

Olin Hall
Room M
Sept. 23, 1964

The meeting was called to order by the President at 4:30 p.m. with 253 members present. The minutes for May 27, 1964 were approved.

The President announced the death of Clara Louise Garrett, Professor Emeritus of Floriculture, on August 13, 1964, and the Faculty rose for a moment of silent tribute in her memory.

Under "communications," the President summarized a number of developments during the past year. It had been "quite a year," he said, and a "rewarding one." He hoped that the Faculty was prepared to be patient with a new President, and thanked the Faculty for its understanding. As for the Centennial campaign, it had passed the \$47 million mark the previous week; he then reviewed briefly the forthcoming major events of this Centennial year. Among administrative appointments, he noted that of Mr. Robert A. Kidera as Assistant to the President for Fund Raising and Development and that of Dr. John Summerskill, ~~now~~ Professor of Administration in the Graduate School of Business and Public Administration, as Special Assistant to the President on Student Affairs pending the selection of a new Vice President for Student Affairs. There was, he said, a committee chaired by Vice Provost Mackesey actively engaged in advising him concerning a successor for the latter post. The President stated that Dr. Robert S. Morison of the Rockefeller Foundation, chairman of the

original Morison Committee reporting on "Biology at Cornell" a year ago had accepted a position as the new Director of the Division of Biology to take office October 1, 1964. There had recently been provided, he continued, support for two new professorships in the field; moreover, a draft of the organization plan for the new Division was approaching the completion stage and would soon be made public. Long range planning was, he said, a continuing pre-occupation, about which Vice Provost Mackesey would report later during this meeting. There were at least five major academic studies under way. These, said the President, related to the academic and other programs of the Graduate School and of the Colleges of Agriculture and Home Economics, to the development of "the arts" at Cornell, and to undergraduate instruction. A first draft of the reports on the latter subject was expected this fall. The next academic year -- 1965-66 -- had been designated, he said, as the Latin-American Year, with Mr. William MacLeish appointed to direct the program involved. The President noted with pleasure the appointment of Dr. Samuel Gould as President of the State University of New York on September 1, 1964. A special Committee on Disadvantaged Students, under the chairmanship of Professor John Summerskill, had given considerable attention to the problems involved, with the result, the President reported, of some increase in admission from this category as well as development of a cooperative

relationship with the Hampton Institute. Finally, the President noted the development of an interim solution to the "Bookstore problem" which involved holding the sales in Barnes to books and related supplies, with relocation of the other departments of the store in the Sheldon Court complex.

The President called on George H. Healey, Professor of English and Chairman of the Centennial Celebration Committee for a report. Professor Healey stated that a mimeographed report on the October Convocation would be distributed shortly. The main events of the year were then reviewed. He expressed deep appreciation of the efforts of the Sub-Committee, chaired by Alice H. Cooke, Professor of Industrial and Labor Relations, responsible for the planning of the Convocation on October 9.

The President called on Vice Provost Thomas W. Mackesey for a report on long range planning. The Vice Provost wished, he said, first to settle some rumors: (1) there was no plan to tear down the White Art Museum next spring or (2) to raze Sage Chapel or (3) to erect parking garages in the middle of the Arts quadrangle or in the gorges! He and his staff had, however, endeavored to establish a "framework for a development plan" in light of the building program in immediate and future prospect. The purpose of this plan, he said, was to stimulate discussion of the

crucial problem of the general physical development of the campus. He noted the imminent erection of a dozen or so new buildings or major additions to present structures. Establishment of any such development plan, he said, involved a number of assumptions and standards, among which were at present the following: (1) the desirability that the campus remain a walking campus as long as possible, (2) the desirability of confining academic buildings between the gorges, (3) the necessity to build more intensively in some campus areas if certain key open space areas -- such as the major quadrangles and the upper alumni fields -- were to be maintained, (4) the necessity to plan complexes of buildings rather than individual buildings, each with its own vista, planting, etc., (5) the inevitability of more highrise buildings, (6) the need to design the space between buildings with more care, and (7) the probability of an increase in graduate -- hence, married -- students with needs for informal recreational spaces as well as additional housing. He expected to work closely with the Faculty Committee on Long Range Planning, with "nothing in camera," toward a cooperative venture involving inputs from all segments of the University community.

The President called on Dean Murphy for a report. The Dean presented the following:

1. I wish to report that nearly all of the standing committees of the Faculty are now at full strength. I plan to include in the next general mailing to the Faculty the membership of these committees. It may be of some interest that there are 9 elected committees including the Faculty Council, and 15 appointed committees. In addition, there are 4 standing committees of the Faculty Council; namely the Committees on Academic Affairs, Long Range Planning, Membership of the Faculty and Research Policy and Personnel.

2. The Vice Provost and former Dean of the Faculty, Thomas W. Mackesey, has the manuscript nearly completed for a Faculty Handbook. It is planned that the manuscript will be submitted soon to the newly appointed Director of University Publications, Mr. Kelvin Arden, and that it will be published and distributed later this semester.

3. Dean Mackesey is continuing as chairman of the Special Committee on the Revision of the University Calendar. The Faculty will recall that Dean Mackesey presented a progress report to the Faculty at the meeting of November 13, 1963. The committee has continued to get reactions from groups in the University and is preparing a document presenting the various calendars that might be appropriate and to present the case for and against each of them. It is expected that the proposal for a new calendar will be presented at a meeting for discussion and at a later meeting for action.

4. The Faculty Council has held two meetings this fall; one with the Council's Committee on Long Range Planning in order to hear a progress report on the process of Long Range Planning by the Vice Provost, Thomas W. Mackesey, and the other to review the proposed resolution on the establishment of the University Commission on Human Rights. I would report for the information of the Faculty that the Council held a special meeting on June 12, 1964, at the request of a student to hear an appeal from a decision of the Faculty Committee on Student Conduct. After a review of the case by the Dean, the Council voted to hear the appeal. After hearing the appeal the Council sustained the decision of the Faculty Committee on Student Conduct, but voted to reduce the penalty. I believe this is only the second appeal case that the Council has heard since its establishment.

~~X~~ 5. In its report at the Faculty meeting on May 27, 1964, the Faculty Committee on Student Affairs mentioned that it had made three recommendations to the Dean of the Faculty. One of these concerned the establishment of a permanent Faculty-Student-Administration Forum for the purpose of studying any matter appropriate to further excellence in education at Cornell and to make recommendations to the appropriate University body. The Forum shall have no legislative power. This has been discussed with the Faculty Council and it is my intention to establish this Forum as soon as possible. The other two recommendations are being referred to the Faculty Council for their reaction.

6. I am reporting briefly for the Controller, Mr. Arthur Peterson, on recent changes in the Insurance Program for employees, including the Faculty. The coverage

under the Group Life Insurance Plan is being increased on October 1, 1964. A brief summary of the changes follow and I hope they are correct.

The maximum coverage will now be double the individual salary; the maximum coverage has been \$26,000.

Those who have elected the "bulge" program - i.e., 50% additional coverage - remain eligible for this program at the higher levels.

The total and permanent disability benefits have been increased to the face value of the basic policy but not to exceed \$50,000.

The additional insurance is at the standard rate of \$7.20 per \$1,000 per year.

No option, this is automatic coverage.

Another matter is that the University has developed the group accident insurance policy to cover all employees at all times for an amount equal to three times the basic salary. For this, there is no employee contribution to premiums; it is fully paid by the employer.

I wish to report that the chairman of the Faculty Committee on the Economic Status of the Faculty, George H. Hildebrand, Professor of Economics and Industrial and Labor Relations, worked with the administrative staff in developing these programs.

I am not prepared to answer questions on this program, but a booklet describing it will be distributed by October 1, 1964.

7.6. I have a communication from Mr. Robert A. Kidera, Assistant to the President for Development and University Relations announcing the program for the Faculty Solicitation for the Centennial Campaign. I am reporting appropriate parts to you:

"Trustee Jansen Noyes, Jr., General Chairman of the Centennial Campaign, has appointed a committee of faculty and staff members who will be responsible for conducting the Centennial Campaign among faculty and staff members. The local solicitation will coincide with the general alumni solicitation which will be launched on October 9.

Chairman of the Faculty-Staff Committee is Professor John W. MacDonald. Vice-Chairmen are Professor Harry Caplan, Professor A. Wright Gibson, and Mr. Diedrich K. Willers. Committee members are: Prof. W. Tucker Dean, Prof. William H. Erickson, Dr. Myron G. Fincher, Prof. Orval C. French, Mr. John W. Humphreys, Mr. Robert J. Kane, Asst. Dean John F. McManus, Prof. Maurice F. Neufeld, Miss Isabel J. Peard, Miss Catherine J. Personius, Prof. Robert A. Plane, Prof. Robert A. Polson, Prof. Clinton F. Rossiter, III, Prof. William R. Sears, Mr. Milton R. Shaw, Prof. Paul P. Van Riper, Prof. Jeremiah J. Wanderstock, and Prof. Frederick M. Wells.

This committee has been meeting and now plans to conduct a solicitation of all faculty and staff, beginning October 12. The full details of the Campaign, of course,

will be disclosed later. Other faculty members who may have ideas or who wish to assist are welcome to volunteer to Prof. John MacDonald."

In conclusion, the Dean stated that, while the agenda for the present Faculty meeting anticipated presenting to the Faculty a proposal for a University Commission on Human Rights, the proposal had recently been considered by the Faculty Council in detail, with the resulting motion: "That the Faculty Council warmly endorse the proposed document in principle and general intent, and that it be referred back to the University Faculty Committee on Student Affairs for clarification and provision of an appeal mechanism before submission for final formal action." The Council was in favor of action in the direction proposed, he said, and the expected report to the University Faculty should be forthcoming soon.

Under "new business," the President called on George H. Healey, Professor of English and Chairman of the Centennial Celebration Committee for presentation of a resolution. On behalf of the Sub-Committee responsible for planning the Convocation on October 9, 1964, he presented the following resolution for action by the Faculty:

RESOLVED, that the University Faculty approve the suspension of the normal schedule of classes from eight o'clock on the morning of October 9, 1964, until one o'clock that same day in order that students and faculty may attend the University Convocation, the open-

ing ceremony for the Centennial Celebration year, and that the Committee on Registration and Schedules be instructed to schedule evening hours which members of the Faculty may use for classes and laboratories which are normally scheduled for these hours.

The motion was seconded and approved.

In conclusion, the President stated that he felt his report would not be complete without an emphasis on certain underlying developments of major importance to higher education. Overriding, he felt, was the high priority now being attached to education throughout the world. As long run consequences of this priority he saw as increasingly crucial (1) the problem of supporting -- financially and otherwise -- the demand for formal education in a mixed economy such as ours, (2) the problem of the expansion of research as demands increasingly come from both industry and government, and (3) the problem of demands for educational services at all levels and of all types. In addition, there were two further problems currently pressing for consideration. These related, first, to a general interest in the structure and organization of higher education. More specifically and with respect to Cornell, this raised questions of the relationship of Cornell to the American academic community and especially involved the problem of maintaining the autonomy of the University without, at the same time, the University being factored out of the many developments which would inevitably require cooperation or integration on an

inter-University basis. Finally, he saw the present debate over the fundamental purposes and direction of higher education as part of the general public debate over consensus as to the meaning and direction of American society as a whole, with the direction taken by the latter of enormous significance for the former. Should there be a division of consensus on fundamental societal goals, as a result of the present dialog, we would, he concluded, be foolish not to anticipate problems, perhaps severe problems, as a result.

The meeting was then adjourned at 5:35 p.m.

Paul P. Van Riper
Secretary

Executive Board Legislation for the Establishment of a University
Commission on Human Rights, Passed May 13, 1964; and approved
by the University Faculty Committee on Student Affairs
May 18, 1964

Be it resolved:

That the Executive Board supports the principle of equal opportunities for all and opposes all forms of discrimination on the basis of race, religion, or national origin.

That the Executive Board directs all undergraduate student organizations to remove any categorical discrimination from their areas of jurisdiction.

That a University Commission on Human Rights be established, having the following ten voting members: four students appointed by the Executive Board for one-year terms with due regard for significant segments; one member of the Executive Board appointed by the President of the Board for a one-year term; three faculty members appointed by the Faculty Committee on Students Affairs at least one of whom is a member of FCSA; and two members from the administration appointed by the Vice-President for Student Affairs. The Commission is charged with the following responsibilities:

I. Educative

- A. To encourage groups and individuals in all areas of the Cornell University community to expand their efforts toward the attainment of equal human rights and freedoms.
- B. To offer such advice and assistance as may be necessary to further these efforts within the community.
- C. To further open public discussion and informed thought by establishing programs of educative value.

II. Investigative

- A. To encourage organizations with responsibility in any given area to investigate discriminatory practices in their respective areas, and to cooperate in eliminating them.
- B. To determine whether a given organization is engaging in discriminatory practices. Investigations will be carried on in close cooperation with, although not necessarily under the direction of organized university groups.

(See other side)

- C. To investigate any area of the University community where discrimination on the basis of race, religion, or national origin may exist and to recommend appropriate action or sanction where necessary.
- D. To make available to the public the findings of the commission.

It is recommended that the commission meet at least once every two weeks.

The Commission on Human Rights will report annually to the Executive Board of Student Government and the Faculty Committee on Student Affairs.

3106
Olin Hall
Room M
October 28, 1964

The meeting was called to order by the President at 4:30 p.m. with 67 members present. The minutes of September 23, 1964 were approved.

The President announced the death of James Maffett Neill, Emeritus Professor of Microbiology and Immunology in the Medical College, on September 16, 1964, and the Faculty rose for a moment of silent tribute.

Under "communications," the President stated there would be a report from the Dean of the Faculty, Royse P. Murphy. Dean Murphy reported as follows:

The proposal from the Executive Board of Student Government for the establishment of a "University Commission on Human Rights" is still before the Faculty Committee on Student Affairs and the Faculty Council. The Faculty will recall that a copy of the original proposal was distributed with the call for the Special Meeting of the Faculty on September 23. The aspects of the proposal which call for discussion and debate concern the appropriate procedures to be followed when considering alleged discrimination on the basis of race, religion, or national origin, in areas of the University community in addition to undergraduate student organizations, and the possible legal implications of various kinds of action. It is my hope, and I think that of the Faculty Council and the Faculty Committee on Student Affairs, that real progress is being made in developing a final proposal and that we may bring it to you for discussion and reaction soon.

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I have one comment in reference to membership on the committees of the University Faculty as they were distributed to you with the call for this special meeting. For the Board of Physical Education and Athletics, the Trustee member is Mr. Paul A. Schoellkopf, Jr., rather than Mr. J. Frederick Schoellkopf.

In addition to these committees several ad hoc committees are in existence and functioning. Mention is made here of the Faculty Council's committee on Committees which has been reconstituted under the chairmanship of the Professor of Agricultural Economics, Kenneth L. Robinson, and a new committee which is to consider the legislation of the Faculty in regard to the appointment of University Professors, under the chairmanship of the Professor of Law, W. David Curtiss.

The President called on John M. Anderson, Professor of Zoology and chairman of the University Committee on Financial Aids, for a report. The following was received with applause:

The operation of the various programs of financial aid at Cornell is in the hands of the Office of Scholarships and Financial Aid. The University Committee on Financial Aid functions at the level of policy-making, with only very general oversight of the conduct of affairs in the Financial Aids Office.

This Office administers many scholarships which are not its own to award and are not the direct concern of the University Committee. Various colleges with separate scholarship programs are represented on the Committee, however, and through this as

well as through common administration by the Financial Aids Office policies are kept as uniform as possible.

The Financial Aids Office awards and administers endowed scholarships and funds appropriated for undergraduate scholarships.

In 1963-64, the total of these awards was \$390,066.

These awards are made on the basis of need and merit; they are for one year only, renewable, but with amounts shifting as the bases of the award may change. The Office also administers loan programs and term-time, on-campus employment, and it attempts to use these as extenders for the always-limited scholarship funds. Awards from the undergraduate scholarship funds are made as "Financial Aid Packages", combining scholarship grants with self-help, i.e. loan and/or job.

EXAMPLE: total expense of a year at Cornell (endowed college) is figured at \$3350. From the Parents Confidential Statement (required of all applicants) and from information on the student's own resources from summer earnings etc., the family's proper contribution to the student's expenses is calculated and subtracted from the \$3350 total. The difference is the NEED figure.

If we say the student is a Junior, taking a good stiff course, with reasonable activities, and had an 82 average last year, and his NEED is calculated at \$1500: As the program operates now, he would probably be offered a scholarship of \$800 and a loan or term-time job worth \$700. Next year, if his need is the same, but if his GRADES GO UP significantly, the proportion of the scholarship award in the total package would be increased - and so on.

It operates, then, as a kind of incentive program - with free scholarship money rewarding good performance. Last year the academic average for all holders of undergraduate scholarships was 82.7.

While the Financial Aids Office uses loan funds to eke out scholarship funds and so may be said to encourage borrowing, we all feel some concern over the abundance of loan money available and the amount of money students are borrowing. During 1963-64, Cornell undergraduate (and graduate) students borrowed about \$1.3 million - a little over half of this from the New York Higher Education Assistance Corporation. We insist that loans be authorized only on a NEED basis; applications are not simply rubber-stamped and sent on to your friendly banker for processing, no matter what you may have gathered from radio commercials, etc. The trend over the past 10 years is interesting:

	\$ millions		
	<u>1953</u>	<u>1963</u>	<u>Increase</u>
Term-time jobs	.55	.88	1.6X
Loans	.12	.96	8.0x
Scholarships (all sources)	<u>.93</u>	<u>4.31</u>	4.6X
	\$1.60	\$6.15	

From the \$6.15 millions, about 60% of our undergraduate students received aid.

The Financial Aid Office is doing what it can to encourage students to accept jobs to diminish the debt loan they are incurring, but frequently their time is worth more to them than what the available jobs pay, and that "easy" loan money is attractive at the moment. But last year, for the first time in several years, student earnings from on-campus employment showed an increase - to almost \$900,000, an increase of about \$100,000 over the previous year's figure.

One additional point of comparison:

In 1953, when tuition and fees totaled about \$850, the average scholarship award amounted to about 14% of the total and left only \$765 as the family's contribution.

In 1963, with tuition at \$1750, the average scholarship makes up about 31% of the total; the family now has to come up with \$1180. This is less than the 100% increase shown by the tuition-and-fees figure, but it is still a large sum and helps to account for the popularity of the loan funds.

It is apparent that continued increases in appropriated and endowed undergraduate scholarship funds are necessary and desirable as the costs of going to college increase, to keep good students here without running them too deeply into debt. Meanwhile, the loan programs are making it possible for us to extend the relatively limited funds - which for 1963-64 amounted to something like \$85,000.

For details of the operation of various programs, Director Jon T. Anderson of the Office of Scholarships and Financial Aid should be consulted. The Committee feels that this Office is

being operated very well indeed, and that the Staff is doing an excellent job under trying circumstances in an exceedingly important area.

As a postscript to the report, the President stated that he wished the Faculty to understand that he was very discontented with the money now available for student support. The crucial area was that of scholarships, in which the situation of Cornell, compared to other Ivy League institutions, was not good. The problem of increasing the financial aid funds was, he said, very much on his mind.

The President asked for questions, and Olaf F. Larson, Professor of Sociology, inquired as to the relationship of Cornell to the funds possibly available under Title I-C of the Economic Opportunity Act. The Vice President for Academic Affairs, William R. Keast, replied that this was receiving full consideration by the Office of Scholarships and Financial Aid. However, neither the allocation of funds to New York State nor any state mechanism for sub-allocation had as yet, he said, been provided for. It was also likely, he noted, that the eligibility of students at Cornell would be severely restricted by the maximum family income requirement.

Under "new business" the President called on the Dean. The Dean stated that, as a result of suggestions from several members of the Faculty and on behalf of the Faculty Council, he wished to present the following resolution:

“ Be It Resolved That:

The Faculty of Cornell University expresses to SIR ERIC ASHBY its gratitude and esteem for his memorable participation in the Centennial Convocation, and for belying his prediction that he would say nothing new, by the imagination

and verve with which he represented the responsibilities and opportunities that will confront a university during Cornell's second century. ✓

The Dean moved adoption of the resolution. It was seconded and passed unanimously.

The Dean then moved the following additional resolution:

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Be It Resolved That:

The Faculty of Cornell University expresses to THE HONORABLE ADLAI STEVENSON its gratitude and esteem for gracing the Centennial Convocation with his presence, eloquence, and wit, and for the address which movingly demonstrated that in the present world a university is not an island entire of itself, but deeply involved in the common concerns of mankind. ✓

This was seconded and also unanimously passed, whereupon the Dean recognized and expressed appreciation to the Frederic J. Whiton Professor of English, Meyer H. Abrams, for assuming the major responsibility for drafting these resolutions. He also reported that the Associate Professor of Art, H. Peter Kahn, had graciously agreed to letter these resolutions in an appropriate manner, after which they will be presented at the earliest possible moment.

The Dean further reported that he had received many comments from members of the Faculty and the University community to the effect that the Convocation Program on October 9 was a most notable and distinguished one, and that this day which opened the Centennial Year could not have been so successful without the dedicated and distinguished service of those primarily responsible for it. No effort, he said, was being made to memorialize their individual contributions in a formal way at this time; however, he requested that a general note to this effect be made by the Secretary in these minutes. In addition, he was assuming it was the sense of the Faculty that he so report to those involved. It was indeed the sense of the Faculty.

The President noted that Sir Eric Ashby had called him on the evening of Saturday, October 10, just prior to his plane time in New York to congratulate the University upon its success in the Penn football game. This, he said, seemed a suitable note on which to conclude the celebration.

There being no further business, the meeting was adjourned at 5:00 p.m.

A handwritten signature in cursive script that reads "Paul P. Van Riper". The signature is written in black ink and is positioned above the typed name and title.

Paul P. Van Riper
Secretary

3114
Room 120
Ives Hall

December 9, 1964

The meeting was called to order by the President at 4:30 p.m. in Room 120, Ives Hall with 146 members present. The minutes of the special meeting of the Faculty held on October 28, 1964 were approved.

The President announced the death of the following members of the Faculty and the Faculty rose in silent tribute to their memory:

Margaret Wylie, Professor Emeritus of Child Development and Family Relationships, on October 29, 1964

Walter Francis Willcox, Professor Emeritus of Economics, on October 30, 1964 (at the age of 103 years).

Harry Oliver Buckman, Professor Emeritus of Soil Technology on December 7, 1964

Diran H. Tomboulian, Professor of Physics, on December 7, 1964.

The President called on the Dean of the Faculty for a report in regard to the news release on the teaching assistant in Modern Languages, who in the past has reported information to Soviet Intelligence about American efforts to cause defection by Soviet artists visiting this country. Dean Murphy stated that the AP release which appeared on Saturday morning, December 4, raised questions both within and without the University community.

In response to his call of a meeting of the University Faculty Committee on Academic Freedom and Tenure, five members of the Committee met on Saturday afternoon together with the Administrative Officers involved with the assistant's position as a graduate student and teaching assistant (and as such not a

a University or College faculty member). Dean Murphy and Vice President for Academic Affairs Keast were directed to obtain further information and to make a recommendation to the President. The Dean of the Faculty is being assisted by a small committee composed of John Mellor, Associate Professor of Agricultural Economics, and a member of the Faculty Committee on Academic Freedom and Tenure, and Norman Penney, Professor of Law, and a member of the Faculty Committee on Student Conduct. The University Counsel, Neal Stamp, and the Proctor, Lowell George, are working closely with the committee. The information obtained will be reported to the President, the appropriate Committees of the Faculty, and the appropriate Deans.

The President gave opportunity for questions concerning the case or the procedure used in handling it. Hearing none, he suggested that any member of the Faculty, who had a judgment concerning either, communicate with Dean Murphy. The President expressed his personal concern that the case be handled responsibly both for the University and for the person concerned.

The President and the Chairman of the Faculty Committee on Long Range Planning, Ernest N. Warren, Professor of Law, reported on the "Process of Planning" for University development in the next decade that is being pursued. The President spoke of the need for an orderly development of long-term plans and reported that Vice Provost Mackesey had been asked to bring together material showing the facilities to which the University is already committed including those in the Centennial projections, and to make tentative suggestions showing how these might be located on the Campus. A press release concerning the suggestions has been assumed by some members of the Faculty to be a

blueprint of what is planned and will happen. The President gave assurance that this is but one step in long-range planning, that there will be opportunity for the University community to be involved in the statement of needs, and that Vice Provost Mackesey's activities are intended to provide for orderly planning and not to make a blueprint for the decade ahead. Professor Warren stated that the Committee on Long Range Planning is now working closely with Mr. Mackesey. Its charge is to examine the long-range objectives of the University and to study means of attaining them. The opinions and considered judgments of members of the Faculty concerning any of the working assumptions, projections, or plans under consideration should be sent to the Committee. Steven Muller, Associate Professor of Government, inquired about the availability of the Assumptions for 1980 to which Professor Warren had referred and urged study and reaction, and further asked if one of the questions receiving study is the relations between Cornell University and the State University of New York. In reply to the latter, Professor Warren replied in the affirmative and commented that the Faculty Council Committee on Academic Affairs is also studying the size of the different units of the University and their inter-relationships.

