE TO ART EDUCATION

Stanley H. Witmeyer

There was that law of life, so cruel and so just, which demanded that one must grow or else pay more for remaining the same.

Norman Mailer.

Today a number of circumstances are challenging our way of education for life.

AART

THE PURSUIT OF AESTHETIC EXCELLENCE

Howard Conant

In his novel, *The Bridge of San Luis Rey*, Thornton Wilder wrote, "We come from a world where we have known incredible standards of excellence, and we dimly remember beauties which we have not seized again."

The American share of responsibility for this unfortunate situation, for having let the excellence of the arts practically slip through our fingers, can be attributed in large measure to our frontier-minded, puritanically-oriented forbearers, as well as to the many well-meaning but middle-class-value-dominated parents, teachers, clergymen, designers, authors, and other persons in positions of cultural authority who have collectively enclosed us in a kind of overly-protective, anti-aesthetic shell.

Those who have been able to free themselves from these restrictive influences, and who now sense the cultural urgency of re-establishing aesthetic excellence as a fundamental characteristic of human life, will need to dedicate themselves to the accomplishment of this goal in a manner, and to an extent, previously unknown in the history of education.

Most people are not free to pursue aesthetic excellence. The overwhelmingly inartistic nature of their upbringing, education and environment; the books, magazines, and newspapers they read; the television and radio programs they see and hear, makes the acquisition of even a basic knowledge of the arts, let alone the pursuit of aesthetic excellence,

seem unlikely. Arnold Hauser has said:

"The way to a genuine appreciation of art is through education. Not the violent simplification of art, but the training of the capacity for aesthetic judgment is the means by which the constant monopolizing of art by a small minority can be prevented. . . The preconditions of a slackening of the cultural monopoly are above all economic and social. We can do no other than fight for the creation of these precautions."

The immensity of the task of establishing these conditions might well seem more than we can do. Why bother? Why don't those of us who are concerned with the arts merely accept a theory of the cultural elite, surround ourselves with the finest possible works of art, mingle only with people who will not offend our aesthetic sensibilities and attempt to get as much pleasure as possible out of the time which remains?

Are we to accept the view expressed by Aldous Huxley about 30 years ago? that,



Witmeyer

To meet the new and increasing demands, educational institutions are now preparing to utilize class rooms eight or more hours every day, five and six days per week. Universities are seriously considering every means for educating students rapidly and are planning to operate evenings and throughout the summer for the full calendar year. Educators will then need to justify all these expanded programs and also the new and expensive facilities to

be built. Such justifications are usually based upon equations involving numbers, rather than on human equations involving the individual.

We know that, just as no two people cut their trousers to the same length, it will be necessary to have a tremendous range of educational "sizes" to fit our people. We dare not expect all people to run a four-second mile. Also, we cannot herd young lives and have them remain individuals or let youth scorn a life of the mind and expect them to honor it. Education must provide and develop their interests to balance out pushing, pressure and scorn. It should embody principles and notions pertaining to "life" and create an environment of understanding in which humanities must flourish.

This brings into focus, more than ever before, the real significance and meaning given to art education by Howard Conant in this issue of *Matrix*. Art educators on all levels dislike the possible threat of suffocation to individual free-



dom of thought, action and expression. With Howard Conant we also ask: *What must art education stand for today?*

To be sure, one of the prime reasons for the existence of art educators, and one to be shared by them all, in spite of their differences, must be an ultimate responsibility for the society they serve . . . and for the humanistic elements, from which originate the rights for all human beings to remain individuals. In addition, art educators must continue striving for a kind of "excellence" in education, which

shall develop the whole being. What we refer to as "excellence" is certainly not developing or measuring individuals for their ability to become leaders in academic pursuits or the over emphasis on any single human factor. Excellence, like the size of the trousers, is again a matter of degree, referring to the degree to which an individual's potential is being realized and the level of self-fulfillment he is reaching.

As for the responsibility of the professional art school, it must seek to avoid clichés and deal with ideas, experimentation and discovery. What the individual student says and does must continue to be important. Professional art education must prepare him for the new way of life, while developing his deeper understanding, self-identification, personal integrity and purpose. An art student can reach self-fulfillment and realization only when he is prepared to make his contribution to society in a worthy and dignified manner.



Norman Kent

Time was when a young man was "called" to the ministry - a compulsion born of an inner voice that led him to dedicate himself to a profession that promised little material reward but was potentially rich in other values.

Something of a similar urge should motivate young people who want to study art. However, unless an eighteen-year old is brighter than average, he is apt to feel that he can easily pyramid a little talent into a money-making career. Unfortunately, not one in a

hundred - even among those who complete a four-year course in a good art school - make more than an average wage in the commercial art field; and fewer still, who have ambitions to become painters or sculptors, gain more than a local reputation, while at the same time finding it necessary to engage in other occupations



to support their practice of the fine arts.

If this seems like a pessimistic picture, if it dis-

suares certain young people from entering into a study for which they are unable or unwilling to devote themselves without stint, to give up those extracurricular activities that in some quarters seem to take precedence over the regular course of study, then it will have served an important purpose...

On the other hand, if the "heart" is good, the body strong, the mind curious and retentive, there are lifetime advantages in studying art. For such training, if it accomplishes nothing else, trains "the eyes to see." Nature and all it provides takes on a special aura for the artist; reading is intensified by his active imagination; enjoyment of the work of the masters is heightened; and, as an avocation, art is a delightful pursuit.

But if I had a daughter or son ready for training beyond his high school years, and even if he were attracted to art, I would send him to a liberal arts college. Then, on graduation if he still wanted to study art - and I could afford the expense, I would send him to the best art school I could find - knowing that the general background he had obtained in college would make his progress so much richer and that his decision to follow art would be based on mature judgment rather than the fancy of a teenager.



Ben Shahn

Attend a university if you possibly can. There is no content of knowledge that is not pertinent to the work you will want to do. But before you attend a university work at something for a while. Do anything. Get a job in a potato field; or work as a grease-monkey in an auto repair shop. But if you do work in a field do not fail to observe the look and the feel of earth and of all things that you handle - yes, even potatoes! Or, in the auto shop, the smell of oil and grease and burning rubber. Paint of course, but if you have to lay aside

painting for a time, go to draw. Listen well to conversations and instructed by them as all seriousness as Never look down upon anything or anyone worthy of notice. In or out of college, read form opinions! Read ocles and Euripide Dante and Proust everything that you c about art except t views. Read the Bible Hume; read Pogo. R kinds of poetry and many poets and mar ists. Go to an art sch two, or three, or ta courses at night if essary. And paint and draw and draw. all that you can, bot ircular and noncurri mathematics and p and economics, logic particularly history. K least two languages b your own, but anyway, French. Look at pic and more pictures. at every kind of visual bol, every kind of em do not spurn sign-b or furniture drawing this style of art or thra of art. Do not be thra

EDUCATION

Conant

"the psychological, social, and economic forces, now making towards vulgarization, are too strong to be resisted by a handful of school teachers (themselves, incidentally, more or less seriously infected by the disease they are supposed to cure)."

Some of us cannot accept the seeming finality of Huxley's judgment, nor can we accept the concept of a continuing cultural elite. We are urgently concerned about the aesthetic condition of modern society. We refuse to be made complacent by the vested-interests and over-optimists who would have us believe that mounting sales of art reproductions, art books and art supplies; increased admissions at art museums; and skyrocketing enrollments in adult education art classes are signs that we are at the threshold of a great cultural renaissance than we were several decades ago. However, where truly qualitative aesthetic gains can be made, a way must be found for extending these cultural

benefits to a larger segment of the population.