The President then called on Vice Provost Mackesey, who stated that the statement of Assumptions for 1980 is actually notes for himself that had been used as the basis for discussions with such groups as the Deans, the Faculty Council and the Long Range Planning Committee. He offered to put the statement

in more formal form and to confer with Dean Murphy and Professor Warren regarding means of distribution.

Before calling upon the Chairman of the Faculty Committee on Student Affairs, Robin Williams, Professor of Sociology, to present a resolution for the establishment of a University Committee on Human Rights, the President announced the formation of a Committee to advise him on problems of human rights, especially of discrimination, within the faculty and administration. The President has appointed to the Committee: Franklin A. Long, Vice President for Research and Advanced Studies, to serve as chairman; David G. Moore, Dean of the New York State School of Industrial and Labor Relations; W. Donald Cooke, Dean of the Graduate School; Diedrich K. Willers, University Personnel Director; and, in consultation with the Dean of the Faculty, Mary Ford, Professor of Child Development and Family Relationships; Alfred E. Kahn, Professor of Economics, Robert S. Pasley, Professor of Law; Robert M. Smock, Professor of Pomology; and John Summerskill, Professor of Administration.

The President then called on Professor Williams who commented that the resolution, which had been circulated with the call of the meeting, grew out of long-standing efforts of the students of the University related to their concern in the area of human rights. These efforts have resulted in changes in the University. In 1961 the Executive Board of Student Government established a Commission on Discrimination which has been commended for its accomplishments. If the proposal

for a University Committee on Human Rights is approved the Commission will be discharged.

The proposed legislation is the result of extensive study of the problem by the Faculty Committee on Student Affairs and is brought to the Faculty with the approval of the Faculty Council. Professor Williams then moved approval of the legislation proposed in the following resolution:

Legislation for the Establishment of a
University Committee on Human Rights

Be it resolved:

That the University Faculty and the Executive Board of Student Government support the principle of equal opportunities for all and oppose all forms of discrimination on the basis of race, religion, or national origin.

That the University Faculty supports the directive of the Executive Board of Student Government that all student organizations remove any such discrimination from their areas of jurisdiction.

That a University Committee on Human Rights be established, having the following ten voting members: two faculty members selected by the Faculty Council; one faculty member appointed by the Faculty Committee on Student Affairs from among its membership; two faculty members appointed by the President of the University; four students appointed by the Executive Board of Student Government for one year terms; one member of the Executive Board of Student Government appointed by the President of the Executive Board for one year term; and the Vice President for Student Affairs and the Dean of Students ex officio and non-voting. At the request of the Committee others may be asked to participate either regularly or from time to time without vote. The Committee shall select its own chairman from among the voting members. The Committee is charged with the following responsibilities:

I. Education

- A. To encourage groups and individuals in all areas of Cornell University Community to expand their efforts towards the attainment of equal human rights and freedoms.

- B. To offer such advice and assistance as may be necessary to further these efforts within the community.
- C. To further open public discussion and informed thought on these matters by establishing programs of educative value.

II. Investigation of Student Organizations.

- A. To encourage student organizations with responsibility in any given area to investigate discriminatory practices in their respective areas, and to cooperate in eliminating them.
- B. To determine whether a given student organization is engaging in discriminatory practices. Investigations will be carried on in close cooperation with, although not necessarily under the direction of, any organized university group.
- C. In cases of a finding that discrimination may exist the Committee is empowered to recommend further investigation by an appropriate body, e.g. the Executive Board of Student Government or the University Faculty Committee on Student Affairs.
- D. Before action is taken upon the Committee's findings, any organization under investigation shall be apprised in writing of the findings; and that organization shall have the right to appear before the body responsible for taking appropriate action.

III. Assistance

- A. To encourage members of the Faculty, Staff and student body of Cornell University to bring to the Committee any problems relating to discrimination.
- B. To offer on a continuing basis, advice and assistance with respect to such problems, complaints, etc., as may be brought before the Committee.
- C. To elicit and receive information from individual students and other persons and groups concerning alleged discrimination on the basis of race, religion ~~or~~ or national origin; to advise such individuals or groups; and to refer such individuals or groups to proper agencies that may be able to give them further assistance.

IV. Reporting

The Committee on Human Rights shall report annually and upon request to the Executive Board of Student Government and to the University Faculty.

Approved by the Faculty Committee on Student Affairs
November 23, 1964

The motion was seconded and discussion was called for. An explanation was requested of the reason for omitting in the first paragraph of the resolution, reference to discrimination on the basis of sex. Professor Williams stated that the matter had not been discussed by those who had considered the legislation. Paul Olum, Professor of Mathematics, then moved as an amendment to the resolution that sex be included at the end of the third line of the first paragraph, the phrase to read ".....oppose all forms of discrimination on the basis of race, religion, sex, or national origin. The amendment was seconded and passed.

In response to a question concerning the definition of "human rights" and whether the legislation would interfere with a person's right to pick his own associates, Professor Williams stated that the legislation was directed against "categorical exclusion." Robert Smock, Professor of Pomology, who serves as Faculty Advisor of African Students at the University, spoke in support of the motion. There being no further discussion, the motion was put to a vote and approved.

The President recognized William H. Friedland, Associate Professor of Industrial and Labor Relations, who had requested opportunity to present a resolution. Professor Friedland

presented the following resolution:

Resolutions

The faculty of Cornell University, at its regular meeting on December 9, 1964, has noted the recent events on the campus of the University of California at Berkeley and wishes to express its deep concern with the breakdown of communication between faculty, administration and important segments of the student body.

The faculty of Cornell University, not knowing full details of these events at Berkeley and unwilling to make judgments as to them welcomes the action of the University Senate of the University of California on December 8, 1964 respectfully suggests that their recommendations be accepted by the Regents of the University of California.

Be it resolved that copies of this resolution be sent to the President of the University of California, the Chancellor of the Berkeley campus, the chairman of the Board of Regents of the University of California and the Chairman of the Faculty Senate of the University of California.

He then moved the adoption of the resolution. The motion was seconded by Jay Schulman, Assistant Professor of Industrial and Labor Relations. Professor Friedland called attention to the following points, agreed upon by the University Senate of the University of California at Berkeley at its meeting on December 8 1964, which in his opinion are in accord with procedures with which we could generally agree:

For your information, at its meeting on December 8, 1964, the University Senate at Berkeley agreed upon the following points:

1. No University disciplinary action against students or organization for activities prior to Tuesday in connection with political activities.
2. Place and manner of conducting political activities on campus shall be subject to reasonable regulation to prevent interference with normal functions of the University.

3. Content of speech or advocacy should not be restricted by the University, and off-campus student political activities shall not be subject to University regulation.
4. Future disciplinary measures for political activities shall be determined by a committee appointed by the Berkeley division of the Academic Senate.
5. A pledge by all members of the University community to back faculty efforts to return the school to its normal function.

Of 1200 members of the University Senate, 939 attended the meeting. The vote on the resolution was:

820 in favor
115 opposed.

He further stated that adoption of the resolution would lend support to the Faculty at the University of California.

The floor was opened to discussion. George P. Adams, Jr., Professor of Economics, on the basis of a lack of adequate information moved to table the motion. The motion to table was seconded but was not passed by the two-thirds vote (86 affirmative and 46 negative votes) which is required of a motion intended to limit debate.

Discussion was resumed. Several members of the Faculty stated their belief that sufficient information was available to warrant a statement of our acceptance of certain principles and support of the action of the Senate of the University Of California; that the Faculty of the University of California would welcome our support of their position; that to do nothing would evade our responsibility; and that the proposed resolution did no more than express confidence in the Faculty of the University of California.

Attention was called to the difference between the first point and the remaining four of the five points agreed upon by the University Senate at Berkeley on December 8. Opinion was also expressed that approval of the resolution might be interpreted to suggest that a sister institution could not handle its own affairs, and that this Faculty might later regret any hasty action that might be taken on the resolution.

Steven Muller, Professor of Government, moved the resolution be amended by substitution of the following:

.....and supports the principles expressed on that occasion by the faculty of the University of California as Berkeley.

for the original wording of paragraph two, line 4, following the date, "December 8, 1964."

The motion to amend was seconded, put to a vote, and approved.

The President inquired if it were true that the Board of Regents of the University of California was acting under restrictions imposed on them by State legislation, and if so, should copies of a resolution be sent to the Board? Professor Friedland responded that it was questionable that the University Senate would have endorsed item 3 of the five points agreed upon, if there were legislative restrictions.

Frederick Hutt, Professor of Animal Genetics, pointed out the inconsistency between approval of the resolution and statements in the second paragraph relative to a lack of detailed knowledge of the events at Berkeley and unwillingness to make judgments as to them. William T. Miller, Professor of Chemistry, then moved to delete the second paragraph of the resolution. The motion was seconded but was defeated when put to a vote.

A series of amendments was then proposed by Rudolf Schlesinger, William Nelson Cromwell Professor of International and Comparative Law, specifying deletions and additions to the original resolution, each of which was accepted by the mover and seconder of the original motion. The proposal as presented for action read as follows:

"The faculty of Cornell University, at its regular meeting on December 9, 1964, has noted the recent events on the campus of the University of California at Berkeley, and wishes to express its deep concern at the breakdown of communications between the administration and important segments of the student body of that great university.

"The faculty of Cornell University welcomes the action of the University Senate of the University of California on December 8, 1964, and supports the principles expressed on that occasion by the faculty of the University of California at Berkeley.

"Be it resolved that copies of this resolution be sent to the President of the University of California, the Chancellor of the Berkeley campus, the chairman of the Board of Regents of the University of California and the chairman of the (University) Senate of the University of California."

The question was called and the motion passed by a voiced vote.

The meeting was adjourned at 6:08 p.m.



Catherine J. Personius
Secretary pro tem

R. P. Murphy

Legislation for the Establishment of a
University Committee on Human Rights

Be it resolved:

That the University Faculty and the Executive Board of Student Government support the principle of equal opportunities for all and oppose all forms of discrimination on the basis of race, religion, sex or national origin.

That the University Faculty supports the directive of the Executive Board of Student Government that all student organizations remove any such discrimination from their areas of jurisdiction.

That a University Committee on Human Rights be established, having the following ten voting members: two faculty members selected by the Faculty Council; one faculty member appointed by the Faculty Committee on Student Affairs from among its membership; two faculty members appointed by the President of the University; four students appointed by the Executive Board of Student Government for one year terms; one member of the Executive Board appointed by the President of the Executive Board for a one year term; and the Vice President for Student Affairs and the Dean of Students ex officio and non-voting. At the request of the Committee others may be asked to participate either regularly or from time to time without vote. The Committee shall select its own chairman from among the voting members. The Committee is charged with the following responsibilities

I. Education

- A. To encourage groups and individuals in all areas of the Cornell University community to expand their efforts towards the attainment of equal human rights and freedoms.
- B. To offer such advice and assistance as may be necessary to further these efforts within the community.
- C. To further open public discussion and informed thought on these matters by establishing programs of educative value.

II. Investigation of Student Organizations

- A. To encourage student organizations with responsibility in any given area to investigate discriminatory practices in their respective areas, and to cooperate in eliminating them.
- B. To determine whether a given student organization is engaging in discriminatory practices. Investigations will be carried on in close cooperation with, although not necessarily under the direction of, any organized university group.

(see other side)

- C. In cases of a finding that discrimination may exist the Committee is empowered to recommend further investigation by an appropriate body, e.g. the Executive Board of Student Government or the University Faculty Committee on Student Affairs.
- D. Before action is taken upon the Committee's findings, any organization under investigation shall be apprised in writing of the findings; and that organization shall have the right to appear before the body responsible for taking appropriate action.

III. Assistance

- A. To encourage members of the Faculty, Staff and student body of Cornell University to bring to the Committee any problems relating to discrimination.
- B. To offer on a continuing basis, advice and assistance with respect to such problems, complaints, etc., as may be brought before the Committee.
- C. To elicit and receive information from individual students and other persons and groups concerning alleged discrimination on the basis of race, religion, sex, or national origin; to advise such individuals or groups; and to refer such individuals or groups to proper agencies that may be able to give them further assistance.

IV. Reporting

The Committee on Human Rights shall report annually and upon request to the Executive Board of Student Government and to the University Faculty.

Approved by the Faculty Committee on Student Affairs
November 23, 1964

Approved by the University Faculty on December 9, 1964

jn: 12/15/64

3125

Olin Hall
Room M
January 13, 1965

The meeting was called to order by the President at 4:30 p.m. with 102 members present. The minutes of the meeting of December 9, 1964 were approved.

The President announced the death of Edward Sewall Guthrie, Emeritus Professor of Dairy and Food Science, on December 11, 1964 and the Faculty rose for a moment of silent tribute.

Under communications, the Dean of the Faculty, Royse P. Murphy, noted a reply from President Clark Kerr, of the University of California, to the resolution of December 9, 1964 from this Faculty. President Kerr and the Regents of the University of California were, the Dean said, appreciative of the "thoughtful concern of the Cornell University Faculty".

The Dean stated that the Special Committee on the Calendar was again at work and that a final report was expected later this spring. He noted that the formation of the recently approved University Committee on Human Rights, involving both Faculty and students, would soon be complete; and he announced the following membership of the President's Faculty-Administration Committee on Human Rights:

Franklin A. Long, Vice President for Research and
Advanced Studies, chairman
W. Donald Cooke, Professor of Chemistry and Dean
of the Graduate School
Mary Ford, Professor of Child Development and Family
Relationships
Alfred E. Kahn, Professor of Economics

David G. Moore, Dean of the School of Industrial and Labor Relations
 Robert S. Pasley, Professor of Law
 Robert M. Smock, Professor of Pomology
 John Summerskill, Professor of Administration
 Royse P. Murphy, Professor of Plant Breeding and Dean of the University Faculty
 Diedrich K. Willers, Personnel Director, Secretary

This committee, the Dean said, had already held an organization meeting and would soon be meeting with the President to develop an agenda.

The President recognized the Chairman of the Faculty Committee on Calendar, Gerald W. Lattin, Professor of Hotel Administration, who moved adoption of a three-year calendar for the University. Noting the forthcoming report of the Special Committee on the Revision of the Calendar, Professor Lattin stated that his committee was proposing only a three-year rather than the usual five-year calendar. The motion was seconded and the calendar attached as Appendix "A" to these minutes was adopted.

// The President called upon the Chairman of the Faculty Committee on Student Affairs, Robin M. Williams, Jr., Professor of Sociology, for presentation of a resolution. Noting that his committee had requested the Student Executive Board to consider the long run function of Spring Day, Professor Williams moved the following resolution:

Resolved: That the University Faculty designate Saturday May 15, 1965 as Spring Day, a University Holiday, except in the Law School, and instruct the Committee on Registration and Schedules to schedule evening hours which members of the Faculty may use for classes and laboratories which are normally scheduled on that day.

The resolution was seconded and approved.

The President called upon the Dean of the University Faculty for the presentation of a resolution on behalf of the Faculty Council, calling for the establishment of a new category of Faculty member to be known as "Professor-at-Large." Dean Murphy recounted the development of the concept underlying such a professorship, noting that such had been recommended by the Centennial Planning Committee to the Council some time ago. Since then a subcommittee of the Centennial Planning Committee had been working out a specific proposal which was strongly endorsed by the Faculty Council, and which the Dean now moved for adoption (reported below).

The motion was seconded and the President called on Henry Guerlac, Goldwin Smith Professor of the History of Science and chairman of the subcommittee designing the proposal, to speak to the motion. Professor Guerlac noted that the proposal had been widely discussed and was viewed with enthusiasm by the President. The essence of the proposal, he said, was the designation of a non-resident category of professorship somewhat on the model of certain early professorships created by former President Andrew D. White. This proposal represented an extension and internationalization of this concept, which was original with Cornell, and one which was designed to bring further distinction to the Cornell University Faculty on a University-wide basis without restriction as to discipline.

The discussion continued and several minor additions in wording were accepted by the subcommittee (in the proposal as finally approved and noted below, such additions are underlined). In response to several questions it was noted that Professors-at-Large would be paid an appropriate fee plus expenses for actual time spent; that it was expected they could be called on for appropriate advice and assistance both on and off campus; that thought was being given to the formation of such professors into some sort of suitable collective entity; and that, after considerable deliberation, the title proposed seemed to be the best which could be devised. In conclusion, Felix Reichman, Assistant Director for the Development of the Collections, University Library, representing the Centennial Planning Committee requested support for the proposal as in the best Cornell tradition. The following motion was then approved unanimously.

Resolved:

- (1) That a new category of non-resident Faculty membership be established at Cornell University with the title "Professor~~at~~-at-Large."
- (2) That these "Professors-at-Large" be men and women of outstanding international distinction, and include humanists, scientists and social scientists, members of the learned professions, and perhaps also non-academic persons of broad intellectual interests and high distinction drawn from public affairs, literature, and the creative arts.

- (3) That the Professors-at-Large will be welcome on the Campus at any time, and would then have all customary Faculty privileges.
- (4) That the Professors-at-Large be appointed for a term of six years, with the possibility of renewal.
- (5) That conditions of appointment be that the nominees (a) agree to accept the formal title of "Cornell University Professor-at-Large," and (b) agree to spend a minimum of two consecutive weeks every three years on the Cornell campus.
- (6) That Professors-at-Large receive an appropriate stipend, and travel expenses for each visit to the campus.
- (7) That the total number of Professors-at-Large should not exceed 18 at any given time, this total being gradually reached by appointing six persons at a time at intervals of two years. It is suggested that a substantial number of these Professors-at-Large be from foreign countries.
- (8) Method of nomination and appointment

The first step in selecting the Professors-at Large should be, of course, to solicit nominations from the various departments and fields of the University. A memorandum outlining the nature of the new appointment should be sent to each Department Chairman. Each department would be asked to nominate one candidate. It would be made clear that individual nominations from members of the Faculty would be welcomed. All nominations should be supported by careful documentation, including a vita with a summary of the nominees outstanding accomplishments, positions held, honors received, together with a selected bibliography. The nominations would then be reviewed by a selection committee presided over by the Vice-President for Academic Affairs. The Vice President would make the final recommendations to the President for approval by the Board of Trustees. Since the Professorship-at-Large, like the University Professorship is an appointment of university-wide significance, the Vice President for Academic Affairs should fulfill the same function with respect to the Professors-at-Large that a Dean of a college does for other faculty appointments.

The Dean then requested the floor to propose the following motion of further implementation:

"Mr. President, in order to call this action to the attention of the Board of Trustees I move that the University Faculty request that this resolution be transmitted to you for submission to the Board of Trustees for appropriate action in order to implement this legislation at the earliest possible time."

The motion was seconded. In support, the President stated that he was warmly in favor of the proposal. He was seeking support for it, he said, and anxious to get it under way. Suggestions would be welcome. There being no further discussion the motion was approved unanimously.

The meeting was then adjourned at 5:15 p.m.


Paul P. Van Riper
Secretary

Appendix "A"

THREE YEAR CALENDAR OF CORNELL UNIVERSITY

	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>
Freshman Orientation Begins	- Sep 18 Sa	Sep 17 Sa	Sep 16 Sa
Registration (new students)	- Sep 20 M	Sep 19 M	Sep 18 M
(old students)	- Sep 21 Tu	Sep 20 Tu	Sep 19 Tu
Instruction begins 1:00 p.m.	- Sep 22 W	Sep 21 W	Sep 20 W
Mid-term grades due	- Nov 10 W	Nov 9 W	Nov 8 W
Thanksgiving Recess:			
Instr. suspended 12:50	- Nov 24 W	Nov 23 W	Nov 22 W
Instr. resumed 8:00 a.m.	- Nov 29 M	Nov 28 M	Nov 27 M
Christmas Vacation:			
Instr. suspended 10:00 p.m.*	- Dec 18 Sa	Dec 21 W	Dec 20 W
Instr. resumed 8:00 a.m.	- Jan 3 M	Jan 5 Th	Jan 4 Th
Instruction ends	- Jan 22 Sa	Jan 21 Sa	Jan 20 Sa
Second term registration (old students)	- Jan 24 M	Jan 23 M	Jan 22 M
Examinations (begin)	- Jan 25 Tu	Jan 24 Tu	Jan 23 Tu
(end)	- Feb 2 W	Feb 1 W	Feb 31 W Jan
Midyear Recess	- Feb 3&4 Th&F	Feb 2&3 Th&F	Feb 1&2 Th&F
Registration for new students	- Feb 5 Sa	Feb 4 Sa	Feb 3 Sa
Instruction begins 8:00 a.m.	- Feb 7 M	Feb 6 M	Feb 5 M
Mid-term grades due	- Mar 26 Sa	Mar 25 Sa	Mar 23 Sa
Spring Recess:			
Instr. suspended 12:50 p.m.	- Mar 26 Sa	Mar 25 Sa	Mar 23 Sa
Instr. resumed 8:00 a.m.	- Apr 4 M	Apr 3 M	Apr 1 M
Instruction ends 12:50 p.m.	- May 28 Sa	May 27 Sa	May 25 Sa
Final examinations:			
Begin	- May 30 M	May 29 M	May 27 M
End	- June 7 Tu	June 7 6 Tu	June 4 Tu
Commencement	- June 13 M	June 12 M	June 10 M

* suspended 12:50 p.m. in 1965-66

Olin Hall
Room M

February 10, 1965

The meeting was called to order by the President at 4:30 p.m. with 81 members present. The minutes for the meeting of January 13, 1965 were approved.

The President announced the death of Oskar Diedrich von Engeln, Emeritus Professor of Geology, on January 25, 1965 and the Faculty rose for a moment of silent tribute.

The President called on the Dean of the Faculty, Royse P. Murphy, who stated that the Board of Trustees had approved, without changes, the Faculty's recommendation concerning the new academic title of Professor-at-Large. Nominations were invited, he said, and an Advisory Committee to the Vice President for Academic Affairs was being appointed. The President added that funds were forthcoming for support of the proposal.

The President called on Robin M. Williams Jr., Professor of Sociology and Chairman of the Faculty Committee on Student Affairs, for a report concerning housing for senior women. Professor Williams stated that at its meeting on February 8, 1965 the Committee had approved unanimously the following statement of transmittal to the Dean ^{for} and appropriate action:

- (1) "Effective with the Fall term 1965, a specified number of senior women will no longer be required to live in University dormitories or sororities. The number accorded this privilege will be determined annually by the University Administration in conjunction with the Deans of the several colleges. Implementation of this policy is delegated to the Office of the Dean of Students."

- (2) "For purposes of this legislation, senior is defined as a woman who has completed six terms in residence at an accredited institution of higher learning. The privilege will also be extended to women who will have attained the age of 21 on or before December 31, of the academic year for which the privilege is extended."

This matter had been discussed, said Professor Williams, at several meetings of the Committee. The Committee had heard testimony from the Office of the Dean of Students, the Vice President for Student Affairs, and from leaders in Student Government. "We believe," he said, "that adequate consideration has been given to related questions of admissions, housing and instructional facilities to indicate that a limited program on a trial basis properly can be initiated in the Fall of 1965." The President stated that, while the matter was merely being reported to the University Faculty, the latter had power further to consider the proposal. There was no discussion, however, and it was the sense of the meeting that the action was appropriate.

The President called on Stephen M. Parrish, Associate Professor of English and Chairman of the Committee on Military Curricula for a report. On behalf of the committee, Professor Parrish reported the following for the information of the Faculty:

The ROTC Revitalization Act of 1964 authorizes the presentation of a two-year as well as the continuation of the current four-year program.

This new program permits students to enroll in the ROTC program during the spring of the sophomore year. Some transfer students may now participate. Students who are candidates for the two-year program will be processed during the late winter and early spring for attendance

at a six-week summer training session. Upon successful completion of summer training, candidates will enlist in the Reserve and pursue two years of ROTC if they elect to continue in the program. At this point they have the same status as those who have completed the first two years of ROTC on campus.

The Army and Air Force have adopted the two-year program for those universities who want it; the Navy has not yet announced adoption. The Faculty Committee on Military Curricula has approved this new program and announces it to the faculty for its information. This is not a change in overall requirement but a change in the scheduling of the time when the student is enrolled.

The matter was opened for discussion but there was none.

The Dean then reported concerning several matters of general interest as follows: (1) the International Conference of Students scheduled for February 24-28, 1965; (2) the Cornell week in New York City on "The University and the Arts" scheduled for March 9-12, 1965; and (3) the membership of two committees.