Aesthetic isolation is an ethically untenable position for any responsible educator, artist, or critic. We must, instead, believe that all persons can be helped to learn to express themselves creatively and that all persons can be helped to develop an understanding of works of art. We must take the position that these learning processes can be tremendously enhanced by the establishment of aesthetic excellence as a major goal in our educational programs and in a person's environmental develop-



ment; and also, believe that a group of really talented artists and highly enlightened connoisseurs may be expected to emerge, as a result.

Educators are clearly persons qualified to assume primary responsibility for widespread implementation of the aims of aesthetic excellence. They must open their eyes, their minds, and their hearts to the cultural needs of modern society; they must realize that meeting these cultural needs is primarily their responsibility and not someone else's; and they must then secure the information, the materials, and the professional support needed to take effective action.

I propose that the pursuit of aesthetic excellence is the major objective of art education. Aesthetic excellence is the realization of man's noblest aspirations through the creation or study of works of art. It wholly encompasses and far surpasses specific qualities

such as composition, content, and color. Aesthetic excellence is expression of the highest truth which man can comprehend. It is that rare quality which separates the great works of art from the just good, from the many which are mediocre and from the vast bulk of works which are inferior.

The quality of excellence in the arts is attainable and understandable; but it is far less frequently attained and understood than is commonly imagined by the millions who engage in one form or other of artistic production and study or by those who serve as their teachers. The common conception of aesthetic excellence in the arts does little more than touch the surface of this quality.

To understand the meaning of aesthetic excellence is, of course, to understand the meaning of art itself. The most, that even a gifted teacher can do, is to bring students to the threshold of aesthetic insight, from which point they must personally move-or, to use Camus' expression, leap-

into the rarified realm of the arts. We do not know how many persons would assume this much initiative or could retain a native sensitivity to the arts, but it does seem perfectly clear that broadened and improved programs of education would substantially increase the number who could learn to appreciate aesthetically excellent works of art reveal and interpret man's most intimate and vital concern: the meaning of his own existence. Works of art can, as Harold Taylor has said, help us to "find a personal identity, and a philosophy by which . . . (we) can live."

The essence of life, the human spirit, is the most important ingredient of the arts. In Antic Hay, Huxley identifies the quality which



works of art should possess, but sometimes fail to possess. He gives a telling description of a second-rate artist's work:

"... that was precisely why his paintings were so bad. . . there was no life in them. Plenty of noise there was, and gesticulation and a violent, galvanized twitching; but no life, only the theatrical show of it. There was a flaw in the conduit, somewhere between the man and his work life leaked out."

This feeling of something lacking applies to much of the current aesthetic or



appreciative state of the arts. Through education, we can be helped to overcome this inartistry in our personal lives and we can learn to be overtly critical of, rather than negatively affected by, the inartistry in our public environment.

Through education, we can be helped to understand the evocative power, the overwhelming splendor, and the invigorating strength of the arts; we can be helped to share in art's pure delight, its inspiring beauty, its revelations of truth. Through education, we can learn to sense art's melodic lyricism, its pulsating rhythm; we can come to understand art's subtle expression, its sensual charm, its penetrating insight. We can be helped to understand the life-giving quality of art's supreme excellence, which Clement Greenberg has eloquently described as "that final exhilaration which is the most precious thing in art's gift."

Of the immeasurably vast number of objects being spewed forth by the personnel of advertising agencies and industrial design firms, most of whom ardently believe that built-in obsolescence and over consumption are part of the "American way," only a few reach, what might generously be termed, a level of aesthetic acceptability. These few are likely to be

public service or experimental pieces, which were not subjected to the rigid censorship of an art director, advertising manager, or client.

Even the professional art schools, as Sybil Moholy-Nagy has revealed, are frequent parties to the emasculation of genuine artistic talent. Particularly because of their increasingly close relationship with what is known as "the industry," whose representatives spoil the undergraduates' integrity and cap their talents by telling them the "facts of life" about commercial design for the public.

Literally, millions of artistically poor or inappropriate objects, many of which are colossal in scale,



no matter how many produce aesthetically inferior objects, no how low the level of understanding, no how poor the artist's economic condition, no how much the arts neglected or abused education, and no how loudly or how legitimate art forms debunked by ill-informed art critics, government leaders, or mass communication personnel. The prize-winning poet, Salvatore Quasimodo said: " . . . culture is indestructible. . . Even when (it) is form by only a few men become cultural islands will be reborn from islands again and a

Art and artists have survived worse times than these, although the odds against them, in of the sheer bulk of artistry, are certainly paralleled. The real important problem, though not the survival of the or the artists who produce them, but rather the aesthetic survival of the lions of human being make up our total so-

Shahn

like paintings honestly or to dislike them honestly, but if you do dislike them retain an open mind. Do not dismiss any school of art, not the Pre-Raphaelites nor the Hudson River School nor the German Genre painters. Talk and talk and sit at cafes, and listen to everything, to Brahms, to Brubeck, to the Italian hour on the radio. Listen to preachers in small town churches and in big city churches. Listen to politicians in New England town meetings and to rabble-rousers in Alabama. Even draw them. And remember that you are trying to learn to think what you want to think, that you are trying to co-ordinate mind and hand and eye. Go to all sorts of museums and galleries and to the studios of artists. Go to Paris and Madrid and Rome and Ravenna and Padua. Stand alone in Sainte Chapelle, in the Sistine Chapel, in the Church of the Carmine in Florence.



... do not fail to observe the look and the feel of earth and of all things that you handle...

Draw and draw and paint and learn to work in many media; try lithography and aquatint and silkscreen. Know all that you can about art, and by all means have opinions. Never be afraid to become embroiled in art or

life or politics; never be afraid to learn to draw or paint better than you already do; and never be afraid to undertake any kind of art at all, however exalted or however common, but do it with distinction.

Anyone may observe that such an art education has no beginning and no end and that almost any other comparable set of experiences might be substituted for those mentioned, without loss. Such an education has, however, a certain structure which is dictated by the special needs of art.

I have been curious and have inquired from time to time about the objectives toward which the liberal education is pointed. I have been answered in different ways--one that it hopes to produce the cultured citizen, or some hold that it simply wants its graduates to be informed--knowledgeable. And I think that the present ideal is to produce the integrated person. I myself can see no great divergence between these objectives and the ones necessary to art.

Stanley Witmeyer

Professor and Director, School of Art and Design, Rochester Institute of Technology. A painter and graphic designer, he developed and teaches a unique course, "Creative Sources," which is an exciting experience for all College of Fine and Applied Arts freshmen. His work is included in many art collections and he has been active in the New York State Art Teachers Association, Eastern Art Association, National Committee on Art Education, National Art Education Association, President of the Rochester Art Club and Torch International and Director of the Rochester Arts Council.

Norman Kent

Painter, engraver, writer, designer, alumnus of the School of Art and Design of the Rochester Institute of Technology, and Editor of the *American Artist*, a leading national magazine. Well-known for his books, water colors and prints, his work is in more than forty public collections.

Ben Shahn

Illustrator, painter, serigrapher and a Charles Elliot Norton Professor of Poetry, Harvard University. Recipient of the Art Directors medal, the Pennell medal of the Pennsylvania Academy of Fine Arts and the medal of the American Institute of Graphic Arts. He has illustrated books, contributed to leading national magazines, exhibited widely and is represented in the major museums and collections of the world.

In grateful acknowledgment, Ben Shahn's text and illustrations are from his book, *The Shape of Content*, in the Vintage edition. Vintage Books is a division of Random House.