The membership of the new University Committee on Human Rights (in addition to the President's Faculty-Administration Committee on Human Rights, the membership of which was noted in the minutes for January 13, 1965) is, he said, as follows:

Appointed by the Executive Board of Student Government:

Barbara Garmirian	Arts '65
Paul Gladstone	Agriculture '66
Barbara Herman	Arts '66
William Maxfield	Civil Engineering '67

Appointed by the President of the Executive Board of Student Government from the Executive Board:

Robert Kheel	Arts '65
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Appointed by the President of the University, two faculty members:

John Summerskill, Professor of Administration

William W. Lambert, Professor, Sociology,
Psychology, and Anthropology

Appointed by the Faculty Committee on Student Affairs
from among its members:

Nelson C. Pike, Assistant Professor of Philosophy

Appointed by the Faculty Council:

Alan A. Altshuler, Assistant Professor of Government
Alice H. Cook, Professor of Industrial and Labor
Relations

Ex Officio Members:

Vice President for Student Affairs
Dean of Students

On behalf of the Vice President for Research and Advanced
Studies, Franklin A. Long, the Dean announced the formation of
the following Committee on the Economic Opportunity Act of 1964:

Alvin A. Johnson, Director of Extension, New York State
College of Agriculture and Home Economics
Dorothea C. Leighton, Associate Professor of Psychiatry
David B. Macklin, Acting Director, Social Science Research
Center
John W. Mellor, Associate Professor of Agricultural
Economics, and Acting Director of the Center for International
Studies
Robert F. Risley, Director of Extension, and Assistant Dean,
Industrial and Labor Relations
Elizabeth Wiegand, Professor of Household Economics and
Management
Olaf F. Larson, Chairman, Professor of Rural Sociology

Although funds from the Act, the Dean said, are primarily to be
directed toward the alleviation of poverty, there are a number of
areas in which University participation is hoped for and is in
fact already being sought after. The Committee will inform the
Faculty of any problems or opportunities, and would appreciate
any questions or comments which any of the Faculty might have.

The President called on William McGuire, Professor of Civil Engineering, for presentation of a resolution on behalf of the Faculty of the College of Engineering. By way of introduction Professor McGuire noted the following for the information of the Faculty:

As background to the proposal which I am about to make I will review the present degree structure of the College of Engineering:

"Bachelor of Engineering (designated)" - for regular five year program.

"Bachelor of Science in Engineering" - for honors program students who have completed one year of graduate study but who have not fulfilled the minimum requirements for a B.E. (des^{ignated}).

"Bachelor of Engineering" - approved for five year — interdisciplinary programs but never awarded.

"Master of Engineering (designated)" - for professional master's degrees. ⁰⁴

These degrees were approved by the Engineering Faculty in May, 1963, the University Faculty in February, 1964, and the Board of Trustees in April, 1964.

In December, 1964 the Engineering College Faculty adopted legislation modifying the educational programs of the College. The new programs provide for a baccalaureate degree at the end of four years, with graduate or advanced study commencing in the fifth year for qualified students. The College Faculty believes that the degree "Bachelor of Science", with no further designation is most indicative of the educational attainment of students completing any of the new four year programs. It proposes to use this degree starting in June, 1965, and, after a phasing out period, to discontinue using the other bachelor's degrees which I have mentioned.

Professor McGuire then moved on behalf of the Faculty of the College of Engineering that the University Faculty recommend to the Board of Trustees that the degree "Bachelor of Science" be awarded for the four-year programs in the College of Engineering.

This was seconded and, there being no discussion, approved unanimously.

The Dean then presented, for discussion only at this meeting, the following proposal: "Resolved that the Faculty approve the establishment of two new academic titles, Senior Extension Specialist and Extension Specialist, as counterparts to the current titles of Senior Research Associate and Research Associate." The request for these titles, said the Dean, came from the College of Agriculture. The proposal has the support of the Vice President for Academic Affairs, the Faculty Committee on Academic Affairs and the Faculty Council. The proposal provides, the Dean said, that the Senior Extension Specialist would be expected to have training and experience equivalent to an Associate Professor or Professor; and would be appointed for a maximum of five years and renewable; would have the benefits of retirement, insurance, and tuition plans for children; would have primary responsibilities in extension; would be a non-voting member of the appropriate college faculty; and would not be eligible for sabbatic leaves. The Extension Specialist would be expected to have training and experience equivalent to Instructors and Assistant Professors and the rights and responsibilities of the Senior Extension Specialist except that appointments would be for a maximum of three years and renewable, and membership (non-voting) in the appropriate faculty would not be automatic.

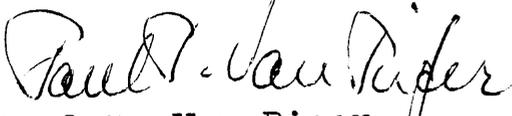
In the discussion that followed, the Dean explained that an additional reason for delaying final consideration of the proposal

lay in the fact that one or two other schools were interested in the proposal and wished time to consider it in detail.

Professor A.A. Johnson, Director of Extension for the College of Agriculture ^{and Home Economics} explained that a main purpose of the proposal was to solve the problem of uniformity in titles. The discussion was concluded by a brief consideration of other title possibilities.

The President concluded the meeting with consideration of communications from the administration to the Faculty, about which he felt some concern. He felt that the principal problem revolved around what could be termed general communications to the Faculty at large. It was obvious, he said, that Faculty meetings were not entirely satisfactory for this purpose. Therefore, later in the year, he said that he planned to call a special meeting of the Faculty specifically for the purpose of previewing future developments in the University. He hoped that by moving up the hour somewhat and by organizing a suitable presentation to help keep the Faculty in general abreast of current and future plans for the University. He felt that it was most important that all be current, so that each segment of the University community might obtain the reaction of other segments with respect to common problems. The internal integrity of a University depends, he believed, on full discussion and consensus among its component parts. If there were other useful ideas for improving general communications, he would appreciate hearing of them.

The meeting was then adjourned at 5:15 p.m.


Paul P. Van Riper
Secretary

March 1, 1965

Slate of the Committee on Nominations

At the meeting of the University Faculty to be held on March 17, 1965, the following names will be placed in nomination by the Committee on Nominations. Nominations from the floor will be in order. The election will be conducted by mail ballot between the March and April meetings of the Faculty. Biographical sketches of the nominees are enclosed.

For Faculty Trustee - Five year term - One to be elected

William H. Erickson
Howard E. Evans
W. Keith Kennedy
George C. Kent
Milton R. Konvitz
Harold A. Scheraga

For the Faculty Council - Three year terms - Four to be elected

Walter F. LaFeber and Robert A. Plane
Kenneth W. Evett and H. Peter Kahn
John Summerskill and Jeremiah J. Wanderstock
M. Gardner Clark and George H. Hildebrand

For the Committee on Academic Freedom and Tenure - Four year terms -
Two to be elected

Simon H. Bauer and Stephen M. Parrish
Robert L. Raimon and John P. Windmuller

For the Committee on Academic Freedom and Tenure - Three year term -
One to be elected

Cyril L. Comar and Edward C. Devereux, Jr.

For the Committee on the Economic Status of the Faculty - Five year term
One to be elected

Barclay G. Jones and Alan K. McAdams

For the Committee on Nominations - Three year terms - Three to be
elected

Kathleen Rhodes and Mabel A. Rollins
Harry G. Henn and Lewis W. Morse
George H. Healey and Steven Muller

For the Committee on Nominations - Two year term - One to be elected

John A. Hartell and Gerald W. Lattin

(Continued on reverse side)

For the Committee on Student Affairs - Three year terms - Two to be elected

David Pimentel and Bernard F. Stanton
Raymond T. Fox and Mary Purchase

For the Committee on Student Conduct - Four year terms - Two to be elected

Rose K. Goldsen and Robert McGinnis
Richard M. Phelan and George J. Suci

For the Board of Physical Education and Athletics - Three year term - One to be elected

Joseph O. Jeffrey and Martin W. Sampson

For the University Board of Health - Three year term - One to be elected

Raymond Haringa and Leo Lutwak

For the Committee on Academic Integrity - Three year terms - Two to be elected

Helen H. Gifft and Richard P. Korf
Andrew Hacker and Gordon F. Streib

Committee on Nominations

Stuart M. Brown, Jr.
Melvin G. deChazeau
Jean Failing, chairman
Glenn W. Hedlund
John W. MacDonald
John R. Moynihan
Maurice F. Neufeld
John W. Wells

Olin Hall
Room M

March 17, 1965

The meeting was called to order by the Provost at 4:30 p.m. with 109 members present. The minutes for the meeting of February 10, 1965 were approved.

The Provost announced the deaths of the following members of the University Faculty and then the Faculty rose for a moment of silent tribute:

Cora Binzel Chase, Emeritus Professor of Home Economics Education and Rural Education, on February 18, 1965

Glenn Washington Herrick, Emeritus Professor of Economic Entomology, on February 12, 1965

Harry John Loberg, Professor of Mechanical Engineering and Director, Sibley School of Mechanical Engineering, on February 22, 1965.

The Provost reported on the search which resulted in the appointment of Robert L. Sproull, Professor of Physics, as Vice-President for Academic Affairs commencing July 1, 1965. He then called on the chairman of the Faculty Committee on Student Affairs, Robin M. Williams, Jr., Professor of Sociology, for a statement concerning the efforts of the Students for Education (SFE). Professor Williams stated that the organization and many students were intensely concerned with the quality of education and were searching for issues and problems. He hoped the Faculty would receive the suggestions from SFE in the spirit in which they were meant. Many Faculty were concerned with the tactics involved, he noted, but the Safety Division had been instructed to let orderly demonstrations proceed. His committee intended to meet with students

and respond to relevant issues. It was clear that the officers of the administration would do likewise; and that the regular channels of communication--which are better at Cornell than many places--would be used to the utmost. He hoped that the Faculty-Student-Administration Forum, which is now underway, would also be of assistance. Copies of the so-called "Keast Studies on Undergraduate Life" would soon be distributed widely, not only to Faculty members but also to appropriate student agencies. It was important, he felt, to capitalize on the present momentum and to take it seriously.

Professor Williams then spoke concerning the role of student government, which he strongly felt had been unduly downgraded in many quarters. He pointed to its many accomplishments during recent years, such as the development of a student code, the creation of the Forum, the addition of students to a number of college and Faculty committees, the many new regulations concerning social life, the creation of the recent committees concerned with human rights, the handling of registration of innumerable (about 225) student organizations, the management of a considerable budget, the development of the housing code before the Faculty at this time, and the serving as a major channel of general communication.

The Provost stressed again that he and the officers of the administration would continue to meet with the students and student groups; he felt the student concerns must be taken seriously. There followed a brief discussion in which it was suggested that the Faculty should not welcome just the responsible character of the student activity thus far, but also welcome this activity as

part of the educational process.

The Provost called on the chairman of the Faculty Committee on Nominations, the Professor of Home Economics Administration, Jean Failing, for a report. Professor Failing presented a slate of nominees for Faculty membership on elected committees (since distributed to the Faculty in the form of a ballot). There were no further nominations and Professor Failing then moved that nominations be closed. This was seconded and approved.

The Provost called upon the chairman of the Ad Hoc Committee on the Arts, the Associate Professor of Art, H. Peter Kahn, for a report and resolution. Professor Kahn noted that his committee had been formed on an interim basis to represent the Faculty following the demise of the Committee on the Festival of the Contemporary Arts, and to consider the mechanism by which the Faculty might continue to show its concern with the arts. With the knowledge and approval of the President's Committee on the Arts, he then moved the following resolution providing for the creation of a standing Faculty Committee on the Arts (Note: Additions by approved Faculty action are underlined and excisions are in brackets):

- (1) that a Faculty Committee on the Arts be established; that this committee be charged with the responsibility of organizing annually interdepartmental performances, operas, concerts, and exhibits that need the financial and professional help of the committee or its members.
- (2) that the Committee shall continue some of the functions heretofore performed by the Committee on the Festival of the Contemporary Arts, such as the publication of student poetry; the scheduling of concerts; the presentation of exhibits, dances, and drama performances; and the awarding of prizes to be established by the Committee.

- (3) that the Committee be given an adequate budget to function effectively, including secretarial assistance to aid with scheduling, contracts, accommodations, and other administrative matters.
- (4) that the Committee be composed of five members of the Faculty broadly representative of the various areas of the arts, either as professionals, or as informed laymen; that these members be appointed by the President to four year terms; that they shall elect their chairman from among the faculty members; that two students be appointed as voting members of the ~~invited to sit with the~~ Committee; and that one member of the Music Committee, the Director of the White Art Museum, and the Dean of the University Faculty, be appointed as ex officio members.

In response to a question, it was noted that the appointment of members would be handled through the usual administrative and student channels. The motion was seconded and approved.

The Provost requested Dean Murphy to report on the activities of the Faculty Council. The Dean presented the following:

Mr. Chairman, one of my responsibilities as Dean of the Faculty is to present a report each year. A number of the Faculty Committees are required by the legislation of the Faculty to report annually. It seems most appropriate that the Faculty Council should report at least that frequently even though the legislation does not clearly specify this. In one sense the Council reports directly or indirectly at many of the Faculty's meetings by reporting proposals for action. Since the University Faculty will be receiving a number of committee reports at the remainder of its meetings, I chose this meeting some time ago as the one at which I would report on behalf of the Council. I plan to make this report in a rather informal manner.

In line with typical annual reports I might make this a statistical report. I could report that this year the Council has held 13 meetings and I could give information on attendance, number of motions presented and other trivia, but I shall refrain from doing so.

The Council has not served this year so much as a body that has originated or drafted proposals but more as a coordinating, suggesting, and review body. The drafting and sometimes originating bodies have been the standing committees of the Faculty and the standing and ad hoc committees of the

Council. In the latter group I should mention the following standing committees:

Academic Affairs, under the chairmanship of Professor Alfred E. Kahn
 Research Policy and Personnel, under the chairmanship of Professor Byron W. Saunders and
 Long Range Planning, under the chairmanship of Professor Ernest N. Warren.

Ad hoc committees have included one on the Arts, under the chairmanship of Professor H. Peter Kahn, one on University Professorships, under the chairmanship of Professor W. David Curtiss, and one on Committees, under the chairmanship of Professor Kenneth L. Robinson. Among the standing committees of the Faculty, the Faculty Committee on Student Affairs, under the chairmanship of Professor Robin M. Williams, has been very active and has presented several proposals to the Council and the Faculty for action;

Specific actions include:

- (1) The establishment of a Faculty-Student-Administration Forum which is currently considering the educational values and experiences in the Freshman Year.
- (2) The establishment of a University Committee on Human Rights, composed of faculty and student members and by an administration-faculty committee appointed by the President.
- (3) The Code of Approved Housing for Students which is to be presented to the Faculty at this meeting.
- (4) Several other matters including the approval of the 2-year program in R.O.T.C. for the Departments of Air Science and Military Sciences; and the approval of an experimental program which authorizes senior women to live off-campus.

A number of matters are currently before the Council and its committees:

The activities of the Council's Faculty Committee on Academic Affairs include the following areas: (1) modification of the catalog system, (2) the functions and location of the Campus Store, (3) the functions of WHCU, (4) the use of distinguished Faculty at Cornell, (5) the problem of overlapping curricula and staff, (6) revision of tenure appointment procedures, (7) the composition of the student body, (8) the factors involved in planning growth of the student body and (9) consideration of a series of reports now coming in from the Keast and other committees.

The activities of the Council's Faculty Committee on Research Policy and Personnel has dealt with such matters as (1) the question of centers, councils and institutes, (2) the routing and evaluation of research proposals, (3) salary recovery in research contract, (4) summer pay for Faculty members, (5) the role and location of the proposed Computer Sciences Department, (6) problems of conflicts of interest, and (7) nominations for the National Science Foundation's Distinguished visitors program.

The Long Range Planning Committee reported to the Faculty at its meeting on December 9, 1964 and its report is in the minutes of that meeting. They are continuing a consideration in depth of the future growth and development of the campus.

The projections that are currently being developed by the various colleges and schools will be considered in detail by these committees and the Council.

The reports on undergraduate education that have been developed by the faculty committees appointed by the Vice President for Academic Affairs will be considered; and finally, a recommendation for a standing University Faculty Committee on the Arts will be presented at this meeting. A reconsideration of the purpose and function of the Faculty are underway and it is expected that reports, and probably recommendations, will come before the Faculty this spring.

The Provost again called on the Dean for a report and resolution on the proposed Code of Approved Housing for Students (previously distributed). He noted that the Code had been studied for over a year and met with the approval of the Executive Board of Student Government, the Faculty Committee on Student Affairs, and the Faculty Council. He then moved approval of the proposed Code. The Code as finally approved (additions underlined, excisions in brackets) is as follows:

CODE OF APPROVED HOUSING FOR STUDENTS

- A. Applicability. All Cornell University students (hereafter called students) are required to live in University Approved housing except those:
1. residing with parents or relatives; or

2. residing in homes owned by them provided that if such home is a trailer or other mobile home and is located on land not owned by the student or his parents or relatives, the lot or park upon which it is located must be approved.

B. Definitions.

1. A room is an individual room or one of a combination of rooms, whether with or without private bath facilities, but without private kitchen facilities.

2. An apartment is a private room or group of rooms having a private kitchen and bath included within the unit. If either private bath or private kitchen facilities are not included, the accommodations are considered to be a room or suite of rooms and as such are governed by the standards for rooms.

3. A rooming house is any building housing students in a room or rooms.

4. Inspector is a University Off-Campus Housing Inspector.

C. Health and Safety Standards.

1. Any building which houses students must meet the requirements of all applicable State, City, Town, and Village Laws, Codes and Ordinances.

2. Approved portable fire extinguishers of a type suitable for the probable class of fire must be provided in properties that come under the requirements of the New York State Multiple Residence Law (The Mitchell Law). An extinguisher must be installed on alternate floors in accordance with instructions from the Local Fire Chief. Landlords in other than multiple dwellings must provide at least one approved fire extinguisher in each house. Extinguishers must be inspected at least annually by a competent agency.

3. A building of more than one story which houses three or more families or five or more individuals must also meet the requirements of the New York State Multiple Residence Law. A certificate or letter of compliance must be obtained from the Building Commissioner and posted in a conspicuous place for students to see.

4. Student(s) living on a third floor or above or in a basement *must* be provided with at least two remote and accessible means of egress in case of fire.

5. The main egress from an apartment or any room used for living, sleeping, cooking or dining may not be through a furnace room or other high hazard area, or through rooms subject to locking by anyone except the student(s) living in such apartment or room.
6. Exterior grounds and approaches, interior entryways, hallways, stairways and emergency exits must be kept clean, and free of obstruction by the landlord. Storerooms, attics, basements, and especially areas adjacent to the heating plant must be kept completely free of highly inflammable materials. In a multiple residence, the landlord must provide in a central location as many 20-gallon covered metal containers as may be necessary to receive all trash and garbage from the rooms and apartments.
7. Electrical wiring. All existing and new electrical wiring, light fixtures, and appliances must be installed, used and maintained in a manner that will reduce to a minimum the possibility of fire and electrical shock. Whenever possible, only electrical equipment approved by the Underwriters' Laboratories and/or National Board of Fire Underwriters will be used.
 - (a) Only 15 amp fuses may be used in branch circuits unless special provisions have been made for wiring of higher amperage.
 - (b) There must be a sufficient number of convenience outlets to eliminate any need for extension cords.
8. Electrical Appliances. Hot plates, electric irons, portable immersion heaters, and other heavy duty appliances may not be used in student rooms. A landlord may designate an area in the house where such appliances may be used. Such an area must be properly wired, and maintained in a clean, sanitary, and safe condition by the landlord.
9. All heating devices with the exception of electric heaters and devices approved by the National Fire Protection Association for unvented use, must be properly vented to the outdoors.
10. Toilet and bath facilities.
 - (1) For student rooms there must be located in a room accessible from an unoccupied common area at least one shower or tub, lavatory, and one water closet for every eight persons or less.
 - (2) An apartment must include one water closet, one lavatory, and one tub or shower located in an area in the apartment and used only by the occupants of the apartment.

11. All space used for living, sleeping, cooking or dining must be adequately ventilated by windows or by mechanical or continuous ventilation. The American College Health Association may, in the discretion of the Inspector, be a guide in determining adequacy of ventilation.
12. Any rooms occupied by two or more persons must be of an adequate size for healthful occupation. The American College Health Association standards may, in the discretion of the Inspector, be a guide for determining adequacy of size for healthful occupation.
13. Floors and walls of space used for living, sleeping, cooking and dining must be impervious to water and dampness.
14. Rooms and apartments, including furnishings and equipment, must be clean and in good repair at the time of occupancy by a new tenant.
15. Floors must be suitably finished or covered for ease in cleaning. In bathrooms and kitchens, the landlord must provide a covering rendering the floor waterproof.
16. The landlord must clean community bathroom and kitchen areas daily.
17. Rodent and Pest Control. In rooms and apartments, every window and all doors opening directly to the outdoors must be equipped with screens from at least May 1st to September 30th. Every basement or cellar window used for ventilation must be permanently equipped with screens. In addition, basement doors opening directly to the outside must be close-fitting and equipped with a self-closing device. All properties housing students must be free of rodents and pests.
18. Domestic supplies of water must be approved by the appropriate city or county official. A copy of the examination report from the Department of Health must be available for review by an Inspector.
19. Mobile home parks must meet the requirements necessary to operate in accordance with the rulings of the local health department. The owner or operator of the park must have on hand at the time of inspection a plan or plot, approved by the Commissioner of Health. The park must be maintained in a safe, healthful and orderly condition.

D. Discrimination.

1. Except as provided in 2 below, No property shall be placed on or remain on the University approved housing list if the landlord discriminates against students in the renting of that property on the basis of race, creed, color or national origin.

2. Paragraph 1. shall not apply to any property which houses as roomers two or less students or other roomers, provided that the landlord himself resides therein.7

E. Provisions deemed incorporated in leases or verbal agreements.

In consideration of Cornell University's inspecting and approving of premises pursuant to this legislation each landlord leasing approved premises to a student and each student leasing approved premises agree that all the provisions of paragraph B. through D. above, shall be deemed a part of any lease or oral agreement respecting those premises entered into between the student and landlord, whether or not those provisions are set forth in the written or oral agreement.

F. Inspection and Certificate of Approval.

1. The Proctor shall have responsibility for inspecting premises on request of landlords, for issuing and revoking certificates of approval, for enforcement of this legislation, for informing landlords, students and other interested persons of this legislation, and for its general administration...

2. Certificates of approval shall be issued only after inspection of the premises and shall be of one year duration, subject, at the Proctor's discretion, to a one year renewal without re-inspection.

3. A certificate of approval may be revoked on either of the following grounds:

(a) if the premises do not meet the standards of this legislation as determined upon an inspection, and the landlord does not correct the deficiency by a reasonable date to be determined by the Proctor; or

(b) if the landlord refuses to permit an inspection within a reasonable time after a written request by the Proctor.

4. Denial or revocation of a certificate may be appealed to the Vice-President for Student Affairs.

G. Violations.

1. When a student is found to be living on unapproved premises:

(a) the Proctor shall advise the landlord in writing of this legislation, and of the conditions upon which, if any, the student will be permitted to continue to reside upon the premises;

(b) if the landlord requests inspection the premises will be promptly inspected and a certificate of approval will be issued if the premises meet the standards of this legislation: if the premises do not meet those standards, and the deficiency can be corrected, the Proctor will give the landlord a reasonable date by which the deficiency must be corrected;

(c) if the landlord does not request inspection, or cannot or does not correct any deficiencies found by inspection, the Proctor may, except as provided below, direct the student to vacate the premises at a date the Proctor deems reasonable under all the circumstances.

(i) If the premises were approved at the time the student entered the lease or agreement or took possession of the premises, and are subsequently disapproved pursuant to paragraph F.3 above, the student may, if he wishes, continue to reside on the premises if the deficiency is not an immediate and serious hazard to the health or safety of the student or his family.

(ii) If the premises were approved neither at the time the students entered the lease or agreement nor at when he took possession, the Proctor may, in his discretion, permit the student to continue to reside on the premises if the deficiency is not an immediate and serious hazard to the health or safety of the student or his family.

2. A student who continues to reside in unapproved premises after the Proctor has directed in writing him to vacate pursuant to this paragraph, shall be called before the Proctor for consultation. If, after such consultation, the student continues to violate these regulations, the Proctor may refer the matter to the Dean of Students who may recommend direct that the Registrar deny the student permission to re-register for as long as he continues to violate these regulations.

H. Effective Date.

This legislation shall become effective thirty days after its passage, except that a student who has entered a lease or agreement prior to that date shall be exempted from coverage for the duration of the lease or agreement.

During the course of the discussion on the above proposal, the Dean stated that the Code provided for essential minimum standards for health and safety, plus a non-discrimination provision--all of which were part, in one form or another, of the present voluntary code.

He stressed that the proposal was to form a condition for entrance and remaining in the University rather than a disciplinary measure, with violations handled accordingly through administrative channels. The enforcement would come through the Proctor's office as heretofore; and any appeal would be through standard administrative channels to the Office of the President if need be.