TODAY

Conant

A life in which aesthetic values are not sought after is a life without its full meaning, a life in which the human spirit is not adequately nourished -- a life which may cause future generations to appear to be organic robots instead of sensitive human beings. Without the superb qualities of the arts to serve as a source of inspiration and a touchstone for emulation, it is possible to go through life, as Herbert Read has cautioned, "*unaware of its most appealing aspects.*" Without the arts, life would be shallow, lacking in profundity, and could not be

beautiful. Life without art is actively unappealing, it is humdrum in the most reverberatingly routine way imaginable, it is unenlightened and not exhilarating. Life without art is not fully civilized; and, most important of all, life without art lacks the full, fresh consciousness of which human beings are supremely capable. The aesthetic excellence characterizing great works of art provides man with a most desirable goal toward which to strive.

We can, of course, only speculate about the nature of a society in which art will reach all people, since never in history has more than a small percentage of a population really enjoyed its many benefits. But, to the extent that splendid examples of the arts did affect a great many people during the Classic, Gothic, and Renaissance periods, we have evidence of their phenomenally great human worth.

With our vastly improved economic status, the increasing generosity of enlightened private citizens,

improvements in certain elements of the mass communication media, the many outstanding art museums, government-supported art programs and the strengthening of educational programs, we have as never before many of the conditions necessary for a widespread and effective infusion of the arts into human life.

Also, if it is true, as some of us strongly believe, that the best of modern artists have attained a level of aesthetic quality which is comparable to the finest historic periods, we have an unparalleled opportunity in our time to grasp again the beauties, which Thornton Wilder feels we may have lost. We may have our chance to re-establish the "*incredible standard of excellence*" in human life.

Howard Conant

Professor and Chairman of the Department of Art Education, and Chairman of the Art Collection Committee of New York University. A recent chairman of the National Committee on Art Education and still a Council member of that Committee and of the National Art Education Association. In 1964 he was a U. S. State Department Lecturer in India on Modern American Art. He has exhibited in Washington, D. C., New York City, Buffalo, San Francisco and throughout the United States. Mr. Conant has contributed a significant chapter, "Art as the Communication of Human Values," to the 1963 *Yearbook of the National Art Association*.

Introducing an occasional publication concerned with the image of contemporary problems

Editor: Maurice Kessman, Director, Office of Educational Research
Art Director: Hans J. Barchel, Professor, Graphic Design, School of Art and Design
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Cagers Drop Two; Fredonia Next

The Tiger varsity cagers were unable to add to the winning side of their record in two games on the road last week. On Tuesday the Ithaca College Bombers were victorious by a margin of 86-58 and on Saturday the Buffalo State Orangemen took the measure of the Tigers by a score of 91-68.

In Tuesday's contest at Ithaca, it looked to be anybody's game as the Tigers stayed close on the heels of the Bombers and trailed by only eight points at the half. Somebody left the scoring shots in the locker room for the second half as the Tigers were only able to net five points in the first 10 minutes of action. Meanwhile the Ithaca College cagers were making 41 per cent of their shots from the floor and wrapped the game up early. RIT shot only 31 per cent for the evening and were out-rebounded 51-41.

John Serth led the scoring for the Tigers with 20 points. Bob Finkler threw in 11 and Captain

Keith Thompson had 10 points.

Saturday night in Buffalo the Tigers once again were hit by a second half jinx. Trailing by only eight at the half, the combination of accurate Buffalo shooting and poor shooting by RIT allowed the Orangemen to walk out of sight with the victory.

The winners sank an excellent 44 per cent of their field goal attempts. The win was Buffalo's 10th in 11 starts this season. The Tigers record dropped to 2-7 with the defeat. High scorer for the RIT squad was Keith Thompson with 20. He was followed by Serth with 19 and Ron Sinack with 18.

In the preliminary games, Bruce Proper's frosh, who had set a new single game scoring record in the Ritter-Clark Gym the week before, were unable to come up with enough markers to defeat either the Ithaca College frosh or the Buffalo State frosh.

The Tigers travel to Fredonia State tomorrow night. Their next home appearance will be against St. John Fisher College Feb. 12.

Athlete of the Week



John Serth

John Serth is a 6'-1" forward on this year's basketball squad and is one of the main reasons the Tiger team is so much stronger this year. Last year as a frosh, Serth averaged over 19 points a game and was voted the Most Valuable Player. He won the award not only for his high scoring, but also for his rebounding ability.

This year, Serth is once again near the top in scoring and rebounding. He is rated as the best potential scorer since Bill Lamoreux set the school record two seasons ago. A product of Rochester's Franklin High, Serth is also a fine baseball player and is expected to tie down a starting berth this spring.

Tiger Tracks

Al Conklin

Last Fall I wrote an article about the necessity of a men's physical education program. Today that program is in its beginning stages and interest is steadily increasing. Coaches Bruce Proper and Earl Fuller have developed a program which will help anyone become physically fit.

The first day of classes, the 80-some participants were given physical fitness tests which included a shuttle run, pull-ups, sit-ups, and standing broad jump. Individual scores, as well as the group average score, were compared to results from several major universities across the nation. The results at RIT were, as might be expected, well below the national average. These tests made every man in the class aware of the need for physical exercise regularly.

Now it is the purpose of Proper and Fuller to spend the next few weeks conditioning these men and then give the same tests over again. The odds say there will be a marked improvement in the results.

Each class begins with a few laps around the gym followed by about 15 minutes of muscle-building exercises. The rest of the class is spent developing skills which are useful in different sports. The classes this quarter will cover basketball, volleyball, wrestling, stunts and tumbling, and ice skating.

A cross-section of the men in the program might be very surprising to some of you. In a typical class you find almost any size and shape of human torso imaginable. They come from every department in the school and many are leaders of major groups on campus. Together they all have one common goal — self-improvement. They all realize the need to be physically fit and all are out to do something about it.

The only thing that is getting fatter in these classes is the number of men in the doorway watching the classes. They stand there and you can almost see them wishing that they still had the energy to go out and exercise like that. As a matter of fact, you who stand in the doorway and watch still do have the energy. Believe it or not you aren't over the hill yet at the tender age of 19 or 20. You've merely forgotten how to use that energy to your own benefit. Unfortunately it's a little late in the quarter to join the classes now, but the classes will be offered in the Spring Quarter. So talk to your friends who are in the program now and see if they aren't benefitting from the experience. We'll prove they are when the results from the tests at the end of the quarter are compared with those of the first day. Think it over seriously, then sign up for "Self-Improvement 101," Men's Physical Education Classes.

Along the Sidelines

Alpha Phi Omega has answered the last "Question of the Month." It seems Building and Grounds is building a yoke for the heavy bell and will mount it on a permanent concrete stand in front of the gym as soon as the grass turns green again.

Now the next "Question of the Month." When is the school to re-install mats on the walls at the ends of the gym? Just last Saturday a student fought a losing battle with the concrete blocks and was fortunate to escape with a few cuts and a badly bruised leg. The gym is being used more this quarter than I have seen it used in three years. That means the chances of someone being seriously injured are increasing. The hooks are there. All we need now are the mats. This subject was brought up last year and nothing has been done about it. Do we have to wait until someone is seriously injured before they get put up? How about a little preventive maintenance? They could even be used at the New Campus!!

Letters Continued

(Continued from page 3)

try to equate these people to their written principles.

Why are such groups allowed to exist? What is their secret of success? Students support fraternities because they meet their particular needs. An education can be for some a very painful experience, but the fraternity provides the anaesthetic that dulls the pain. In effect the brothers say "lets all stick together boys, and nothing much will happen to any of us; the frat that cheats together keeps together."

For those who aspire to stroll the great paths of fraternal brotherhood, let me calm your anxieties, your path is the easy one. The fraternities need you and your money desperately. Paradoxically, for those who choose to maintain their self-respect and remain individuals, the road is more difficult, but hopefully more rewarding.

Michael A. Burke (Photo 4)

* * *

Dear Editor:

We, representing Delta Sigma Pi, the professional business fraternity, believe there is a gross misconception concerning the definition of "fraternity" on this campus.