Professor Robin M. Williams, Jr. spoke on behalf of the Faculty Committee on Student Affairs, which had helped develop the Code. It had been under study and discussion, he said, since January 15, 1964. It had been received initially from the Executive Board of Student Government and since then it had received attention from all of the agencies involved or concerned, in some cases more than once. It was the result of some compromise and it settled for minimum standards rather than maximum. He noted that the students had asked for continuation of a "list of preferred housing" and he assumed that this could still be done administratively without special action of the Faculty. He hoped the legislation would be approved.

The principal further discussion concerned the section on non-discrimination. Rudolf B. Schlesinger, William Nelson Cromwell Professor of International and Comparative Law, moved that a statement on non-discrimination similar to that finally accepted be adopted, except that he proposed the addition of the word "unlawfully" after "landlord" and before "discriminates" in line 3 of section "D1". He felt that this would enable the Code to keep current with New York and related legislation, and would represent only a minor substantive change. This was seconded and approved. However, further discussion indicated a sense of the meeting in favor of Professor Schlesinger's

rewording, except that the word "lawfully" was also to be deleted. W. Donald Cooke, Professor of Chemistry and Dean of the Graduate School, noted the approval of the Code by the General Committee of the Graduate School except for the escape clause in the non-discrimination provision. He, therefore, moved deletion of the word "unlawfully"; this was seconded and approved. It was the sense of the meeting that the remaining changes noted above also be approved. The Code as amended was then approved in the form shown above.

The Dean then proposed the following additional motion concerning the Code: "Mr. Chairman, in order to call this action to the attention of the Board of Trustees, I move that the University Faculty request that this resolution be transmitted to the President for submission to the Board of Trustees for appropriate action in order to implement this legislation. This was seconded and approved.

The Provost then called on the Dean again, for the presentation of a letter and enclosure sent to him by Burton I. Weiss, Arts '66, chairman of the Grading Committee of the Students for Education.

The letter and the proposal are as follows:

903 East State Street
Ithaca, New York
March 16, 1965

Mr. Royse P. Murphy
Dean of the University Faculty
304 Day Hall
Cornell University
Ithaca, New York

Dear Mr. Murphy:

On Monday night Students for Education discussed the

enclosed document; the vote was overwhelmingly in favor of adopting it as the official statement of their position on the grading system.

As you will see, the implementation of some of these proposals requires faculty legislation.

I have been designated by Students for Education to transmit their proposals to the University Faculty and to ask that you present the enclosed document for consideration at the regular faculty meeting, March 17.

Very truly yours,

(sgd.) Burton I. Weiss, Chairman, Grading
Committee, Students for Education

Enclosure

The primary function of the University is teaching and learning. Grades impede this process by:

- 1) taking the place of learning as the goal of students' efforts;
- 2) giving rise to anxiety and unhealthy competition among students;
- 3) consuming a great deal of the teacher's time without yielding any educative value.

The abolition of grades would remove these impediments at Cornell.

With these considerations in mind, we urge that the Faculty enact the following:

- 1) Each student upon registering for the fall term 1965, shall be given the option of not being graded.
- 2) Instructors shall not grade the work of students who elect this option except by marking written material either S (Satisfactory) or U (Unsatisfactory); instructors are urged to add written comments.
- 3) At the end of each semester, instructors shall mark such students either S or U; instructors are urged to write final comments on the achievement of each student.
- 4) These marks and final comments, as well as faculty evaluation of a senior presentation (comprehensive examination, project, or thesis), shall constitute the student's official university record.

We urge every student to ask his professors to vote in favor of the above.

We also urge the following for immediate action:

- 1) that each student asks his instructors to give him no grades;
- 2) that all instructors so requested comply.

The Dean noted that, as Faculty action was requested, he would move that this resolution be referred to the Faculty Committee on Academic Affairs and the Vice President for Academic Affairs' Committee on Grading. This was seconded. M.H. Abrams, Frederic J. Whiton Professor of English, noted that a committee was working hard on the grading problem and he hoped that Mr. Weiss and the students involved would be so informed. The motion was approved.

The meeting then adjourned at 6:00 p.m.



Paul P. Van Riper
Secretary

Olin Hall
Room M

April 14, 1965

The meeting was called to order by the President at 4:30 p.m. with 139 members present. The minutes for the meeting of March 17, 1965 were approved.

The President announced the deaths of the following members of the Faculty, and the Faculty rose for a moment of silent tribute:

Samuel Latimer Boothroyd, Emeritus Professor of Astronomy, on April 4, 1965

George Alexander McCalmon, Professor and Chairman of the Department of Speech and Drama, on April 6, 1965

Charles Osborn Mackey, the John E. Sweet Professor of Engineering, on April 7, 1965

At the request of the President, the Secretary of the Faculty, the Professor of Administration, Paul P. Van Riper, presented the following report of the Committee on Elections:

On behalf of the Committee on Elections, I wish to report that 700 valid ballots were cast in the recent Faculty election with the following results:

1. Nomination for the office of Faculty Trustee: 700 ballots were cast. The number of votes received by the several candidates were:

the Professor of Electrical Engineering and Assistant Director of the School of Electrical Engineering, Professor William H. Erickson, 270 votes.

the Professor of Veterinary Anatomy and Secretary of the Veterinary College, Professor Howard E. Evans, 168 votes.

the Professor of Agronomy and Director of Research of the New York State Colleges of Agriculture and Home Economics, Professor W. Keith Kennedy, 378 votes.

the Professor and Head of the Department of Plant Pathology, Professor George C. Kent, 243 votes.

the Professor of Industrial and Labor Relations, and of Law, and Director of the Liberian Codification Project, Professor Milton R. Konvitz, 299 votes.

the Professor and Chairman of the Department of Chemistry, Professor Harold A. Scheraga, 298 votes.

2. For a member of the Faculty Council for a three year term, 643 ballots were cast, of which 382, a majority, were cast for the Professor of Chemistry, Professor Robert A. Plane.
3. For another member of the Faculty Council for a three year term, 631 ballots were cast, of which 385, a majority, were cast for the Associate Professor of Art, Professor H. Peter Kahn.
4. For another member of the Faculty Council for a three year term, 660 ballots were cast, of which 474, a majority were cast for the Professor of Administration, and Director of the Sloan Institute of Hospital Administration, John Summerskill.
5. For another member of the Faculty Council for a three year term, 598 ballots were cast, of which 316, a majority, were cast for the Professor of Economics and of Industrial and Labor Relations, Professor George H. Hildebrand.
6. For a member of the Committee on Academic Freedom and Tenure for a four year term, 625 ballots were cast, of which 324, a majority, were cast for the Associate Professor of English, Professor Stephen M. Parrish.
7. For another member of the Committee on Academic Freedom and Tenure for a four year term, 543 ballots were cast, of which 304, a majority, were cast for the Professor of Industrial and Labor Relations, Professor John P. Windmuller.
8. For another member of the Committee on Academic Freedom and Tenure, for a three year term, 626 ballots were cast, of which 375, a majority, were cast for the Professor and Head of the Department of Physical Biology, Professor Cyril L. Comar.
9. For a member of the Committee on the Economic Status of the Faculty for a five year term, 559 ballots were cast, of which 303, a majority, were cast for the Associate Professor of Managerial Economics, Professor Alan K. McAdams.

10. For a member of the Committee on Nominations for a three year term, 533 ballots were cast, of which 272, a majority, were cast for the Associate Professor of Home Economics Education, Professor Kathleen Rhodes.
11. For another member of the Committee on Nominations for a three year term, 556 ballots were cast, of which 286, a majority, were cast for the Professor of Law, Professor Harry G. Henn.
12. For another member of the Committee on Nominations for a three year term, 632 ballots were cast, of which 344, a majority, were cast for the Professor of English and Curator of Rare Books, Professor George H. Healey.
13. For another member of the Committee on Nominations for a two year term, 589 ballots were cast, of which 362, a majority, were cast for the Professor of Architecture and Art, Professor John A. Hartell.
14. For a member of the Committee on Student Affairs for a three year term, 576 ballots were cast, of which 306, a majority, were cast for the Professor of Insect Ecology and Head of the Department of Entomology and Limnology, Professor David Pimentel.
15. For another member of the Committee on Student Affairs for a three year term, 552 ballots were cast, of which 296, a majority, were cast for the Associate Professor of Floriculture, Professor Raymond T. Fox.
16. For a member of the Committee on Student Conduct for a four year term, 588 ballots were cast, of which 371, a majority, were cast for the Professor of Sociology, Professor Robert McGinnis.
17. For another member of the Committee on Student Conduct for a four year term, 595 ballots were cast, of which 323, a majority, were cast for the Professor of Mechanical Engineering, Professor Richard M. Phelan.
18. For a member of the Board of Physical Education and Athletics for a three year term, 548 ballots were cast, of which 320, a majority, were cast for the Associate Professor of Industrial Engineering, Professor Martin W. Sampson.
19. For a member of the Committee on Academic Integrity for a three year term, 572 ballots were cast, of which 294, a majority, were cast for the Professor of Mycology, Professor Richard P. Korf.

20. For another member of the Committee on Academic Integrity for a three year term, 625 ballots were cast, of which 338, a majority, were cast for the Associate Professor of Government, Professor Andrew Hacker.
21. For a member of the University Board of Health for a three year term, 527 ballots were cast, of which 272, a majority, were cast for the James Jamison Professor of Clinical Nutrition, Dr. Leo Lutwak.

The President called on the Chairman of the Program Committee for Charter Week of the Centennial Committee, the Frederic J. Whiton Professor of English, Meyer H. Abrams, for a report. He stated that the Faculty would receive the Charter Week program through the campus mail shortly. He summarized the main events and then spoke to a proposal which his committee had made to the Committee on Registration and Schedules concerning classes and class attendance during Charter Week. It seemed inadvisable to dismiss all classes, and an alternate arrangement appeared more suitable. The President called on the Chairman of the Committee on Registration and Schedules, the Registrar of the University, Herbert H. Williams, for presentation of a resolution on this matter. The Registrar then presented and moved the following:

That the problem of release from classes during the mornings of Charter Week (April 28 through May 1) for purposes of attendance at Charter Week sessions be handled at the discretion of the professors in charge of courses. A class may be dismissed or the following make-up schedule may be used.

Classes missed	Wed.	April 28	at	9 a.m.	make up	7 p.m.	April 28
"	"	"		April 28	at	10 a.m.	make up 8 p.m. April 28
"	"	"		April 28	at	11 a.m.	make up 9 p.m. April 28

Classes missed	Thurs.	April 29	at	9 a.m.	make up	7 p.m.	April 29
"	"	"		April 29	at	10 a.m.	make up 8 p.m. April 29
"	"	"		April 29	at	11 a.m.	make up 9 p.m. April 29

Classes missed Fri. April 30 at 9 a.m. make up 7 p.m. April 30
 " " " April 30 at 10 a.m. make up 8 p.m. April 30
 " " " April 30 at 11 a.m. make up 9 p.m. April 30

Classes missed Sat. May 1 at 9 a.m. make up 7 p.m. May 3
 " " " May 1 at 10 a.m. make up 8 p.m. May 3
 " " " May 1 at 11 a.m. make up 9 p.m. May 3

Ten a.m. laboratories missed may be made-up at 8:00 p.m.
 There is no scheduled make-up for 8:00 a.m. laboratories.

Members of the faculty are encouraged to avoid the scheduling of prelims, papers, or similar exercises during the hours the symposia are in session.

The motion was seconded and approved.

The President called on the Dean of the Faculty, Royse P. Murphy, for a report. Dean Murphy presented the following for the information of the Faculty:

I rise to describe the procedures which are being used to consider undergraduate education at Cornell. The Faculty will recall that at its last meeting I made a report on behalf of the Faculty Council.

The activities of the Council Committee on Academic Affairs were stressed in this report. The Faculty will recall also that at its meeting on September 23, 1964 I reported that I had accepted the recommendation from the Faculty Committee on Student Affairs that a Student-Faculty-Administration Forum be established for the purpose of studying any matter appropriate to furthering the excellence of education at Cornell and to make recommendations to the appropriate University body. The Forum has been established and it chose to study and report upon the educational aspects of the Freshman Year.

During the spring, the Executive Board of Student Government and a newly organized student group, Students for Education, became very interested in undergraduate education. The Administration was likewise involved in a consideration of undergraduate education and had nine committees composed primarily of Faculty members, but with some student members on two of them, working under the direction of the Vice President for Academic Affairs. Most of these committees had developed reports and some of them had become available to other members of the academic community. The content of some of the reports bore directly

on the Freshman Year. Others related directly to matters under discussion by the students, i.e., the grading system. The Faculty will recall that at its last meeting a report from the Committee on grading of the Students for Education was received and referred to the Faculty Council Committee on Academic Affairs and the Administration-Faculty Committee on the grading system, under the chairmanship of Professor Gordon Fisher. The committee reports, hereafter referred to as the Keast Committee reports, were received by the Faculty Council from the Provost at its meeting on March 24, 1965. Since these reports frequently dealt with matters of educational concern to the Faculty, arrangements were made to have them distributed to the Faculty on March 30, 1965. The Faculty Council and its Committee on Academic Affairs met with the President and the Provost on March 30, 1965, to consider procedures for consideration of these and related reports.

The Dean then introduced the Chairman of the Faculty Council Committee on Academic Affairs, the Professor of Economics, Alfred E. Kahn, for a more detailed analysis of on-going efforts to consider current academic problems. Professor Kahn then outlined the procedure being followed with, especially, the Keast reports previously issued to the Faculty. He noted considerable coincidence in current Faculty and student interest in certain matters dealt with in these reports. With the consent of his own committee, he had set up a "steering sub-committee" to work with and follow these reports. The Faculty-Student-Administration Forum was also involved, he said, in order to bring others into the dialog. Several sub-committees of the Forum were engaged in considering such matters as freshman housing and living, the grading system, freshman tutorials and seminars, and student motivation. He will eventually propose and schedule a number of public discussions and hearings, to be followed by further sub-committee action as need be. The resulting efforts would then return to the Forum itself, to his committee, or to the Faculty Council as seemed appropriate. It seemed essential to all concerned to obtain as much

Faculty and student participation as possible, looking forward to the relatively quick resolution of a number of problems of general interest.

Some other matters are more difficult to handle, Professor Kahn noted, and will take more time; but he wanted to get under way with a number of matters concerning which there seemed to be a good deal of consensus. The problem of the quality of instruction was yet to be dealt with, though one of the Keast committees had been given this assignment. This committee, he said, had apparently found the task extremely intricate and had failed to report at all. The committee would be reactivated. Some other matters, he noted, would probably have to wait final consideration pending arrival of the new Vice President for Student Affairs, and the accession of the new Vice President for Academic Affairs. He then raised the question of further Faculty desires with respect to procedure.

In response to a question as to whether the new Vice Presidents would prefer some advance work in areas of concern to them, the President replied that they would welcome such. The discussion then turned to why the Keast committee on undergraduate instruction had not reported. The President said that he did not know the full story, and referred those concerned to Vice President Keast, the chairman of this particular committee, who was, however, away on other business at the time of this meeting.

The President then stated that he would like to talk informally with the Faculty concerning his analysis of the problems of undergraduate students in modern universities such as Cornell. He had been thinking about this for some time and wished, he said, to share his views with the faculty in light of the foregoing discussion.

In our society we had been pushing back the age of maturity earlier and earlier--in many cases to the early teens. Our young people were also affluent to an unheard of degree. We have thus pushed forward their expectations of adult status while at the same time postponed the time they can in fact join society and be on their own. The problem has frequently been compounded by the familiar forces pressing toward the disintegration of traditional family and social organization. We received in college, therefore, a sort of sub-adult, not fully mature or accepted but with a strong sense of independence and expectation of such. The proportion of our high school students in colleges and universities had moved from about eight per cent at the turn of the century to fifty per cent. Many of these young people were less able than others to find their place in the educational structure. Certain important developments within that structure had also compounded the difficulties.

That is, students often feel that within our colleges and universities research and graduate education, on the one hand, and public service on the other have reduced the undergraduate student to at best a third on the priority list--with there being no lower priority. Undergraduates--indeed, all students--found a University structure extremely difficult to touch and deal with, much less affect. "Where can I go to be heard?" they say in some bewilderment when faced with the amorphous organization of most universities.

In turn, most institutions are ill equipped in Faculty or administrative structure to handle major educational problems, let alone listen to students. It is crucial, he felt, to open all

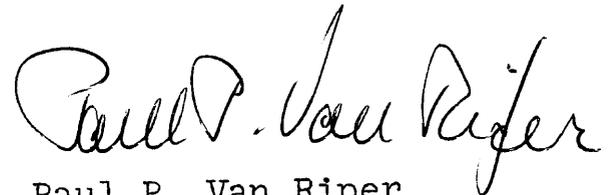
possible channels of communication within educational institutions, to improve existing channels, and to take the concerns of students seriously to the end that those with responsible questions might obtain responsible answers.

The President's impromptu statement was received with applause. He asked for questions. Again there was a brief consideration of the missing Keast report. In response to another question it was noted that there would presumably be some formal University Faculty action in light of the endeavors of the Forum and the Faculty Council Committee on Academic Affairs. The Associate Professor of Government, Andrew Hacker, stated that, as the President had asked for advice, he wanted to say that he was disturbed by the image our representatives--especially alumni and students--are conveying to high school students. He suggested we be more realistic and frank with incoming students.

The Susan Linn Sage Professor of Philosophy, Norman Malcolm, then requested an explanation as to why the new Faculty Handbook did not contain any reference to the dismissal procedure recommended by the Faculty to the Trustees some time ago. The President stated that, as the Faculty had requested, the matter had gone to the Executive Committee of the Board. Here the matter had been turned over to Mr. Francis H. Scheetz to review. Illness and other matters had greatly extended the period of review. When Mr. Scheetz was prepared to meet again with representatives of the Faculty, it was clear that he was willing to go along with the Faculty proposal in some respects, but desired to make further revisions on behalf of the Trustees. The latter revisions the Faculty Committee

on Academic Freedom and Tenure and the Faculty Council had found unacceptable. Hence there had been a reluctance on the part of all concerned further to disturb the status quo. That is, as Provost Corson noted, when called upon to add to the information on the subject, if the Faculty desired to make changes in the dismissal procedure, so did the Trustees. And there the matter lay at the present time.

The meeting then adjourned at 6:00 p.m.

A handwritten signature in cursive script that reads "Paul P. Van Riper". The signature is written in dark ink and is positioned above the typed name and title.

Paul P. Van Riper
Secretary

March 31, 1965

To: Members of the University Faculty
From: Royse P. Murphy, Dean
Subject: An Important Matter - Undergraduate Education

I have the pleasure of distributing to you eight of the nine projected reports of the committees that were appointed by the Vice-President for Academic Affairs, W. Rea Keast, in the 1963-64 academic year to study and propose suggestions for the improvement of undergraduate education at Cornell. One committee, number V., on the quality of instruction is still to report. These reports will be of interest to the Faculty since they concern many important matters of educational policy and should provide an excellent basis for discussion and for the development of recommendations for action by the University Faculty, its constituent faculties, and the Board of Trustees and Administration. These reports are being released to student groups in order that we may obtain their reactions and suggestions.

The Faculty Council and its Committee on Academic Affairs have received these reports. The Faculty Council has recommended that these reports be presented to the University Faculty for discussion purposes only at its next meeting, April 14, and that special meetings be held as needed to continue the discussion. The Council has designated its Committee on Academic Affairs to organize faculty, student and administration discussion of these reports and to recommend to the Faculty Council procedures for appropriate action. Members of the academic community who wish to react to these reports are urged to communicate in writing with the Dean of the Faculty (Day 304), the Chairman of the Faculty Council Committee on Academic Affairs, Professor A.E. Kahn (via Day 303), or the Vice-President for Academic Affairs (Day 303).

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I

Report of the Committee on the Articulation of Undergraduate Studies with the Programs of Secondary Schools

When this committee met first, on March 19, 1964, its immediate problem was to determine the exact dimensions of its concern. The word "articulation" proved hard to define. In general, it meant the relation between the schools and the university. But which of the particulars that seemed to come up under this head would reward special attention?

The relation in question is based on accurate communication between the two educational levels and some degree of accommodation by each as changes occur at the other. Obviously, it is over its own program that the University has the greatest control. There is little it can do directly to effect changes in the secondary schools that might seem desirable. Indirectly it can exert an influence by advocacy, encouragement, entrance requirements, and expert advice.

Communication might be improved. The University's existing printed materials merit scrutiny to determine whether its expectations are clearly set forth, and each field might undertake to prepare statements designed to clear up faulty impressions regarding the real nature of scholarly activity or professional practice within its domain. At the same time each department should be encouraged to institute defined procedures for keeping abreast of curricular changes in the schools.

Nevertheless, despite all efforts and the best intentions it is perhaps inevitable that the faculty of the University as a whole are largely ignorant of what is happening in the schools, and the schools are equally

ignorant about universities in general and Cornell in particular. This ignorance is complicated by the great variation among secondary schools, and by the differences among the divisions of the university. Cornell's "image" in the schools, or among parents and students, is vague. The motives of prospective applicants are various. It seemed unlikely to the committee that special public relations efforts could do much more than mitigate this situation somewhat.

Still, these considerations raised questions which the committee felt could be answered by members of the university staff responsible for different facets of the admissions process, the advanced placement program, and the conduct of the freshman year. It was decided to call in experts for advice. During the following several meetings the committee heard from Dean Snickenberger, Dean Cronkhite, Professor Andrus, Vice President Summerskill, and Mrs. Beatrice Buszek, a graduate student who had done an interview study of freshman opinion within the College of Arts and Sciences.

In the course of these meetings certain facts did seem to become increasingly plain. For one thing, it appeared that the only specific problem under the general head of Articulation, that of integrating students with better than average preparation for college work, was already well taken care of by the existing Advanced Placement Program. This program is elaborately worked out and well under control. There are some problems of detail -- what to do about students who take advanced placement exams and get middling grades, or how much credit to give for

advanced work in fields requiring maturity as well as knowledge -- but these do not raise issues of principle. The committee saw no reason not to rely on the officers of the Program to find solutions to them.

But a larger problem began gradually to emerge, for which no such official solution has been found. Each expert seemed in his different way to confirm its existence. This is the problem of the freshman year. It seemed to become increasingly obvious as discussion continued and evidence accumulated that the freshman year at Cornell was an unsatisfactory academic experience. It did not seem so much that mistakes were being made, as that not enough of a positive character was being done. The entering freshman seemed to be presented with a vacuum.

The students who come are not, it appears, that the best of those who apply. This committee, however, is concerned more with the experiences of those currently entering than with their replacement by others who may be intellectually superior. Furthermore, the freshman experience of those who do come is presumably more under the University's control than is its competitive position among other colleges and universities. Nevertheless, if the life of the first year were more positive, cohesive, and genuinely educational, not only might present students be more satisfied and better served than they are, but Cornell might attract some of those who now have no reason to prefer it to other institutions.

The evidence that a problem exists was varied but persuasive. The committee heard reports of unrealistic or uncertain career goals, of disillusionment with vocationally oriented course programs, of the perils

of premature specialization. Students had many complaints about the "system." Freshmen, at least in the College of Arts and Sciences, feel that they are subjected to strong pressures in the rationale of which they cannot believe, but to which they are obliged to adjust. The academic environment is impersonal. The advising system is perfunctory. The respected faculty is rarely encountered and seldom approachable. Everything seems to depend on grades. At the same time there is much skepticism about the public standards of the university. Many students suffer from failure of motivation and poor study habits. The courses do not seem related to life situations. The students appear to accept this "system," not being able to believe there is anything else to do. Each feels alone, in competition with his fellows, out of touch with the faculty, and helpless to change the structure which governs him.

This is indeed a depressing picture and a serious indictment, and quite possibly, it is overdrawn. But it is so contrary to the ideal of university life the faculty surely wishes to provide that any shred of accuracy it contains must merit serious efforts at rectification. Minor improvements are readily suggested. The advisory system apparently works better in some divisions than in others. Some departments are conspicuous in their greater use of senior professors to teach freshman courses. If the rationale of the grading system can be determined and defended, it should be explained to freshmen and their high school counselors. But small measures may not be adequate. Possibly nothing short of a serious anthropological study conducted by scholars living in

the midst of the "freshman tribe" can provide the data upon which to base effective reform.

Nevertheless, as the evidence regarding the unwholesomeness of the freshman situation accumulated, the committee spent some time discussing possible alternatives to the present academic arrangements. It was felt in general that an effort should be made to remove the vocational pressure which now crowds the first two years of college experience. For some students, this period should be a time of exploration, which does not involve a need to make premature commitments. A firm sense of vocation has positive motivational value, but many entering students, lacking valid grounds for such a choice, deserve an opportunity to make it intelligently and to change programs without excessive penalties when premature decisions prove to have been unwise.

Somehow, sometime during the pre-frosh, freshman, and early sophomore period, a more meaningful conception of the intellectual life must be conveyed. It is suggested that means to unite the academic and living sides of the freshman life, by establishing faculty apartments in the dormitories, be investigated. At the very least, younger male faculty might be encouraged to spend a term living and studying in freshman men's residential halls, without proctorial responsibility, to exemplify the life and interests of scholars. It is recognized that the planned freshman center should also contribute to the improvement of the intellectual atmosphere.

Toward this end, however, the suggestion that evoked the greatest

enthusiasm among most of committee members was to look into the possibility of establishing a set of "freshman seminars" to replace one or more of the existing elementary courses. Such a seminar could be a credit course, required of all freshmen. There might be weekly lectures to the whole class, the lecturers chosen from Cornell's foremost talent. Weekly discussion sections of about ten members could be led by junior and, if possible, senior faculty members from all divisions of the University. Each section should contain students from various colleges - a "random sample" of freshmen.

An annual topic, e.g. "language," "society," "research," "education," might be chosen which can be treated from many points of view: those of the humanities, the natural and social sciences, child development, etc. An inter-college committee should plan these seminars. A chairman responsible for organizing and staffing the seminars would be needed; this assignment would be a full-time commitment. The committee considered but did not reach a conclusion about whether the seminars might take the place of freshman English.

After nearly two months of weekly deliberations, the committee discovered with some chagrin that a Committee for Study of the Freshman Year had already reviewed the same problems, discovered similar facts, and arrived at very much the same conclusion about the desirability of a system of freshman seminars. The report of this committee was not known to the present group, but it has since been learned that no practical results have followed from the earlier investigation. The

present committee, therefore, strongly recommends that any further group assigned to deal with the issue of the freshman year be empowered to make practical decisions about problems which, it now appears, are easy to discover. Any new committee assigned to deal with the matter ought, it seems, to have the power to initiate reforms, the commitment of the University to provide resources, and, perhaps, the authority to choose a Director of Freshman Studies.

That the problem of the freshman year, then, is the real articulation problem, and that this has reached a stage where action rather than simple investigation is required, are the principal conclusions of this committee. That appropriate action be decided upon and taken is its essential recommendation.

Respectfully submitted,

Jonathan Bishop
Ralph Campbell
Edward Geary
Peter Hilton
Matthijs Jolles
Harry Levin
Walter Nelson
Mauritz Johnson, Jr., Chairman

June 5, 1964

REPORT OF COMMITTEE II: ENTRANCE STANDARDS

F. G. Marcham

The Committee took as its responsibility consideration of the entrance standards, or entrance requirements as they are commonly called, now used by the undergraduate divisions of the university. The Committee quickly decided that the subject assigned to it could not be studied without some exploration of the university's total admissions policy. The Committee also reasoned that when an undergraduate division said to a candidate for admission "you must satisfy such and such entrance requirements," it was also by implication saying "if you are to profit from the curriculum of this division you must have reached such and such a standard of achievement before you begin your work with us." Because of this association the Committee gave thought to the importance of relating entrance requirements to programs for undergraduate study in the freshman year.

Each undergraduate division of the university prescribes its own entrance requirements and states, according to its own determination of the purpose it serves as a teaching institution, what courses the applicant must complete and what tests he must take before he can be considered for admission. The requirements vary from one division to another and in doing so reflect the diversity if not the disunity of Cornell's undergraduate programs. In most instances the lists of requirements are long: this is so because each division regards itself as committed to

a program of professional or near professional education. Whatever purpose the lists of requirements serve in this respect, they clearly have the effect of limiting the candidates for admission to students who attend schools that offer a curriculum geared to Cornell's entrance requirements. This is a substantial limitation: it shuts out students, however excellent, from many small schools and from all schools in those parts of the country that have a curriculum different from the curricula of the large urban and suburban schools of the East.

The lists have two other unfortunate effects. On the one hand they cause this university to lose some truly exceptional students; such as, for example, one who might be outstanding in mathematics and sciences, but, through a faulty high school program, deficient in foreign languages. (Such a student might have ample time to repair the deficiency in college.) On the other hand the lists tend to tie the student so closely to a particular discipline that if, after entering Cornell, he wishes to change his field of study he has difficulty in doing so.

The undergraduate divisions at Cornell hold rigorously to their lists of requirements. Though here and there they may waive a rule in unusual cases, their willingness to do so is not advertised. Consequently the intending applicant knows only that the lists exist; he believes that the committees use them to effect a preliminary screening of applicants. He believes also that university policy in regard to entrance requirements is inflexible.

On the basis of knowledge and of opinions such as these, many prospective and promising applicants do not trouble to apply for admission to Cornell. They turn to one of the other major universities and do so all the more readily because Cornell stands nearly alone in setting up lists of presumable rigid requirements as a preliminary to consideration for admission. The more flexible policies of other universities are associated with the practice of recommending to applicants that they complete certain courses of studies before admission. The connotation of require, as opposed to recommend, has given Cornell a reputation for applying rules harshly. Indeed, in some instances, applicants who are qualified to enter Cornell turn aside; what they believe about entrance requirements leads them to suppose that the university also administers its undergraduate programs with inflexibility. Thus by accident, perhaps, rather than by design Cornell has defined more narrowly than do most other major universities the persons from whom it will choose its students.

A great university has many attributes: teachers and scholars, programs of study, libraries and laboratories, visiting lecturers and artists, as well as other amenities that promote the education of students. The greatness of a university also consists in the quality of its students.

The students should be persons of high academic achievement and promise. They should also be persons of great diversity as individuals; men and women of many gifts, having in one degree or another distinctive

personality, firm character, the capacity to succeed in some form of extracurricular activity, perhaps above all the wish to contribute to and make use of all the richness of life that is associated with a university community. They should be drawn from different geographical areas; they should come from a wide range of social groups. They should have differences of interests, attitude, purpose, and spirit. Most should come to the campus as to a new scene; others should have acquaintance with the Cornell tradition, as children of Cornell faculty members or of Cornell alumni.

Among students with these abilities, gifts, and experiences an undergraduate finds much of his education; accordingly an admissions policy should seek to create a student group of this kind. No technicality should bar from admission to Cornell an applicant who appears able to add to and profit by the great riches of the university.

The Committee recognizes that the undergraduate divisions do not maintain the same level of academic excellence with respect to the students they admit and that this is in part and for the present a consequence of much keener competition for admission to some divisions than to others. Were these differences to continue and become extreme the university might seek to impose a more uniform level. For the present the Committee believes that it will be sufficient for the University to urge the divisions to work on their own accord towards this end.

The recommendations of the Committee on Entrance Standards are as follows:

- 1) That each undergraduate division of the university substitute for its lists of required entrance units and achievement tests, with the exception mentioned below, a list of tests and also a list of subjects recommended rather than required for completion prior to admission; recognizing, of course, that specific secondary school courses, as well as achievement tests may have to be required in the case of a few specialized curricula to ensure sound preparation for undergraduate work and to give admissions committees opportunity to judge the prospect for an applicant's success at Cornell. Exception: It is anticipated that all divisions would continue to require the College Board Scholastic Aptitude Test of all applicants.
- 2) That in undertaking this change in policy the University declare that it does so for the purpose of improving and diversifying the academic quality of its students.
- 3) That the university state firmly and positively its wish to create an undergraduate body of high quality and diversified gifts and experiences.
- 4) That the university increase accommodations for women undergraduate students and that it review from time to time the academic purposes of the undergraduate divisions so that allocation of places to women in these divisions keep in step with changes in divisional programs.
- 5) That the university appoint a continuing committee to decide and shape the general pattern of university policy regarding admissions.

6) That the proposed continuing committee on admissions be joined with a committee responsible for the study of the university's undergraduate programs, particularly those for freshman, so that development of the admissions program does not take place in a vacuum, and so that the admissions program keep in mind the need to afford to the student reasonable opportunity to change his field of study after entering Cornell.

For the Committee, consisting of

Donald Holcomb
Maurice Neufeld
Richard O'Brien
Walter Snickenberger
Jean Warren
Frederick Marcham

A REPORT OF THE COMMITTEE ON
INTERCOLLEGE TRANSFERS

III

Submitted by:

Robert N. Allen
Charlotte W. Baumgartner
Raymond Bowers
W. Donald Cooke, Chairman
Stephen W. Jacobs
Donald H. Moyer
Blanchard L. Rideout

June 5, 1964

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I. Introduction

This committee was formed to study the problem of intercollege transfers within the undergraduate units of the University.

The transfer of students from other institutions was not considered since this aspect of undergraduate education was to be covered by a separate committee studying admissions.

One of the major tasks of the committee was the accumulation of data which is included in tabular form in the Appendix. This detailed information is included for possible future use.

None of the committee members had any firsthand knowledge of the transfer situation at other institutions. To overcome this deficiency, six other universities were contacted by members of the committee. A comparison of the problem at Cornell with other institutions is discussed in Section V.

Fortunately because of the presence of Professor Rideout on the committee, it was possible to have detailed knowledge of the role that the Division of Unclassified Students plays in the transfer situation.

The final section contains suggestions for easing the difficulties imposed on students desiring to transfer from one college to another within the University. Each of the suggestions proposed in this section has been approved by all the members of the committee. Some of the proposals are not feasible within any reasonable time scale but the information is presented to show the depth of some of the problems. Some, on the other hand, seem desirable and feasible immediately and these are so identified.

II. Statistics on Intercollege Transfers

Tables I and II present information on the number of students who transferred from one college to another within Cornell for the years 1958-59 and 1963-64. Table III gives the percentage of students in each college who transferred to

other units. It can be seen from Tables I and II that there seems to be no major changes in the number of intercollege changes within this five-year period. If anything, there is a decrease in the number of students desiring transfers and an increase in the percentage that were successful in their attempt.

It is immediately evident from these statistics that there is only one major transfer pattern that dominates all others -- transfers out of Engineering either directly into Arts or indirectly through DUS. The number of transfers from all other areas are small enough so as not to constitute a problem. The number of students transferring from Architecture to other divisions (almost invariably Arts), although small in number, is proportionately high compared to the small number of students in the program.

Unfortunately, the number of students who would avail themselves of a change in career in the absence of all barriers is unknown.

III. Reasons for Student Transfers

One of the major reasons that students desire transfer to other colleges is concerned with lack of motivation or interest in the field of their original choice. This is noted in a study made by the Engineering College and is also the consensus of opinion in the College of Home Economics. Another major factor, especially in Engineering, is the lack of breadth of subject area. In a study of engineers who voluntarily transferred, many gave as a reason lack of electives and subjects in the Arts area. It is significant that only 7% gave misinformation about the program as the major reason for transferring.

The Engineering College has attempted to explain their program to entering students by the distribution of literature such as "What is Engineering School Like" and "Cornell Engineering, Rain or Shine."

The College of Architecture and the College of Home Economics attempt

to personally interview each applicant. This results in a better understanding by the students as to what is expected of them and what the field is like.

Another reason for applications for transfer results from differences in admission standards between colleges, particularly Arts and Engineering. Some students apply to Engineering because they feel their record will not meet Arts Admission requirements. This problem can only be solved by decreasing the differences that now exist in admission standards.

IV. Impediments to Intercollege Transfer

There seem to be more obstacles to easy transfer at Cornell than at any other universities we have contacted. The distinctness of each of the divisions, coupled with the unique State-endowed complication, militate against easy transfer. In the survey conducted by the Engineering College, "intercollege rivalries," "attitudes of Arts teachers toward Engineers," and similar statements by students are presented as common barriers to transfer.

The impediments to transfer can be summarized as follows:

- I. Autonomous colleges and divisions and lack of a university policy concerning transfers.
- II. Financial.
- III. Curricular problems.
- IV. Differences in admission standards.
- V. Lack of encouragement by colleges to students desiring to transfer.

(I) There is no general university policy on transfer students. Each college separately admits its own transfers without being at all influenced by the University. Some colleges may admit students that they think are capable of graduating, others may be looking for students who would be better than average, etc. There are as many policies as there are colleges. As will be shown subsequently, other univer-

sities do have general policies on transfer students.

(II) Financial reasons are a distinct barrier to transfers from the State to the endowed divisions. Apparently the payment of back tuition is a formidable obstacle. Only thirty students transferred from State to endowed divisions in both terms 1963-64. It is probably true that there would be many more transfers from Home Economics to Arts if financial reasons were not important.

(III) Curricular differences, particularly between Engineering and Arts, cause difficulties for students who wish to transfer to Arts. The small number of electives available to engineering students coupled with underclass distribution requirements in the Arts College makes reasonable scheduling difficult. The Arts College has an extensive language requirement that is offered in six-hour courses, and the lack of electives in the Engineering College does not allow the student to take six-hour sequences. Since the major portion of the language requirement must be finished before the beginning of the junior year, transfers at the end of the sophomore year are essentially impossible without loss of time.

From previous experience, a student transferring from Engineering after one year can do so without loss in time. After three terms an additional term may be required, and after four terms an additional year is probably necessary.

Transfer from Architecture to Arts is made difficult by the lack of bridging courses which would allow the student to understand what is to be expected of him in Arts and allows him to build up an equity in course work. (All Architecture students, however, do take a course in the History of Architecture and Art.) A freshman in the College of Architecture has three courses in that College and one elective each term. These students are in a more difficult situation than the Engineering student who has a large equity in Arts College courses at the end of his first year (mathematics, physics, chemistry, and English).

(IV) Differences in admission standards often prevent easy transfers of students. Table V presents some information on these differences. Because of major differences in SAT Verbal requirements between the Arts College on one hand and the Hotel and Agriculture Colleges on the other, transfers would be difficult. However, for other reasons, the flow of traffic between these units is minimal.

The choice of the entering class of the Architecture College is often determined by criteria which are distinctly different from the usual scholastic aptitude and causes difficulties for students wishing to change.

The differences in admissions requirements between the Engineering and Arts Colleges are not very great, as can be seen from Table V. The major difference seems to be that the Engineering College will accept some students who have very high mathematical aptitude even though their verbal aptitude is low. Since the Arts College places more emphasis on verbal aptitude, problems do arise when a student does poorly in Freshman English and then attempts to transfer.

(V) There is perhaps some evidence that engineering schools take great pride in advertising the percent of the entering class that they are able to retain in engineering. The attrition rate seems to reflect on the quality of the educational process. For this reason engineering schools do not encourage transfer of students out of their colleges until the student is assured that the change is desirable.

V. A Comparison of Cornell with Other Institutions

Seven other institutions were contacted to ascertain their policies on intercollege transfers. In general, all of them reported situations in which it seemed that students in good standing have fewer difficulties in transferring than they do at Cornell. All of them have a more or less common admissions committee or standards. In most cases there seems to be a general university policy. At Stanford, for example, where there is a common admissions standard, the basic principle is that if a student is eligible to be an undergraduate at Stanford he can choose to major in any area he desires. They make no distinctions between students

changing colleges, and all that is necessary is that the student notify the General Studies Office of the change.

In general, the engineering curricula at other institutions have fewer professional courses and in some cases have common two-year programs with majors in the pure science areas.

In summary, it seems that transfers are facilitated at other institutions by three factors:

- a - Common admissions standards.
- b - Less intensive professional emphasis in the first two years.
- c - Fewer lines of demarcation between colleges.

It should be noted, however, that with the exception of Stanford the colleges all have an academic standard for transfer students. Students in academic trouble do not find transferring to other divisions easy, and in most cases it is impossible. In this circumstance the student at Cornell has an easier time in trying to salvage a college education because of our Division of Unclassified Students.

VI. Performance of Transfer Students

A study was made of the academic performance of the transfer student once he has made the change. The study was limited to those students transferring into the Arts College, which represents the ultimate destination of 75% of the transfers. The reason for accumulating the data was to determine if the transfer student represented an academic burden on the quality of Arts College students.

As far as success in obtaining a degree is concerned, there seemed to be no difference between transfers and regular Arts students. Using a sample of 250 students that transferred into the Arts College over a four-year period from 1958-62, it was found that 83% of the direct transfers and 82% of the students from DUS attained a degree. This compares with typical sophomores in Arts of which 84%

graduate (Table VII). There was no significant difference between the transfer student and the regular Arts student in the percentage that graduate without academic actions (Table VIII).

With the same group of 250 transfer students there was some difference in class standing at graduation. Fewer transfers attained averages greater than 85 and more finished with averages under 70 (Table IX).

There is some evidence that the students currently transferring to the Arts College are performing more satisfactorily than the results of the 250-student sample of previous transfers. A group of 74 transfers into the Arts College in Feb, 1963 were quite distinctly above average after one term (Table X). It was noted, however, that the transfer student performance drops significantly after the first term in Arts.

With transfers from Engineering, the ultimate choice of a major field was very different for those transferring directly into Arts and those coming through DUS. For the direct transfers, 41% majored in mathematics, physics, or chemistry, while only 16% of the DUS students majored in these areas. On the other hand, 42% of the DUS students chose government or economics as a major compared to 17% of the direct transfers.

An interesting observation resulted from studying the performance of transfers. Of twenty (admittedly a small number) transfers from DUS who performed very well with averages above 80, there seemed to be no correlation between the averages they attained before transferring to DUS and their performance in Arts (Table XI). This would seem to indicate that DUS might be less cautious in admitting students to its program.

VII. The Role of the Division of Unclassified Students

One bright spot in an otherwise dismal transfer situation at Cornell is the

fact that students in academic difficulty have a chance to transfer from one college to another through the Division of Unclassified Students. In other institutions, transfer of such students is often difficult or impossible.

Approximately two-thirds of the students applying to the division are accepted. Rejections are based not only on academic performance but also on the lack of any definite career choice on the part of the student.

Of those accepted about 65% eventually enter the college of their choice. In addition to this 65% another 20% take advantage of their enrollment in DUS to facilitate transfer to another institution.

The student transferring to Arts from DUS does not represent an academic burden on the College. Such students have about the same chance of graduating as a direct transfer which is about the same as a student originally enrolled in the Arts College (Tables VII and VIII).

The performance of DUS students can be attributed to a variety of factors which include the following:

- 1 - Selection and screening of students during the term in DUS,
- 2 - Choice of less rigorous quantitative areas,
- 3 - Closer attention and advising for the student.

DUS has been under constant attack from students and parents for the 77 average required for sponsorship to the College to which the student is aspiring. In the case of transfers to Arts it seems that this requirement is realistic. Data shows that this level of attainment assures the student will have as good a chance of graduation as the normal Arts student. Further, in the case of most transfer students there is a distinct drop in academic performance after the first term's work in the College.

VIII. Effect of Transfer Policy on Admissions

It seems highly probable that the lack of any stated intercollege transfer policy in the admissions information distributed to prospective students by the Engineering College has resulted in a loss of some excellent students. Often students enter engineering schools still undecided whether they want engineering or arts. Many schools, anticipating this problem, have emphasized to a prospective student the ease with which transfers to other colleges can be accomplished. The Engineering College at Cornell has not been able to make any statement in this regard because the transfer policy does not reside within their jurisdiction, but in each separate college to which a student may desire to transfer.

Evidence for the above analysis can be obtained from a questionnaire sent to students who rejected entrance to Cornell in 1963. Many of them stated that the reason they chose another institution was their indecision as to a professional career and the stated policy of easy transfer.

For the reasons previously mentioned, the possibility of transferring to other fields is easier at other institutions.

IX. Summary of Findings

1 - There are more impediments to intercollege transfer of students at Cornell than most other major universities. An exception to this general rule seems to be our policy with regard to students with weak academic performance.

2 - These impediments are associated with the autonomy of various colleges and results from their differing policies concerning admissions requirements, academic standards and tuition charges.

3 - There is no University policy on intercollege transfer of students. Each college independently makes its own policy and sets its own standards for the admission of transfer students. The question of the responsibility of one college to accept

a transfer from another unit at Cornell has never been delineated. There seems to be agreement that a college should accept a student who is capable of performing average level work. What responsibility, however, does a college have to the University to accept students who will probably perform at the minimum level of academic achievement?

4 - Because of the lack of University policy on the intercollege transfer of students, admissions literature from Cornell is silent on the question. There is evidence that many students choose to go elsewhere where easier transfer is advertised.

5 - The most significant transfer problems involve students leaving Engineering for Arts either directly or through DUS. Students transferring from Architecture are small in number but represent a large percentage (25%) of their enrolled students.

6 - The payment of back tuition represents a significant barrier for students who want to transfer from the State to Endowed units.

7 - DUS plays an important role in facilitating the transfer of students in academic difficulty to other colleges and has been instrumental in salvaging many students.

8 - The student transferring into the Arts College under present criteria does not represent an academic burden to the College.

9 - The language requirement of the Arts College is a source of major difficulty for the student transferring into arts.

10 - Many problems for student transfers result from a lack of attention to the problem in the modification of freshman year curricula.

11 - Under current administrative procedures an easement of the transfer problem can only be accomplished by agreement between the Deans of the various

colleges.

X. Suggestions

Admissions

1. The barriers to intercollege transfers could be greatly minimized by imposing a common admissions standard comparable to that in the Arts College on each division of the University. (The financial difficulties in transferring from State to endowed units would still remain.) The implementation of such a policy would result in:

- a. A lessening of the autonomy of the separate colleges.
- b. A substantial decline in admissible students in units of the University other than Arts. Agriculture would have to reject about 40% of the students now admitted, Architecture 15%, Engineering 15%, Home Economics 20%, Hotel Administration 50%, and ILR 10%.

2. Since the major traffic in student transfers is either directly or indirectly from Engineering to Arts, many of the admissions problems could be alleviated by focusing on these two areas. Various possibilities exist:

- a. There is an identifiable group of students applying to Engineering and Arts who are uncertain whether their ultimate aim is science or engineering. A one- or two-year University curriculum could be set up for a pilot group of such students which would allow them the option of ultimately choosing either Arts or Engineering. Common admissions criteria would have to be established for this group of students which would be acceptable to both colleges.

Such a program would eliminate the transfer problem for this group of students. It would probably result in bringing to Cornell a number of students who do not matriculate because of easier transfer

possibilities elsewhere. It is also in keeping with the current trend in Engineering toward professional education at the graduate level.

The disadvantages of this program seem minor. More work would be involved in admissions, since both Arts and Engineering would be concerned and since this would represent a separate group of students, it would probably result in more administrative detail.

b. Since almost 25% of the matriculated engineering students ultimately transfer to the Arts College, somewhat greater attention should be given to the verbal competence of the entering Engineering students.

3. A minimum literacy standard should be imposed on admissions criteria of all undergraduate units in the University. Students of all the divisions are involved in liberal arts courses, and they should have the competence to perform reasonably well in such courses. The literacy standards could be devised from grades in high school English courses, verbal SAT scores, English achievement examinations, and regents examinations. These standards must be realistic in the light of differential enrollment problems and should never be rigidly required.

The disadvantage of such a standard is that some applicants would be rejected on this basis. The number of students offered admission may not decline, however, in the light of increased applications.

Curricula

4. It is suggested that all divisions of the University consider the special problem of the transfer student when modifying curricula. Not only should the Colleges of Architecture and Engineering be cognizant of the problem, but also the Arts College since an appreciable percentage of its students are transfers from other units.

Lack of communications between various units is a major problem, and

recent changes have been made which were detrimental to transfer possibilities. A standing committee of the University Faculty should be formed which would monitor the various curricula of the freshman year and changes in such curricula in the light of the transfer problem. It seems advisable to make this part of a more general University-wide Educational Policy Committee. Many of the problems discussed in this report could be handled by such a committee.

5. The lack of liberal arts electives in the freshman and sophomore years in some colleges is a distinct detriment to transfer. In his first two years, the Engineering student has a high percentage of Arts hours but almost totally orientated toward science. If he chooses not to major in a scientific area (which represents approximately half of the Engineering transfers to Arts), he has little equity in the area of his future choice, and there is only a minimum of performance upon which the Arts College can judge his competence.

For the student in Architecture wishing to transfer to Arts, the situation is even more difficult. The number of Arts hours is minimal, and can be zero. Since he is unlikely to have freshman English (which is no longer required), direct transfer to the Arts College is seriously impaired and his progress delayed.

The addition of a liberal arts elective to the curriculum of the professional schools would have the advantage of making student transfers easier.

6. One of the major difficulties to the transfer of students into the Arts College is the language requirement. The six-credit-hour course offerings coupled with the stipulation that the requirement be completed in the first two years results in a formidable barrier to transfers. Even where the students have electives, it is not feasible for students to use them for six-hour courses and this complicates the already difficult situation of the recent transfer student.

Additional three- or four-hour language courses, or an easement of the

time over which the requirement can be completed, would alleviate the situation.

The whole question of the language requirement in the Arts College is undergoing a re-evaluation. This committee must consider the problem of the transfer student in its deliberations.

Division of Unclassified Students

7. DUS should consider on an experimental basis the possibility of decreasing its standards for entrance into the Division. In checking performance of students from DUS in the Arts College, there seems to be little correlation with grades obtained by the student while in the Engineering College. However, acceptance must always be at the discretion of the Director.