This misconception was reflected in the centerspread of the Reporter this past week. It was stated "On this page are the fraternity pins of each of the six fraternities on the RIT campus." We are confident that Delta Sigma Pi has as good or a better bond of fraternalism than any other fraternity at RIT — including the six referred to in the Reporter.

Although we have a very active social program, the purpose of our fraternity does not parallel that of the social fraternities. We have a more academic aim — an aim which should be more widely recognized and respected in an institution of higher learning.

Therefore, the time has come for RIT to recognize the fact that there are fraternities at RIT

other than those conveniently sanctioned by IFC.

Gerald E. Hills, President

Patrick J. Russell, Secretary

Dear Editor:

I would like to express my congratulations to all the Senators who had enough faith in the findings of the President Johnson committee, and voted against the proposal for putting the cigarette machines back on our campus.

I am not against smoking cigarettes. This is a private affair and each individual should make this decision for himself. But I am against the Institute encouraging smoking.

It seems to me that the energy that the "put the cigarette machines back on campus" committee is using should be directed to some more important area in our college life and education. Four years in college is too short a time to be wasted on meaningless ideas.

I am still wondering if the Student Senate committee is trying to prove something contradictory to the finding of the President's committee. If yes, we better put few more M.D.'s and Ph.D.'s on that committee.

Stanley S. Drate (Pr 4)

Girl Fencers Split With N. J. Teams

The RIT five-girl fencing team lost a dual meet to Paterson State Teachers of New Jersey last Saturday, but a four-girl team took the measure of a squad from Jersey City State by a score of 11-5.

The women who participated for the Tigers and their record for the day are: Birgit Peters (6-3), Lynda Wandtke (6-3), Virginia Whalen (5-4), Pat Ranalletta (3-6), and Jeanne Kentner (0-5).

The next match for the ladies will be against Hunter College, Brooklyn College, and C.W. Post College on Feb. 20. The IWFA Championships will be held in the Ritter-Clark Gym on April 9 and 10. Jeanne Kentner of RIT is president of the IWFA.

Wrestlers Win and Lose Against Strong Teams

The RIT wrestlers have suffered a setback so far this month losing to Waynesburg, Oswego State, and Bloomsburg State. The lone Tiger victory this quarter was against Alfred University.

Against Alfred, Doug Drake, 130-lb.; Bill Thompson, 137-lb., Dick Dotson, 167-lb., John VanderVeen, 177-lb., and Bob Michniewicz, heavyweight, scored victories.

Bill Thompson amassed the only points against a superior Waynesburg team. Waynesburg defeated the Tigers by a score of 28 to 2.

Facing a strong Oswego State team on the opponent's mats, Bill

Thompson and Bob Michniewicz scored pins for the only RIT wins.

Last Saturday, RIT was shut out 28-0 by a tough Bloomsburg State team.

Match scores were as follows: 123-lb., Stevens (B) pinned Scarlata (RIT) 2:21; 130-lb., Robb (B) pinned Drake (RIT) 1:50; 137-lb., Rolley (B) dec. Thompson (RIT) 6-0; 147-lb., Taylor (B) dec. Serafine (RIT) 8-1; 157-lb., Forte (B) dec. Mulvanna (RIT) 8-0; 167-lb., Paule (B) dec. Dotson (RIT) 8-1; 177-lb., Vargo (B) dec. VanderVeen (RIT) 7-3, and at hwt. Vaird (B) dec. Michniewicz.

PHI SIGMA KAPPA PRESENTS

WINTER WEEKEND

**ANNOUNCING
1965
MOONLIGHT
GIRL
CANDIDATES**



Candace Ludwig



Susan Banks



Shirley Funk



Mary-Dianne Older



SNOW BLAST & CHUG CONTEST

Ritter Clark Gymnasium
January 29, 8:00-12:00

SNOWBALL

Greeks Only

Oak Hill Country Club
January 30, 9:00-1:00