The disadvantage of such a move might be that the Division would develop an unsavory academic reputation both with students and faculty. On the other hand, the Division can take pride in its record and it is not possible to predict what will happen to such students if the experiment is never attempted.

It is felt that the requirement of a 77 average for recommendation to other units is reasonable.

8. It has been customary for students transferring into Arts from DUS be required to have four additional terms of residence in the College. Even though the student takes all his courses in the Arts College, it is not counted as a term in the Arts College. There seems to be no reason for not counting such DUS terms as equivalent to a term of residence in the Arts College once the transfer is made.

Other Suggestions

9. The problems of the transfer student from Engineering to Arts could be greatly eased by the Arts College agreeing to automatically accept all Engineering students who are in good standing. This is essentially the current policy of the Arts College.

There are two major disadvantages of such a procedure:

- a. It could greatly increase the number of "back door admissions" to the Arts College.
- b. Some Engineering students might change careers too hastily.

The second difficulty could be removed by automatically accepting any Engineering student who has completed one year, is in good standing and meets the Arts College Admissions criteria.

10. The payment of back tuition which is necessary in transferring from State to Endowed divisions is a serious and usually insurmountable barrier which, if eliminated, would encourage many transfers. The committee recommends a re-examination of the policy of requiring back tuition payments. There was insufficient information on the background of this policy for the committee to take any firm stand.

The most serious disadvantage would be the matriculation of students in the State divisions at low tuition rates who would intend to transfer after two years to an endowed division. The over-all cost of the degree would be substantially lowered and the arrangement might induce many students to take this course of action.

11. Since the transfer student is accepted at the discretion of the individual college, a problem will arise if rigid limits are placed on the enrollment of the various colleges. The colleges will be reluctant to accept transfers when the possibility of admitting a more qualified freshman exists. To circumvent the problem, it is suggested that any enrollment limitations and dormitory space allotments be invoked only at the entering freshman level. Beyond matriculation for these purposes, students will be considered only as University undergraduates.

12. There seems to be a great deal of confusion concerning the mechanics of the process of transferring from one College to another. It is suggested that the

University produce and distribute a document containing general information and procedures for the use of advisors and students.

Of the twelve suggestions mentioned above, some are more feasible than others. This committee feels that items 2, 3, 4, 7, 8, 11 and 12 are of such a nature and of such importance that immediate action can be taken to implement their initiation.

It should be noted that any policy changes that would increase the number of transfers would increase the teaching commitments of the College of Arts and Sciences and would necessitate additional staff.

TABLE I

Transfers Accepted, Fall 1958 and Spring 1959

APPENDIX

<u>FROM</u>	TC								<u>FROM</u>
	A&S	Agr.	Arch.	Eng.	H. Ec.	Hotel	I&LR	DUS	
A&S	x	8	3	1	1	3	2	4	22
Agr.	6	x	0	0	0	2	3	3	14
Arch.	2	0	x	0	0	0	0	7	9
Engin.	79	2	5	x	0	0	1	109	196
H. Ec.	5	1	0	0	x	0	1	0	7
Hotel	2	0	0	0	0	x	0	1	3
I&LR	0	0	0	0	0	0	x	1	1
DUS	69	0	3	1	0	1	6	x	80
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
TC	163	11	11	2	1	6	13	125	
% Accepted	77	41	50	-	-	33	40	59	
	Total Transfers			332					
	Total Requests for Transfer			566					
	% Accepted			60%					

TABLE II

Transfers Accepted, Fall 1963 and Spring 1964

<u>FROM</u>	<u>TO</u>									<u>From</u>
	<u>A&S</u>	<u>Agr.</u>	<u>Arch.</u>	<u>DBS</u>	<u>Engin.</u>	<u>H. Ec.</u>	<u>Hotel</u>	<u>I&LR</u>	<u>DUS</u>	
A&S	x	2	1	5	1	3	1	2	7	22
Agr.	15	x	0	1	0	3	1	2	10	32
Arch.	7		x		1	0	0	0	11	19
DBS	40	5	1	x	0	0	0	0	76	122
Engin.	6	5	0	0	x	0	0	0	10	21
H. Ec.	8	0	0	0	0	x	0	1	1	10
Hotel	5	0	0	0	0	0	x	0	1	6
I&LR	5	1	0	0	0	0	0	x	5	11
DUS	<u>47</u>	<u>12</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>13</u>	<u>5</u>	<u>x</u>	<u>80</u>
To	133	25	2	9	2	6	15	10	121	
% Accepted	73	100	33	63	-	100	75	60	67	
Total Transfers						323				
Total Applicants for Transfer						477				
% Accepted						68				

TABLE III

Extent of Transfer Problem in Various Colleges

% of underclassmen in various colleges who applied for transfer to other colleges. Applications made Spring '62 and Fall '63.

	<u>Number</u>	<u>Percent</u>
Agriculture	38	4
Architecture	29	24
Arts & Sciences	15	1
Engineering	-	25 *
Home Ec.	11	3
Hotel	9	5
I&LR	16	9

* Average rate of transfers from Engineering to other non-Engineering units at Cornell

TABLE IV

Reasons for Voluntary Transfers from Engineering (101 Students)

Lack of interest or motivation	30%
Narrowness of program	28
Change in career objectives	10
Lack of ability	7
Misinformation about program	7
Dissatisfaction with environment	4
Poor instruction	3
Heavy schedule	3
Immature	2
Lack of dedication	7

Source: A Closer Look at Engineering Attrition
Don Berth, July, 1963

TABLE V

SAT Differences in Admissions Policy% of entering class with verbal SAT below 550

	<u>Arch.</u>	<u>Arts</u>	<u>Eng.</u>	<u>Hotel</u>	<u>Ag.</u>	<u>H. Ec.</u>	<u>ILR</u>
500-549	18	5	12	37	24	21	17
450-499	3	2	7	16	15	4	-
400-449	3	-	1	1	4	1	-
below 399	-	-	1	2	-	-	-
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	24	7	21	56	53	26	17

% of entering class with math SAT below 550

500-549	3	6	4	24	10	18	11
450-499	8	2	1	3	3	4	5
400-449	3	1	1	2	1	1	-
below 399	-	-	-	-	-	-	-
	<hr/>						
	14	9	6	29	14	23	16

TABLE VII

Success in obtaining a degree in the Arts College:

Direct transfers	83%
DUS transfers	82
All Arts Students	84

TABLE VIII

Percentage of students graduating without unfavorable academic actions:

Direct transfers	64%
DUS Transfers	63
All Arts	69

TABLE IX

	Average			
	<u>Above 85</u>	<u>80</u>	<u>Below 75</u>	<u>70</u>
Direct transfers	3%	31%	23%	7%
DUS transfers	2	18	32	6
Arts (Class '62)	13	42	21	2

TABLE X

Rank of 74 transfers into Arts, Feb. '63

Top 1/5	28%
2nd 1/5	34
3rd 1/5	12
4th 1/5	19
5th 1/5	8

TABLE XI

Previous grade averages of transfer students who attained Arts Averages over 80:

<u>Number</u>	<u>Previous grade average</u>
6	74-78
6	70-74
5	66-70
3	Less than 66

COMMITTEE IV

HONORS WORK

Vice President William R. Keast
303 Day Hall
Cornell University
Ithaca, New York

Dear Vice President Keast:

The enclosed report deals exclusively with a proposal for a two-part honors program for Cornell underclassmen. Since upperclass honors programs are, and probably will continue to be, initiated, developed, and maintained by departments, your committee thought that little could be done on a University-wide basis to improve, expand, or otherwise modify those programs. We thought, on the other hand, that a general honors program for all underclassmen would not only improve Cornell education for freshmen and sophomores but would also stimulate a demand for expansion and improvement of our present upperclass honors program.

In brief our recommendation is that with the help of special grants Cornell (I) institute a program of group tutorials or freshman seminars open to all entering undergraduates, and (II) substantially increase the number of honors courses and honors sections open to especially well-qualified freshmen and sophomores. These proposals are aimed at improving underclass education for all students and at speeding the process by which the University can identify, encourage, and instruct students distinguished by superior ability, achievement, and motivation.

Respectfully yours,

Scott Elledge, Chairman
Committee IV

Report of Committee IV

of

The Study of Undergraduate Education at Cornell

At one of its first meetings the Committee agreed on two points:

1. That we should not consider honors work without regard to its relation to the whole curriculum, and particularly to the general dissatisfaction with many of the freshman and sophomore courses as they are now conducted. One of our members put it this way:

To many freshmen and sophomores Cornell is a disappointment. Often the courses in the high schools our students come from are more intellectually stimulating and rewarding than much of the required course work of the first two years of college. To correct this regression, we would propose an increase in the opportunities for honors work during the freshman and sophomore years, and by honors work we would mean the pursuit of an academic discipline in a manner designed to stretch the intellect of students and to bring the student and instructor into contact sufficiently close that by the end of a semester the instructor can assess the unique qualities of the student's performance and promise and the student can feel that at least one member of the Faculty knows him personally -- as a student and a fellow human being. Provision of an opportunity for all freshmen and sophomores to enjoy access to honors work in each of the disciplines they are required to study would be an efficient way to help satisfy the normal expectations of the entering Cornell student.

2. That in improving the curriculum for some, Cornell should not worsen it for others. We discussed the feasibility of the proposal that

the provision of additional honors work not come at the expense of the non-honors students either by causing a decrease in the allocation of superior instructors to non-honors students or by causing the removal of superior students from the stimulating role they play in the regular class meetings of required courses.

In one sense, of course, the second proposal is impracticable. Even if all newly instituted honors courses were taught only by newly-appointed, additional staff, one could argue that students not in honors were being deprived of their fair share of the skills and energies of the new staff. Any honors program, or any honors work, assumes allocation -- of certain resources to certain operations -- and in general (though the exceptions are considerable) honors work implies the assignment of superior instruction to superior students, as well as some segregation. Though we hoped to offset the necessary discrimination by instituting a special program designed to give all freshmen the advantages of the best methods of instruction and the best instruction, we were aware that no honors program can be egalitarian, and that "honors" implies distinction.

II

We began our study by reading the position paper "Honors Work at Cornell," written by Professor Mizener in 1961 for the Centennial Planning Committee (Appendix A). We agreed in general with its description of the situation and in principle with its evaluation. Cornell is behind its natural rivals in this part of its curriculum, and it ought at least to catch up.

We collected and read descriptions of honors programs (not all under that label) at about fifty of the best colleges and universities in the

country (see Appendix B for one example). In many of these we found support for our interest in university-wide honors programs for underclassmen.

Next, we asked the deans of the colleges of Agriculture, Architecture, Engineering, and Home Economics, and of the Hotel School and the School of Industrial and Labor Relations to describe the extent to which honors work was now available in their colleges. On an informal basis there seem to be some such opportunities in all, but only in Architecture is there anything that can be called a program (Appendix C).

We asked the Dean of the Arts College to ask the chairmen of departments to describe, by answering a brief questionnaire, honors work and honors courses offered in their departments. Sixteen of the nineteen departments replying (Appendix D) now offer honors programs for upperclassmen (i. e., for majors who are candidates for honors in a subject), but only six departments in the Arts College make special provision for honors-level work for underclassmen. The courses are as follows:

Botany II (H)	15-25	(College of Agriculture)
Economics 104 (H)	50-60	(three sections)
English 119	100	} for freshmen
English 120	100	
English 213	75	
English 214	75	
English 351	50	} for sophomores intending to major in English
English 352	50	
History 106	24	
History 316	18	
Mathematics 122	100	
Mathematics 221	100	"essentially honors courses"
Mathematics 222	100	
Mathematics 221-411 (H)	10-20	"more truly for honors
Mathematics 222-412 (H)	10-20	level students"

In Chemistry and Physics there are no honors sections, but there is homogeneous grouping. In Chemistry, "Interest and ability lead to more honors-like atmosphere in higher numbered courses." Chemistry 115 had an enrollment of about 250 last fall.

III

Our proposal consists of two parts: one directed at all Cornell freshmen, in the form of a program of group tutorials to be called Freshman Seminars, and one directed at those freshmen and sophomores, from whatever College, whose demonstrated ability, preparation, and motivation qualify them for courses and instruction different from the standard offerings -- to be called Underclass Honors, General Honors, or Provisional Honors. In the first, some of the methods common to honors courses and some of the best instruction in the University would become available to all; in the second, the methods and the instruction might or might not be different from those in standard courses, but the students would be only those who qualify for and who elect honors courses, and the work, more extensive or intensive or demanding or rewarding -- upgraded in a variety of ways appropriate to the subject of the course.

At the beginning most of the courses would, as now, be offered in the Arts College, but all Cornell underclassmen would be affected by at least one part of the program, and all the Colleges would be encouraged to offer honors courses for underclassmen.

Both programs would be under the supervision of a University-wide

Honors Council, a small Executive Committee of that Council, and a full-time director, who would be responsible for the budget of the combined programs, for supervision of the underclass honors courses, and for appointment of the freshman tutors (in consultation with deans and department chairmen).

IV

Group Tutorial Program for Freshmen

General purpose: To provide all entering freshmen with work clearly more sophisticated than any they have done before -- to be conducted in small groups meeting regularly with a faculty member who (in most of the Colleges) would also serve as their adviser and counsellor.

Proposed organization

1. Each freshman would be assigned to a tutorial group of about 10 and, in any case, not more than 15 members.
2. The group would meet each week for two hours under the direction of their tutor.
3. The work in such a group would consist of discussing assigned books, of composing, presenting, and criticising assigned papers, and (where appropriate) of laboratory work, visits to galleries, films, etc. In effect, the groups would take over some of the present functions of Freshman Composition, which might in turn become either a one-term course or a two-hour-two-term course.
4. Group tutorial work would carry regular credit (two hours a term?).
5. In addition to the common work required of all members of a group, each member would be assigned an individual project in which he would aspire to become in a small way a "specialist," and in the

second term the meetings might take the form of reading and discussing individual reports prepared for such special projects.

6. The responsibilities of the tutor would include (a) advising and counselling members of his group (except in those colleges which choose to keep their present, highly developed counselling programs, e. g., Home Economics), (b) certifying that an appropriate level in writing had been reached, (c) making detailed recommendations for entry into the honors program.
7. The tutors would have as much freedom as possible to choose their syllabuses and modes of operations, subject to certain broad principles laid down for the whole program and interpreted generously by the director. Suggestions for topics made by committee members include "The Platonic Dialogues," "Concepts of Science," "Italian Architecture," "Comparative Studies of Urban Societies," the intensive study of a text (e. g., The Divine Comedy), etc. (See the Freshman Seminar Program at Harvard for a wide variety of possibilities: Appendix E.)

Staffing and direction

1. Tutors would be appointed from all ranks, from graduate students to emeritus professors, and without restriction of subject affiliation; in the initial stages of the program we hope a number of distinguished professors on the campus would be willing to participate. Tutors would be carefully selected for interest and ability to engage in the kind of work proposed.
2. In the early years of the program, tutors would be paid specifically for participation (except where they could be released from other duties by way of compensation or could be granted additional credit toward Sabbatical leave).
3. When new appointments were made, especially at junior ranks, eligibility for work in the group tutorial program would be a consideration.
4. It would probably be necessary to make a number of special appointments of men who would devote most of their time to the program.
5. The success of the program would no doubt depend very much upon finding an able director who would be able to inspire and guide the tutors and who would work constantly for the improvement of the program and the correction of faults as they appeared.

V

Underclass Honors Program

General purpose: To provide, for qualified underclassmen who wish to elect them, more challenging, interesting, and profitable courses than those designed for the average student.

Admission

1. No student would be required or individually invited to elect an honors course. All students would be informed about the program and special announcements might be sent to all qualified students.
2. Qualification would be determined finally by the department offering the honors course, but the office of the honors program would supply the departments with data and interpretations to assist in the decision. (See Appendix F for an example of the studies that might be undertaken and might prove useful in the administration of the program.)
3. In deciding whether an applicant qualified, the program director and the department would consider previous academic achievement, scores on aptitude tests, and signs of high motivation.
4. Admission to one honors course would constitute admission to the program. Failure to register in the subsequent term in any honors course would constitute resignation from the program.
5. Students would be able to enter at the beginning of their first, second, third, or fourth term, and to resign at the end of any term.
6. At first the number of underclassmen in the program might have to be smaller than desirable, and the number of honors courses elected by any student in one term might have to be limited to one or two. But if the quality of Cornell students continues to rise, we should probably try to provide some honors work in at least one subject for most freshmen. (In June, 1964, 77% of the Radcliffe seniors graduated with honors.)
7. Students in the program would, of course, be considered as provisional honors candidates, and would move from the program to

the honors programs of the departments of their majors when those departments accepted them. We assume that the development of an underclass honors program will greatly increase the number and importance of departmental honors programs.

The Courses

1. Our survey of the enrollments of freshmen and sophomores in all courses in the University (Appendix G) indicated that, in addition to those departments already offering honors courses or honors sections, the following departments now offer one or more courses in which the freshman-sophomore enrollment is large enough to permit instituting either an honors course or honors sections: Anthropology, Government, History of Art, Modern Languages, Music (213-214), Philosophy, Psychology, Sociology, Zoology, Agricultural Geography, Agricultural Economics, Animal Husbandry, Biology, Food Science, Rural Education, Rural Sociology, Child Development and Family Relations, and Housing and Design. In the ILR School the following courses may be large enough to allow for honors sections: 120, 141, 100, 121, 200-201, 210-211, 220, 241. In Engineering the present fairly rigid curricula and the methods of scheduling would not prevent freshmen and sophomores from electing honors sections of courses in other colleges (engineers enroll in honors sections in mathematics now -- though not in English). There is an honors section of Electrical Science for sophomores. The possibilities of honors work in Engineering are now being considered in the College. Though we have made no careful study of the impact our proposal would make on any curriculum, we do not foresee any difficulties.
2. The content, structure, and method of the courses would be proposed by the departments and approved by the Honors Council. In Chemistry, Physics, and Mathematics the patterns would probably be more like one another than they would be among Chemistry, Anthropology, and French. In some departments the course would have to be introductory, but it need not be elementary and it might be different from the standard introductory course (e.g., in anthropology, sociology, government, and philosophy); in others the courses would not be introductory but would not need to be highly specialized. Some might run parallel with standard courses, in which the regular lectures might be open and useful to honors students; some might carry four hours credit instead of three; some might be quasi-tutorial; some might be interdisciplinary or area courses. In all, the expectations (standards) of the instructor would be high, but the emphasis would be on the pleasure of independent discovery and individual achievement; and the accomplishment would be the measure of qualification for continuing in the program.

Staff

1. The instructors would be made to feel that an invitation to teach an honors section or course was a mark of distinction; and where extra work was required their department would compensate them in some way.
2. They would be drawn from all levels of experience (graduate assistants to chair-holding professors).
3. They would have some distinctive esprit de corps, would hold meetings in groups representing related areas, would arrange occasional social evenings with honors students.

VI

We made a survey of the College Board SAT verbal scores of entering Cornell classes for the past ten years (Appendix H), and concluded that the great increase in ability or academic promise (to whatever extent it is measured by such scores) makes dramatically clear how late it is. Because the Board Scores were not required of all Cornell freshmen until recently, it is impossible to be very accurate in our generalizations, but we can simply say that ten years ago 30 Cornell freshmen out of 1,683 who took the test made scores of 700 or better (in any one year about 1 1/2 % of all high school seniors in the country who are admitted to college make SAT (v) scores between 700 and 800). That is, in 1953 about 2% of the Cornell freshman class had what the severest standards would call honors potential. Five years later 134 out of 1,848, or 7%, had such entrance scores. And in the fall of 1963, 317 out of 2,202, or 19%, came from this very high stratum of the nation's college freshmen. Although the general

academic promise of the student body is rising, the range of ability and interest continues to be fairly broad -- as suggested by the fact that two-thirds of the class of 1967 entered with verbal scores below 650. Of course, SAT scores (verbal or mathematical) are not the whole story, and of course the degree of heterogeneity varies from college to college (fewer than half the Arts College freshmen in 1963-64 had SAT (v) scores below 650). But even if we had not the example of the successes of well-established honors programs in highly selective colleges as well as in multiversities, a thoughtful consideration of these figures and of our response (or lack of response) to the changes they reflect should spur Cornell to make deliberate speed toward recognizing the obligations as well as the opportunities produced by the admission of students with a fairly wide variety of abilities and interests.

VII

We assume that the General Committee on Undergraduate Education at Cornell will consider ways in which our proposals might be modified to fit with proposals made by other committees. We hope, for example, that extension of Advanced Placement and the granting of credit by examination can be made to cooperate with honors programs; that honors courses will take into account work already done in high school or independently, and that Articulation (Committee I) and the Quality of Instruction (Committee V) will thereby be improved. Obviously our proposal for

Group Tutorials touches not only on quality of instruction but also on Orientation and Advising (Committee VII). We think that increased recognition of academic achievement and the improved attitude toward course work will play a part in improving the educational environment. We think the summers could be used to enrich the honors program, and we hope the General Committee will consider summer terms and independent study on and off the campus as possible ways to improve Cornell undergraduate education.

VIII

Two things about cost would probably require half a million dollars a year of "new money." We think the most effective way to establish the program would be to insure first that the money would be available; individuals and departments will naturally be more interested in a well-funded program. And we think it would be unwise to initiate the program on money allocated from the present budget for undergraduate education, for such financing would imply a reduction of some operation of our present programs, and in the long run the cost would be borne partly by the non-honors students and partly, perhaps, by the Faculty.

Summary: Several facts argue for the improvement of underclass education at Cornell. Many students find beginning college courses less stimulating than they have a right to expect them to be. Many freshmen are not personally acquainted with any of their instructors. As competition for entrance becomes stiffer, entering classes are more able, more promising, more highly motivated. For a variety of reasons, the need for upgrading underclass instruction is acute. Most other first-rate colleges and universities have taken one or more of a variety of measures to meet similar needs. Our proposal aims to make the first two years more interesting and rewarding for all Cornell students by (1) giving them all the advantages of a start in a small group tutorial on a sophisticated level under the best teachers in the University and by (2) providing better courses and better classes for those students with unusual ability, training, and motivation. We think our proposal academically sound and administratively feasible (provided sufficient funds are allocated to it), and we believe that no other improvement is likely to do more, not only for the stimulation of upperclass honors programs and increased independent study, or for freshman morale, but for the whole intellectual quality and tone of the University.

Simon Bauer
Max Black
Scott Elledge
Jean Failing
Edward Fox
John Hartell
Robert Raimon
Watt Webb

Memo: To Recipients of "Preliminary Report, Committee VI -
The Grading System

From: G. P. Fisher, Chairman, Committee VI

I wish to emphasize that the attached report is indeed "preliminary" as marked and that it is a version edited by myself and has not been approved formally by the Committee for release. This version of the report conforms closely to the main lines of Committee opinion and the final version, at least in the broad aspect of the recommendations, is likely to be substantially the same. I believe, therefore, that the Committee will have no strong objections to this version of the report. Some changes in detail are expected, however. For example, the use of the W grade under Recommendation 2 is a matter not completely settled. There are others.

Comments from members of the Faculty to the Committee chairman will be welcomed.

STUDY OF UNDERGRADUATE EDUCATION AT CORNELL

COMMITTEE VI - THE GRADING SYSTEM

PRELIMINARY REPORT

March 1965

Committee VI was appointed on 3 March 1964 by Vice President W. R. Keast as one of several committees aimed at a broad study of undergraduate education at Cornell. The Committee happily found itself against a backdrop of a long history of local discussions of grading and grading systems, particularly the recent and extensive study of the Ad Hoc Committee on the Undergraduate Grading System dated May 1, 1962 (J. J. Wanderstock, Chairman) and the subsequent publication, "Grades and Grading at Cornell - A Guide for the University Faculty" dated April 1963. With much of the requisite basic information of recent date in hand, the Committee thus was enabled to engage almost at once in somewhat more philosophical arguments and avoid a long period of onerous gathering of information. It is assumed in the following discourse that the reader is familiar with the "Guide."

In all of the ensuing discussion, the reader should be clear that the Committee is concerned only with course grades that are reported by instructors and subsequently recorded by the Registrar in the official records of the University. Instructors retain complete liberty to grade individual assignments, examinations, papers, etc., in any manner desired.

The Faculty should find considerable interest in the recent grade distribution studies reported in Appendix II hereafter.

The Committee has tried insofar as possible to take a fresh look at grading and to reassess and hopefully to resolve the dissatisfactions with the present grading system which have come to its attention. The Committee now wishes to put forward three recommendations for its consideration and action.

The first recommendation deals with a modification of the basic grading system of the University. The second recommendation deals with admissible letter symbols to be given in lieu of the basic grades. The third recommendation is concerned with mid-term grading.

RECOMMENDATION NO. 1

THAT A UNIFORM GRADING SYSTEM BE INSTITUTED,
INCORPORATING THE LETTERS A, B, C, D, AND F,
IN DESCENDING ORDER OF ACHIEVEMENT WITH A
REPRESENTING HIGHEST ACHIEVEMENT, D THE
LOWEST PASSING GRADE, AND F FAILURE

COMMENT: The essence of this proposal is twofold: uniformity across the entire University and improved communication of student performance.

A uniform grading system for the entire University will facilitate the uniform interpretation of grades among the several units of the University. Since many situations exist within the University where courses of study are interdisciplinary in nature, uniform standards and uniform interpretation of grades are increasingly imperative if students are to be treated equitably, if advisors are to make valid judgements of progress and performance, and if performances of students in the various curricula are to be readily comparable.

The Committee unanimously and enthusiastically favors letter grades over numerical grades. Cornell can receive the benefits which would result from

adopting a grading system used, accepted, and understood by the vast majority of American universities.*

Number systems characteristically are idiosyncratic, letter systems are not. Number grades are variously interpreted, sometimes as percentages of knowledge known, sometimes as percentage of perfection related to the professor's expectations. As a consequent, in the Committee's opinion, letter grades provide the maximum interpretability outside the University, they lead to far less confusion in meaning and far fewer supplemental devices such as grade distributions for explaining number grades to outsiders. In addition, many staff members who have served on outside fellowship boards have reported to the Committee that the combination of nationally predominating letter gradings and limited time for judgement of records commonly works to the disadvantage of students whose records are number-graded, and that letter-grade records generally receive better attention.

The Committee has received from Faculty members statements both pro and con that the use of "plus" and "minus" should be permitted with letter grades A through D. The basic A B C D F system provides five levels of grading; the addition of plus and minus to indicate intermediate grade levels would increase the number of grading levels to thirteen.

* See for example "Variations in College Grading Systems" by M. Downing, part of "College Grading Systems - A Journal Symposium," Jl. of Higher Education, Feb. 1964, p. 99.

The Faculty may wish to express its opinion on this point.

The majority of the Committee, however, is persuaded that plus and minus should not be used, for the reasons that the simple A B C D F system: (1) is most widely used nationally and seems to have the greatest appeal, which may indicate that no much more is required; (2) gives optimal precision for the kinds of uses to which it is put; and (3) provides an optimal balance between student motivation to achieve a higher level on the one hand and over-emphasis on grades rather than learning on the other.

The foregoing discussion represents the opinion and recommendation of the Committee. The Faculty as a whole may hold a different opinion and wish to consider other alternatives related to a numerical grading system, such as those outlined in the following paragraphs.

In the event that the Faculty approves the principle of a uniform grading system and rejects the idea of a letter-grade system, other questions regarding the nature of a uniform numerical-grade system should be raised. For example, the faculties of Arts and Sciences and of Home Economics have agreed among themselves that 40 shall be the minimum failure grade. The Committee believes that this idea is sound and that it should be tested by Faculty vote. A virtue of RECOMMENDATION NO. 1, at least from the Committee's view, is that it removes the "sting" of present numerical grades in the range 0 to 40. Such low grades are viewed by the Committee, and by many Faculty members who have communicated with the Committee, as unduly punitive and inconsistent with the practice at most other Universities which use the A B C D F system. For example, a grade of 35 (F) here would require two grades of 95 (A) to

yield a grade average of 75 (C). At most other universities, only one A grade is needed to offset a failing grade and yield a C average. Even if the number of cases involved may be small, this inequity should be tempered. Some information on numbers of failing grades will be found at the end of Appendix II.

If the cutoff at 40 is approved, a next logical move would be to consider the universal use of the numerical 5-point interval system as used in the College of Arts and Sciences since 1961 and the College of Home Economics since 1963. The Committee unanimously believes that more than about a dozen grade levels is neither desirable nor necessary. The A B C D F system with \pm provides thirteen levels, the Arts and Sciences - Home Economics system provides eleven. If a numerical system is to be used, the Arts and Sciences-Home Economics formula is unanimously preferred by the Committee.

RECOMMENDATION NO. 2

THAT THE LETTER GRADES S (SATISFACTORY) AND U (UNSATISFACTORY) shall be admissible (a) for graduate students in any course and (b) for undergraduate students enrolled only in physical education, or in events such as field trips, colloquia, non-resident lectures, etc., or in courses deemed by a College to require no greater precision of grading; and

FURTHER THAT THE LETTER GRADES S AND U SHALL NOT BE ASSIGNED a numerical equivalent nor subsequently be averaged in with other grades by the Registrar as part of the official records, but shall stand in the records simply as S and U; and

FURTHER THAT ADMISSIBLE SYMBOLS, REPORTED BY INSTRUCTORS AT end of term for administrative purposes when course achievement grades are inappropriate, be the following:

- NA - not attending
- V - visitor (auditor) when so registered officially
- INC - incomplete - student in good standing, but course not completed for reasons acceptable to instructor, the rules for make-up and/or removal at the option of the various colleges
- Other - (with explanation) - to be used when no other category is suitable.

AND FURTHER, THAT IN THE REGISTRAR'S OFFICIAL RECORDS THE SYMBOL NA may not be used, but rather the Registrar shall use in place of NA one of the following symbols:

- CNC - course cancelled officially by notice to the Registrar from the college or school in which student is enrolled.
- W - withdraw without permission; to be used in all cases of non-attendance where official notice of cancellation is not given to the Registrar.

COMMENT: The wording of (a) and (b), first paragraph, intends that graduate students, in the absence of rules to the contrary, may be given S or U in undergraduate courses at the option of the instructor, but that undergraduate students enrolled in graduate courses should not be given S or U except in the special circumstances noted. Present practice for graduate students is not changed by the proposed use of S and U. For undergraduate students, the symbols P (pass) and F (fail) used presently in physical education are replaced by S and U in the interest of simplicity. Otherwise, it is left to the various colleges to decide how and where these grade symbols are to be used.

Numerical equivalents of S and U have limited, if any, meaning and the occasional practice of attempting to average them in with other grades should be abandoned. On the other hand, they are considerably more meaningful than PASS or FAIL, in the sense that a bare PASS can be identified as unsatisfactory work.

In the interest of simplification, some presently used administrative grade symbols are discarded. The Committee discovered no cogent reason for the use or retention of the symbol, ABS, meaning "absent from examination."

RECOMMENDATION NO. 3

THAT MID-TERM GRADES FOR BOTH GRADUATE AND UNDERGRADUATE students be restricted to the following:

S	- satisfactory
U	- unsatisfactory
NA	- not attending
V	- visitor (auditor)
NMG	- no mid-term grade; student enrolled and attending, but not practical to assign a grade

COMMENT: It is the opinion of the Committee that mid-term grades serve two purposes only: (1) to provide a check on course registration, and (2) to identify those students who seem to be in difficulty and headed for failure and thus in need of special attention.

Under the present system, numerical mid-term grades give a false impression of precision and accuracy when, in fact, they are based at best on but six weeks' performance. Six weeks may well be sufficient for detecting whether student performance is generally satisfactory or unsatisfactory, but provides an unsound basis for specifying a meaningful numerical grade. The same observation may be applied also to a letter-grade system as in Recommendation No. 1. Furthermore, many instructors frankly admit that they often report a lower grade than the student deserves at mid-term in order to jar him into extra effort. Whatever salutary effect this strategy may have on some students, it is clear that it can serve only to frustrate and even to devastate the morale of many other students, particularly freshmen, thus interfering with the learning process.

The suggested change would provide the means of making a registration head-count and of identifying students performing unsatisfactorily. The reporting of U would concentrate the attention of both students and advisors where it is needed, on truly unsatisfactory performance and need for counseling. In this sense, U should be taken to mean marginal performance as well as failure, thus providing instructors and advisors the opportunity to identify misfits who manage barely to pass. (See also Appendix I). There may be other virtues. First, the chore of averaging quiz and homework grades and otherwise computing and deciding what grade should be entered on grade cards would be largely eliminated. The instructor can better use his time to think objectively about the individual student and report to him and to his advisor unsatisfactory performance for whatever reason, such as repeated absence from class, conspicuous lack of attention or effort, etc. Second, advisors and instructors would be spared the consoling of and arguing with students with satisfactory mid-term records, who, having received say B or 80, conceive that they deserved something better.

Committee Members:

Gordon Fisher, Chairman - Engineering
Paul Broten - Hotel
M. Gardner Clark - I&LR
Mary Ford - Home Economics
Donald Kagan - Arts
Robert D. Miller - Agriculture
Jason Millman - Agriculture

APPENDIX I

ADMISSIBLE GRADE SYMBOLS
IF RECOMMENDATIONS 1, 2, and 3 ARE ADOPTED
(This may be compared with Table I, The "Guide," p. 9)

Symbol	Definition of Symbol	Undergraduate		Graduate	
		Mid-term	Final	Mid-T	Final
A, B, C, D	Passing grades, A highest, D lowest		X		X
F	Failing grade: did not complete course satisfactorily		X		X
	Satisfactory, Unsatisfactory, in any courses			X	X
S, U	Ditto, in physical education, only	X	X		
	Ditto, for special courses as field trips colloquia, non-resident lecture series, etc., where undesirable to average in with other grades.	X	X		
NA	Not attending	X	X	X	X
INC	Incomplete; student in good standing but course not completed for reasons acceptable to instructor; reles for make-up or removal at option of college offering course.		X		X
V	Visitor (auditor) when so registered officially.			X	X
NMG	No mid-term grade; student enrolled and attending, but not practical to give grade	X		X	
Other	Used when other category does not apply; explanation given on back of card.	X	X	X	X
CNC	Course cancelled officially by notice from student's college to Registrar.			For Registrar's use only	
* W	Withdrawal without permission; non-attendance where Registrar does not have official notice of cancellation.			For Registrar's use only	

* Subject to further Committee discussion

APPENDIX II

RECENT COURSE GRADE DISTRIBUTION STUDIES

In connection with its deliberations, Committee VI requested the Registrar to prepare for it an analysis of Fall semester final grade distributions for the years 1961, 1962, and 1963, for each of the major divisions of the University as well as the University aggregate. It was hoped thereby to detect what effects, if any, occurred as results of the 1963 publication of the "Guide" and the 1961 adoption by the College of Arts and Sciences of a five-point-increment system. This aim was not fully realized, but the analysis brought forth a surprising result.

Let it be remembered first that a perennial concern of the Faculty, given lengthy discussion in the "Guide", has been the low proportion of "A" grades at Cornell compared with other schools and the consequent competitive penalty on Cornell students seeking employment, fellowships, and entry to graduate schools. It was a pleasant discovery, therefore, to learn from the data of the study, plotted in Figure 1, that this problem apparently is being overcome. The proportion of "A" grades at Cornell has increased steadily and substantially since 1961 and now is at or close to the national average. There is no evidence that grade improvement was the result of either the "Guide" or the five-point-increment system, but it may have occurred simply as a result of the continual focus on the grading problem in recent years. The once valid observation that Cornell students are penalized by a below-average proportion of "A" grades appears now to have been set aside, at least temporarily. The

Committee has not used the old argument in order to justify its proposed letter-grade system.

The Committee noted almost immediately that its recent data for 1961 did not coincide with the corresponding data, purportedly for 1961, exhibited in Figure 4, p. 14 of the "Guide". After double-checking its own data and finding it to be correct, the Committee presumed the "Guide" to be in error and later confirmed through the Registrar that the "1961 data" of the "Guide" were in fact for 1955-56. This is not to disparage the "Guide" however. The Committee urges its retention as a Faculty reference and its periodic revision and modification. It is a noteworthy accomplishment and its wider use among the Faculty should be encouraged.

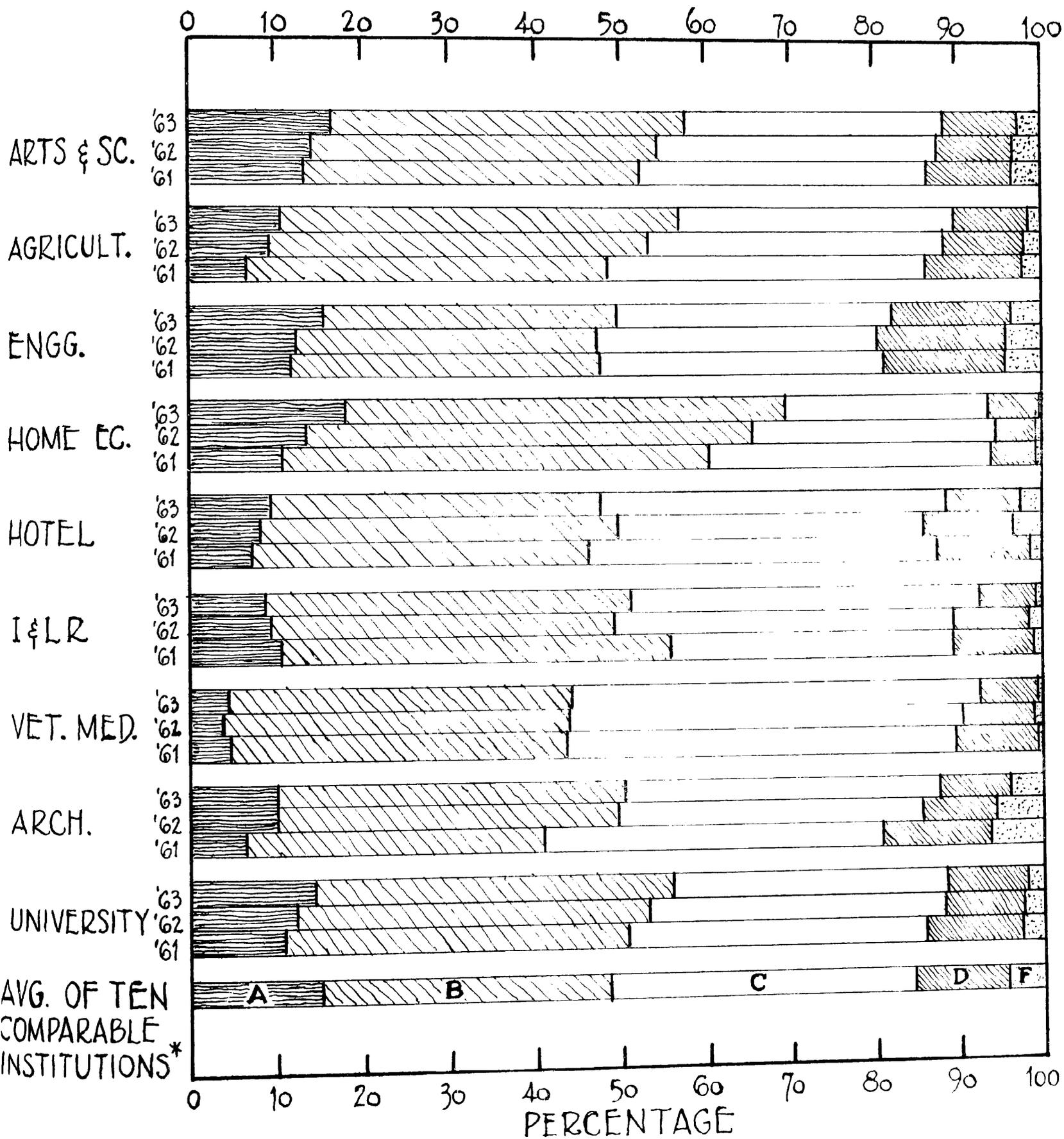
Finally, it should be noted that the data of Figure II-1, according to the Registrar, refers to grades in undergraduate courses taught within the divisions shown. For example, Engineering data refers predominantly to upperclass engineering courses, since the College of Arts and Sciences provides the bulk of basic instruction in sciences and mathematics as well as the humanities.

Shown below is a breakdown of failing grades in undergraduate courses, Fall term 1963, for various divisions of the University. Subdivision of the "below 50" group was not possible without going back to original grade cards and was given up as too time-consuming.

	<u>50 - 59</u>	<u>Below 50</u>	<u>Total No. of all Grades</u>
Architecture	28	14	1,120
Arts and Sciences	502	147	24,640
Engineering	226	41	5,738
Agriculture	104	18	8,905
Hotel Administration	37	13	1,986
Home Economics	11	1	2,052
Industrial & Labor Relations	18	1	1,687
Veterinary Medicine	<u>2</u>	<u>4</u>	<u>1,383</u>
University aggregate	928	239	47,511

Figure II-1

DISTRIBUTION OF COURSE GRADES BY DIVISION & YEAR



A=90-100 B=80-89 C=70-79 D=60-69 F=Below 60

* Taken from Fig. 4, p. 14, "Grades and Grading at Cornell"

Report of Committee VII: Orientation and Advising

To: The Vice President for Academic Affairs

INTRODUCTION

The Committee was appointed by the Vice President in March, 1964, as one of nine study committees concerned with undergraduate education at Cornell. It was directed to examine the specific area of undergraduate orientation and advising and to propose solutions to any problems which could be so identified.

The Committee defined its own boundary conditions, had free access to all pertinent Cornell reports and received excellent cooperation from faculty, students, administration and alumni. Any deficiencies in this report are therefore the result of self-limitation and are not due to externally imposed restrictions.

It is clear that the objectives, scope and operation of an orientation program and an advising system are not only interrelated but often involve considerable duplication. The Committee quickly drew its collective foot out of a semantic swamp after the first step forward, and for the purpose of this report would delimit "orientation" as: (1) the influence of the student by all the non-academic University agencies as they function from the time the potential matriculant first thinks of Cornell, thru the admissions period, to the end of Freshmen Orientation; and (2) the structured programs and orientation courses which are used by several colleges, schools and academic departments. As agencies under (1), we would list: the News Bureau, alumni groups, Admissions Office, Freshmen Orientation Committee, Dean of Students Office, Student Government, etc. The "advising system", on the other hand, is centered around selected faculty members (or paid guidance counselors) and includes a variety of non-academic agencies which exist for the purpose of rendering specialized professional assistance to the advisor and the student.

We have chosen then, to separate orientation and advising along academic, budgetary, and functional lines.

A. The Orientation Program

The Committee needed no urging to accept the thesis that the orientation program should enable the student to move successfully from a familiar, often limited and frequently undemanding academic and social life to one which is, at best, relatively strange, complex and competitive. The orientation program operates to fulfill a number of separate objectives:

- 1) To make potential matriculants aware of Cornell University.
- 2) Establish and maintain close contact with accepted matriculants not only by mail, but also by personal visits from alumni, staff and faculty.
- 3) Properly train the students who will be involved in the formal freshmen orientation program as well as those who are employed as dormitory counselors.
- 4) Promote a feeling of University unity and to lay the foundation for strong future alumni loyalty.
- 5) Initiate friendships with other students and with faculty members as soon as possible.
- 6) Assist the freshmen thru the maze of regulations and procedures involved in getting started in classes.
- 7) Present carefully designed and well taught orientation courses in the several professional schools.
- 8) As a special problem, assist international students in their efforts to adjust to new social, cultural and economic realities.

Conclusions and Recommendations

The Committee felt that, in general, the orientation program is a good one within the limits imposed by time and budget. The total effort, because of the many different people involved in the program, cannot help but appear to be disjointed. It is unlikely that the heterogeneous (and for the most part, volunteer) group involved in the orientation program could be coordinated any more effectively than at present.

Larger budget allocations would undoubtedly improve several aspects of the program which fall primarily within the jurisdiction of University personnel:

- 1) Public Relations - A higher volume of worthwhile publicity would surely improve our recruiting position. The number of column-inches devoted to Cornell student dope and Cornell student sex has not been properly offset, even during our Centennial Campaign, by press exploitation of the many solid and positive student activities on the campus.

- 2) Admissions - Acceptance letters should immediately be followed by letters from the department head or dean and the advisor to parents. It is clear that much more positive measures must be taken at this juncture to allay "depersonalization" of the student and disparagement of the advisor. We would suppose that the mechanics of assigning students to the appropriate college and advisor could be readily accomplished by college clerks, based on information in the admission folders. The relationship between the freshman and the advisor is so difficult to establish and maintain that every approach, including parental influence, must be utilized.
- 3) On-campus Orientation Program - There is insufficient involvement of faculty (particularly the advisors) during the four and one-half day orientation period. At the very least, there should be a specified time set aside when all the advisees assigned to a particular advisor are required to meet as a group with that advisor. This particularly important event should be scheduled early in the orientation period. We would seek to persuade the freshman, as early in his career as possible, that the advisor is a very important person and that the best advice does, in fact, come from faculty members in general, and the advisor in particular. The role of the advisor cannot be permitted to go by default even before the freshman has gone to his first University class.

More cooperation between the dormitory counselors and advisors is desirable for obvious reasons. Mutual exchange of information could easily be encouraged by coding of advisor and dormitory counselor for each student on one of the IBM registration cards and subsequent distribution of properly sorted lists directly from the machine records room to each advisor and counselor.

- 4) Orientation Courses - The professional schools have found the formal orientation course either at the freshman or upper-class level an effective and efficient device for the transmission of specific career information. Granting that the professional schools have little difficulty in this effort because of the restricted nature of the professional fields, it would appear that the College of Arts and Sciences could very well adopt such a scheme at the departmental level. There are, we feel, altogether too many floundering seniors who simply have not been properly instructed in the basic facts of life with respect to gaining employment or admission to a graduate school.

B. The Advisory System

The broad intent, and justification for the existence, of any undergraduate advising system is to render service to the student. If it is a successful system it will attain these objectives:

- 1) Drive each student to the highest possible level of intellectual maturity.
- 2) Help each student find, and be happy in, his position in the academic community.
- 3) Assist each student in making wise decisions in order that he may attain breadth and depth in his formal and social education.
- 4) Identify individual student problems as early as possible and, by whatever method, solve them.
- 5) Develop rapport between students and faculty.
- 6) Insure that the University have a continuing supply of loyal alumni.

The Committee discovered that it could level no new criticism at the Cornell advising system, nor could it make a single new recommendation to the administration. It has all been said before. The prior studies have been made carefully and with perception, the recommendations have all been given, the reports are all available; administrative implementation has been negligible.

We refer to:

1. "Report of the Committee to Study Faculty Advisory Systems", dated April 9, 1951, written by a committee appointed from the Dean's Conference under the chairmanship of A.W. Gibson.
2. "Policy Statement of Cornell University Relating to the Faculty Advisory System and Attendant Functions and Responsibilities", dated May 14, 1951, with letter of transmittal dated May 11, 1951, both written by T.P. Wright.
3. "Report of the Sub-Committee on Advising of the College of Arts and Sciences Curriculum Committee", as written in Spring, 1961, by the sub-committee under the chairmanship of B.L. Rideout.
4. "Academic Advising in the University", a position paper prepared by D. Novarr for the Centennial Planning Committee in 1961.

Although not of Cornell origin, we also cite:

5. "Academic Advising in Colleges and Universities", written by James H. Robertson, dated August, 1957, as a study of the advisory systems at nineteen colleges and universities, including Cornell.

The background for our conclusions and recommendations is contained, for the most part, in the five reports listed above. We strongly urge that they be re-examined.

Conclusions and Recommendations.

Judged by the criteria that are implicit in the objectives given on page 4, the college, school and departmental advising systems at Cornell vary from good to less than adequate. The Committee feels that they can all be upgraded. Basic to the whole question of undergraduate advising, however, is the status of undergraduate training at Cornell. We would suggest that the Administration state a clear position with respect to the importance of undergraduate education at Cornell. If undergraduate instruction is to continue as an important function of the university, and if alumni support is held to be necessary for our economic survival; it then follows that any expenditure for better advising is an investment. If, on the other hand, the University is to be financed via government and foundation funds and sponsored research grants, then research output is most important, and we need no longer be concerned with the subject of this report.

Based on the historical assumption that undergraduate instruction will continue at the University, the Committee sees strong administrative support as the only real means whereby excellence in advising can be achieved. We believe that the best advising is done by a good teacher in relaxed conversation with a student who has the same academic interest as the professor, under circumstances in which the faculty member will be recognized and rewarded for his effort. Adequate recognition of undergraduate teaching and advising as important faculty functions is long overdue at Cornell. We suggest that the Administration reject the "publish or perish" promotional philosophy for all academic ranks for those faculty members who are willing to subordinate professional recognition thru research to the teaching and advising of Cornell undergraduates. The Committee does not contest the importance of research and the preparation of material for publication; it seeks approval of an attitude held by some faculty members who regard the relationship between teacher and student as a contractual one in which the student is entitled to the best professional effort of the collective faculty. The contractual responsibility rests on the faculty not for the reason that tuition has been paid, but rather because the student is a young human being.

The Committee recommends that:

- 1) Due recognition be given to the importance of having a strong advising system in every college.
- 2) Each departmental or school faculty have the freedom to design its own advising system for its own major students, with the responsibility for appointment of advisors resting with the department chairman or school director.

The Committee is strongly opposed to a uniform advising system, even at the college level, for the following reasons:

- a) Several of the systems now in use are very effective and have been adjusted to the peculiarities of staff, curriculum, student-faculty ratio, faculty teaching and research load, etc. The "going concerns" should not be legislated out of business.
- b) Uniformity will inevitably generate standardized procedures, clerical work and other restrictions. The advisor needs none of these; he must have maximum authority, freedom and flexibility.
- c) We are opposed to anything that would tend to depersonalize a relationship which must be highly personal in order to be effective.

We assume that the department chairman or school director is the proper person to select competent and willing senior faculty members as advisors. He alone has the detailed knowledge of the capabilities of his staff and the responsibility for the initiation of budget requests for either additional staff, if this be necessary; or the services of a paid professional counselor in the event that staff members are unwilling to serve as advisors.

3. The Advisor serve voluntarily for an indefinite period at the pleasure of the department chairman or school director.
4. Departmental advisors be named as such in the college catalogues, telephone directory and other University publications. This identification, we feel, would emphasize the importance of the position.
5. A student be permitted to change his advisor within his major academic field.
6. The Administration strongly state its attitude toward advising on the part of members of the Faculty and that it back up its statement with appropriate recognition of those engaged in this activity.

The members of the Committee are:

Donald P. Dietrich - Assistant Director, Office of Resident Instruction, School of Industrial and Labor Relations

Emil A. Mesics - Associate Professor, School of Industrial and Labor Relations

F. Dana Payne - Associate Dean, College of Arts and Sciences

Henry N. Ricciuti - Professor of Child Development and Family Relations, College of Home Economics

Jeremiah J. Wanderstock - Professor, School of Hotel Administration

Thomas C. Watkins - Professor of Economic Entomology and Director of
Resident Instruction, College of Agriculture

Tania Zarodny - Student, Class of 1964

Raymond G. Thorpe - Associate Professor of Chemical Engineering,
Chairman

Committee Report

To: W. R. Keast
Vice President for Academic Affairs

July 27, 1964

From: F. B. Miller, Chairman
Committee VIII

Subject: The Dropout Problem

Introduction

"The dropout problem" has no clear boundaries which sharply distinguish it from the topics assigned to the other eight committees studying undergraduate education at Cornell. To the extent that students are recruited, selected, oriented, advised, challenged educationally, etc., at an optimum level, there will be less of a dropout problem.

Because the term "dropout" is ambiguous in its application to college students, we must begin by explaining our definition. Common usage of the term is heavily influenced by its current importance in matters of public policy relating level of education to employability in our type of economy. The notion that "automation" and related technological changes make it imperative that entrants into the labor market have at least completed high school has focused attention on "high-school dropouts." For reasons of educational policy, poor academic performance in high school (although clearly related to the subjective reasons high school students voluntarily leave school before completing) does not normally cause students to be expelled.

In other words, the high school dropout phenomenon is almost purely the result of "voluntary" decisions by individuals not to continue. In college, the possibilities are different. Some students are leaving Cornell, for example, because they choose to do so. Others leave because they are not allowed to continue, ordinarily because of inadequate academic performance. Which group should be called "dropouts" or should both groups be so labelled?

The committee decided to respect the element of voluntarism implicit in the usage "high school dropout," and to concentrate its attention on students who leave the University "in good standing." We did not decide to exclude "flunkouts" from our purview without a good deal of anxious thought, however. We came to the following conclusions.

Students fail academically for a number of reasons. One reason is that they lack the minimum mental capacity required to succeed in academic tasks in an environment as demanding as that of Cornell. Presumably if such students have been admitted, it is to the long term interests of the students and the University to reach a quick parting of the ways.

Aside from this group, (surely a tiny minority), students fail academically for a bewildering variety of reasons, many of which overlap with the reasons which lead some of their fellows to withdraw voluntarily. Problems of immaturity, poor motivation, bad choice of program, disappointed expectations about the realities of Cornell or even American higher education, etc. can easily explain failing or voluntary withdrawal.

Inability to distinguish between those "who can't" and those "who could but don't" within the flunkout group, made us decide to concentrate on the voluntary leaver as exhibiting most of the characteristics about which something might conceivably be done.

One further point about the ambiance characterizing our discussions of the dropout problem. The mere fact that a percentage of students drop out of college before completing does not, by itself, constitute a "problem." We had no understanding that the university or its student body should be aiming for a lower dropout rate per se. Perhaps too many students drop out, perhaps too few. We sought ways to lower the number of students who make unwise decisions either way. Thus, our goals were relatively modest ones. We did not consider recommendations which would result in major changes in university structure or faculty practices. It seemed to us that if massive reconstruction of the "educational environment" were called for, the raising of banners and the call of trumpets should emanate from the appropriate committee.

Our task was to survey the problem as delimited, and to decide what aspects might be improved by those changes in the way the University conducts its business which we can realistically recommend to our colleagues. Presumably, those committees concerned with recruitment, admissions and orientation of undergraduates will have suggestions on reducing the conflict between expectations and reality which accounts for many early decisions to drop out.

Our committee decided after extensive initial discussions that the

areas which promise greatest possibility of improvement were: 1) the current state of student advisory and counseling systems and their ability to detect and discuss with incipient dropouts the implications of a decision to leave Cornell; and, 2) the mechanism for changing programs while remaining on campus available to students who chose the wrong programs to begin with, but who could profit by remaining in the University.

Counseling and Advisory Services

Members of the committee firmly believe that the decision to drop out of Cornell is an individual decision, the merits of which it is impossible to prejudge. Some students undoubtedly leave prematurely and ill-advisedly. For some, the decision to leave is sensible and psychologically healthy. Probably, some students who do not leave should do so.

The concern of the committee is that any student, confronting the decision to leave the University, have the opportunity to discuss thoroughly the merits of leaving or staying with a responsible adult so that the eventual choice is made as rationally as possible. Ideally, an "exit interview" (or, preferably, a pre-exit interview) ought to be the universal experience of any "leavers" or potential leavers.

The counseling-advisory facilities of the University are quite varied and quite unevenly distributed. To enumerate them, they consist of: the general provision of a faculty advisor for each undergraduate; dormitory counselors; the Dean of Students office; the Educational-Vocational Guidance office; and, for Agriculture, Home Economics and Industrial

and Labor Relations^{*}, a full-time counseling staff attached to the administrative offices of each unit. To evaluate these resources, as they might be seen to have a bearing on the potential dropout as advisee, is not a simple task. These remarks are scrappy and impressionistic, therefore.

The Clinic

We can begin by considering the provision of counseling opportunities by the University. Clinical psychological and psychiatric services available at the Gannett Clinic would seem only peripherally relevant. While some dropouts may suffer from emotional disturbances, there is no reason to assign this as a primary cause of dropouts. In any case, while intensive clinical interviewing would prove useful to a student who had dropout potential, this lies outside the scope of our problem as we see it.

Dormitory Counselors

On the other hand, the role of the dormitory counselor and head resident is quite salient to our concern. Suffice it to say that, short of very massive changes on budgetary allocation for this purpose, the present system as a means of detecting incipient dropouts and discussing their decision with them works reasonably well. They appear to be adequately trained, given the reliance on nonprofessional, student help. Their degree of commitment and enthusiasm varies among individuals, but seems to assay generally high.

Because the dormitory counselor has the maintenance of discipline

* The endowed colleges seem to have at most one official, part of whose task it is to do academic counseling.

as part of his assignment, his role as confidant may suffer; nevertheless, he is available for consultation, often in a position to take the initiative in discussing with students problems which other people bring to his attention, and is trained to know the proper referral agencies. The Head Resident and associate head residents are available to discuss plans with the potential dropout to the extent that he is identified.

One drawback of the dormitory counselor or resident as the representative of the University in an exit interview is that he probably lacks the experience to talk about specific difficulties, their remedies, alternatives, and so on. He may not even be an adult member of the University community. Even the Head Resident is quite likely to have ever had faculty status on any campus. He is, however, a prime listening post for detecting who should be interviewed.

When students are referred either to the Director of the Division of Unclassified Students or to the Educational-Vocational Guidance office, they may be interviewed by very knowledgeable people. Normally, however, referral to these offices is through the student's college and not the dormitory counselor.

The role of the Division of Unclassified Students is treated in a separate section, since it looms large as a central feature in the landscape of students desiring to change fields.

The Educational-Vocational Guidance Office

The Educational-Vocational Guidance Office seems currently to be in a state of delicately balanced equilibrium with its environment. That is,

it has all the business it can handle with its present staff. It is our impression that, if its staff were increased, it could provide a service which meets a real need to larger numbers. The student who is uneasy about the choice of fields, but not ready to decide can be helped to make a more rational decision about the match between his talents and interests and various available alternatives.

Apparently, some students in this predicament are embarrassed to approach the proper authorities in their present field and hence never get referred to Professor Andrus' office. With proper orientation on the purposes of the Office, dormitory counselors could be one source of referrals. Since this would probably have the effect of markedly increasing the Guidance Office load, it would be imprudent to make this change without increasing the professional staff commensurately.

While, the services provided by such an office will always be auxiliary to other counseling resources, its increased utilization should be part of a more rational attack on Cornell's dropout problem.

Dean of Students

One feasible destination to which dormitory counselors might refer potential dropouts for further guidance is the Dean of Students Office. For the most part, the counseling in this office has disciplinary overtones, although the incumbent Dean is trained and interested in academic guidance. The office is not currently staffed to handle a large counseling load. There is some question as to whether Day Hall is a proper location for a large

scale effort of this kind, anyway. This brings us to the level at which one might expect the discussion of pros and cons of leaving could most properly and intelligently take place -- the individual school or college.

The state-supported units of Cornell have come to allocate appreciable resources to, and have a tradition of being effective and interested in, student counseling. Two major approaches to the counseling function-- faculty advisers and professional counselors are used with various emphasis in these units.

Faculty Advisers

The assignment of members of the teaching faculty as "advisers", to be responsible for orientation, guidance and counsel for undergraduate students, is a practice common to both the endowed and state-supported units of Cornell. That these student-adviser "relationships" vary in intensity and effectiveness (as measured by frequency of use and satisfaction with results by students) is not news on campus. The variance is only partly explained by the fact that some faculty members are better advisers than others. Both the student and faculty "cultures" seem to militate against "success" (by the most tolerant standards) on most of the campus.

From the faculty point of view, the system is frequently associated with expression of exasperation and bad conscience. The advisee-adviser ratio is usually high, there is a clear cost to investing professional time in this way, and the reward of better student-faculty rapport does not seem to ensue from the relatively perfunctory individual contact.

An apparent exception is in the College of Agriculture where, according to such referral agencies as the Educational-Vocational Guidance Office, and the Dean of Students Office, advisers are actively involved with advisees with some regularity. (The combination of tradition and administrative emphasis* which appears to produce workable results in the Ag campus might be difficult to duplicate in other parts of the campus, however.) Supplementing the serious attempts to make the faculty adviser role functional, the College of Agriculture has full time student counselors in its Office of Resident Instruction for its guidance work.

"Professional" Counselors

The College of Home Economics relies almost exclusively on full time counselors with faculty status. A counselor is assigned to each class and follows the class through its four undergraduate years. Thus, even with a ratio of 200 to 1, there is an opportunity to develop a strong degree of student-counselor rapport over time. Members of the regular teaching faculty are only called on to enter the advisement process where needed to supply information on courses or vocational areas of a technical kind. How much of the extraordinarily low attrition rate at Home Economics is explained by this advisement system and how much by recruitment, selection and educational program is not clear. Women in the College of Arts and Sciences do not show the same low rate, however.

The School of Industrial and Labor Relations combines practices

* A consequential amount of faculty time is budgeted for advisement and expectations about performing as an adviser are made explicit.

found in both Agriculture and Home Economics. That is, it has full time counselors in the Office of Resident Instruction as well as a practice of assigning each student to a faculty adviser. Proportionately more of the advisory function is handled by ORI counselors at ILR than at Ag. Even where the faculty adviser-advisee relationship is perfunctory, therefore, there is a familiar adult available with whom to discuss problems of educational and personal choices.

Advisement Summary

To sum up our concern with the relevance of advisement and counseling services to the dropout problem, this committee feels that students considering voluntary withdrawal from the university should have the opportunity to consult an informed, sympathetic adult beforehand. Reviewing the various advisory and counseling opportunities on campus we reach the following tentative conclusions.

1. For denizens of the dormitories and this includes the greater part of the freshman class, the presence of dorm counselors is quite helpful. Ideally, the dorm counselor should not have primary responsibility for holding conclusive discussions on the possible withdrawal of a student, but should refer him to appropriate members of the University staff. The procedure for selecting and training dormitory counselors is satisfactory.

2. Looking only at the dropout problem, we see the University Clinic, the Vocational-Educational Guidance Office, and the Dean of

Students Office as auxiliary sources of help in certain cases. Given the student's current concern with his occupational future, the Vocational-Educational Guidance Office seems to us the most important of the three. We would recommend that the staff of this center be increased and that advisers and counselors on campus be urged to utilize its services more often.

In the case of Gannett Clinic and the D. O. S., their respective counseling facilities can be most helpful to the resolution of problems of students who may be potential dropouts -- but this is only incidental to the reasons students are referred there. It can't be emphasized too often that no prima facie case for either poor emotional adjustment or antisocial tendencies is suggested by a student wanting to leave Cornell.

3. The best source for obtaining advice about the continued propriety of remaining at Cornell should normally be the student's academic home base -- his school or college. Such counseling opportunities can be provided either by full time counselors employed by the academic unit, or by special advisers assigned to students from the ranks of the teaching faculty, or through some combination of the two approaches.

4. Major reliance on faculty advisers, while it has much to recommend it from the standpoint of tradition and sentiment, has been tried widely and generally found wanting. Students appear to regard the adviser-advisee relationship as an artificial one and avoid using it except for perfunctory common performances. Faculty members at Cornell rarely perceive time spent with student advisees as an investment which

is rewarded in the academic community. Where such difficulties have been partly or largely overcome, notably in the School of Agriculture, this system should be encouraged. It does not seem that the system can readily be transplanted to other parts of the campus with the expectation that it will flourish.

5. The system of full time counselors attached to the administrative offices of a given unit has greater possibilities. Where it has been established it works, i. e. students use the system. This is partly true because the counselors do not regard interviews as interfering with their major task. The other side of that coin is that students do not perceive their discussions as being intrusions on the time of scholars who want to and have to spend their time on other pursuits.

The committee recommends, therefore, that at least the larger endowed colleges consider providing greatly expanded student counseling services. In very small units, informal student-faculty relations may be adequate to allow for interviews designed to resolve the problems that lead to ill considered withdrawal.

To be blunt, the typical faculty advisory system fails woefully on this count. The semi-annual pre-registration conference, does accomplish a certain amount of necessary clerical work. This would seem a wantonly extravagant use of faculty time if, as appears to be most often the case, this is all it accomplishes.

The minimum price of meeting student needs in this area is an

increase in administrative staff for counseling and the sacrifice of some illusions. The alternative -- reshaping faculty values, priorities and skills on the model of "Mr. Chips" -- is probably too steep a price to consider seriously.

Role of the Division of Unclassified Students

One way in which students can be saved from being "University dropouts" is to allow them to drop out of the college of original registration and to enroll in another undergraduate division on the same campus. Some students may transfer directly if their grade average is 77. Others register in the Division of Unclassified Students where they hope to establish academic credentials which will let them be accepted into a new college on the basis of demonstrated competence.

A total of 1,294 students were registered in the Division of Unclassified Students between 1952 and 1963. At the end of that period, roughly 12% of that number were still in the Division. Of the remainder, 60% had transferred into other divisions of the University, 21% had withdrawn in good standing, 11% had been dropped for academic reasons, and the remainder (roughly 8%) had withdrawn for personal reasons or were otherwise unaccounted for.

The "success rate" of these students is, conservatively speaking, over 80%*. Put another way, in 95% of the courses taken by students in

* Adding the first two categories and making pessimistic assumptions about everyone in the the last category.

the Division grades were passing, 85% with grades above 70, and 47 1/2 with grades over 80.

The following table indicates something about the clientele of the Division -- where they come from on campus and whither are they bound. The magnitude of the currents of migration can best be understood by indicating the relative size of the various undergraduate precincts.

Flow to and from Division of Unclassified Students

	<u>Agric.</u>	<u>Arch.</u>	<u>Arts</u>	<u>Engr.</u>	<u>Home Ec.</u>	<u>Hotel</u>	<u>ILR</u>
<u>Origins</u>	7.1%	6.4%	5.1%	77.6%	.3%	2.5%	1.0%
<u>Destinations</u>	3.7%	4.0%	67.8%	8.7%	.3%	8.0%	7.5%
<u>% of Univ. Pop.</u>	22.0%	3.5%	34.0%	23.0%	8.0%	4.7%	4.7%

Thus we can see two main points emerging. Students accepted into the Division of Unclassified Students (over two-thirds of those who apply) have a very favorable salvage rate. The greater input into the division comes from Engineering; the greatest recipient of students from the division is the Arts College. Home Economics gives not, neither doth it receive. Agriculture and Architecture are net contributors to the rest of the University via the division; Hotel and ILR are net beneficiaries. What may not be fully appreciated is that the Division of Unclassified students is a much more reliable source of battle-tested and proven "survivors" than any alternative recruiting grounds. "Sales resistance" to accepting students who have performed satisfactorily while under the aegis of D.U.S. is clearly evidence of vulgar superstition.

So the University already has in its structure a means whereby undergraduates whose original choice of major field is faulty, may be "salvaged", i. e., they can test the fit of a different kind of academic program for an adequate period, and discover whether they can and should transfer to a different college at Cornell or to another institution. What is not clear is how many of the students who might profitably utilize a period of incubation in the Division of Unclassified Students are made aware of their opportunity in time to take best advantage of it. This raises the twin questions of the adequacy of advisory and counseling channels for conveying information on D. U. S. and the way the division is evaluated in the student culture.

An equally relevant question, but one with an embarrassing answer if directed at the "faculty culture" would be "Who in the University is prepared to accept responsibility for educating Cornell students who happen to make an initial choice of college which is mistaken?" It may be that although faculty members easily identify themselves as belonging to department, college and university alike, there is too frequently a punitive attitude toward students unfortunate enough to attempt either to leave their first unit or to join a second.

It is seductively easy to sympathize with each side of this double-edged attitude. The technical colleges are understandably loath to see their recruits desert the ranks after an investment in initial training has been made. The experience of loss is perhaps palatable only when the student in question is rejected rather than leaving on his own volition.

Similarly, one can readily appreciate the suspicion with which the denizens of the Arts quadrangle scan their borders in fear lest they be inundated by academic wetbacks smuggled into their midst without proper credentials from the Admissions Office. Nevertheless, there is no reason why appropriate admissions standards cannot be maintained by each college while increasing exchanges across unit lines. In fact, there are no grounds for believing that any lower standards apply to "internal transfer" students than to others. Perhaps the recent changes in curriculum adopted by the College of Arts and Sciences will facilitate the flow of desirable immigrants.

To: Frank Miller, Chairman, Committee VIII Date: July 30, 1964
From: D. G. Shepherd
Subject: Committee VIII Report, dated July 27, 1964

Your report is a noble effort, and I congratulate you. You have obviously done considerable homework. However, I take issue on one or two points and would like to place them on record.

1. I believe we should point out, as far as the statistics were reported to our group, the relative seriousness of the drop-out problem in the various areas of the University. There is a difference between the problem in highly professional areas and in a more general educational area. I do not think any such comparison is invidious, particularly as my own area is one in which the problem is most acute and, therefore, I cannot be accused of pointing the finger. I also believe we should draw attention to the work which is being carried forward by the Engineering College to understand and collect data on the subject, along the lines of the material which I brought to the attention of the Committee, if only to indicate a start on the problem.
2. I cannot agree that the services of the Vocational-Guidance Office be emphasized as the report seems to suggest. This is a reactionary sentiment probably caused by personal antipathy to a standardized testing procedure as a means of determining objectives.

In my experience as student advisor, not deep but covering a period of years, the Vocational-Guidance Office is used too often as a crutch for the student's indecision. He wishes to transfer the responsibility, and he is only too willing to be told what to do. This I regard as no solution. Therefore, while the V.G.O. may have some use, I would not wish its importance to be emphasized to the student.

I am not suggesting any formal consideration by the Committee of these matters; and unless there are a sufficient number of other points raised by members of the Committee to warrant a meeting, the circulation of this note will serve as a minority comment.

Copies to: Sara Blackwell
Norman D. Daly
Stanley W. Davis
George J. Staller

L. Pearce Williams
Carolyn Press
W. R. Keast, Vice President
for Academic Affairs

A. Student-Faculty Relations

Cornell is a university, not an undergraduate college or even a complex of undergraduate colleges. Unlike Columbia and Chicago, moreover, it does not have separate graduate and undergraduate faculties. The same Cornell professors teach undergraduate courses and graduate seminars — and also engage in research.

As now constituted and as it ought properly to be constituted, Cornell does not exist primarily as an agency for undergraduate education. Undergraduates must take their place in the queue, along with graduate students and research obligations. Undergraduates come to realize this fact of life quite soon after they have arrived in Ithaca. However there is good reason to believe that most of them were given a rather different conception of Cornell at the time they were applying as high school seniors. Hence, once they arrive on the premises, they begin to evidence some discontent about the quality and quantity of "student-faculty relations".

It is worth asking why our undergraduates applied to Cornell in the first place. Virtually all of them could have applied to — and have been accepted by — good small colleges offering student-faculty get-togethers, visits in professors' homes, and faculty attendance at student functions.

The suspicion arises that one reason why students come to Cornell is that Cornell has a national reputation. And why has Cornell this reputation? Not, surely, because of the quality of its student-faculty relations on the undergraduate level. On the contrary, it is far closer to the truth to say that Cornell is nationally known because of the research carried out and published by its faculty. Hence the apparent paradox: the very forces attracting undergraduates to our campus are the ones that militate against attention being expended on these students once they have arrived.

The plain fact is that Cornell professors cannot be expected to participate in non-curricular functions. Indeed, were they to do so they would be taking time from the research activities that are their larger obligation. There is, unfortunately, no "middle ground" here. In fact, we are at that middle ground already in that professors teach classes, hold office hours, read papers, and direct studies. We would do well to inform both applicants and undergraduates of this in candid terms; and we might remind them of the real reason why they themselves decided to come to Cornell.

The problem — if it is a "problem" — cannot be solved. It can be ameliorated, and your Committee offers two suggestions:

Recommendation 1: Each major classroom building should have a coffee-lounge. This is already the case in several colleges: Hotel, Engineering, ILR, and perhaps one or two others. Faculty members are morning coffee-drinkers,

and its inexpensive availability would bring many of them to such a lounge for twenty minutes or a half-hour each day. Such lounges should be open to all students, and we have reason to believe that a good deal of informal faculty-student contact would be the result.

Recommendation 2: Third- and fourth-year graduate students should be given the title of Tutor or Instructor instead of the current sobriquet of Teaching Assistant. They would teach regular tutorials to groups of five or six students. The tutorials would be part of regular courses, perhaps held in the evenings to give a bit of out-of-class air to them. They would preferably be held in a lounge-like setting with comfortable chairs.

B. The Sex-Ratio

As of October 11, 1963, there were 5598 undergraduate men at Cornell and only 2302 undergraduate women. This is almost a 3:1 ratio. There are not enough women at Cornell. The chief reason for this, we have been led to understand, is the lack of more beds for women. On the basis of available beds each undergraduate college is told how many women it may admit. Thus, for example, the College of Agriculture was able to admit half of the men who applied to it where as it could only accept one-fifth of the women applying. Moreover we turn away women who have far better academic qualifications than men we admit.

A consequence of the shortage of women is that a disproportionate amount of undergraduate male time and energy is spent on the mechanics of dating. Long trips must be taken to such sources as Elmira, Cortland, and Wells; and the "date" in these circumstances becomes an overly-formal and short-term thing. Moreover it might be added, with all respect, that the girls at these neighboring colleges sometimes provide less in the way of intellectual stimulation than would the additional girls who might be admitted to Cornell. In short, the paucity of women influences the character of the relationship that Cornell men have in their contacts with the opposite sex. The quality of social life experienced by Cornell men would be at a far higher level were there not such a shortage of Cornell women. Your Committee realizes full well that dating, even among college students, is not always an occasion for intellectual discourse. Nevertheless, Cornell men and women belong to the same educational environment and this gives them common topics of discussion and interest that they do not have with social partners from other institutions.

Recommendation 3: New housing construction and the redistribution of existing housing should provide a greater proportion of places for undergraduate women. Moreover if women in their Sophomore, Junior, and Senior years are permitted to live off-campus (see Recommendation 4), then even the existing shortage of dormitory accommodations for women will be alleviated. Your Committee therefore recommends that the sex-ratio, which now stands at 3:1, be lowered appreciably.

C. Housing

Cornell has never established a clear direction for its student housing policy. One of the most important needs is to establish this direction and to have the University play a more creative role in the matter of housing than it has in the past. Student housing policy should be implemented in two ways: (a) the establishment of broad underlying principles; and (b) the development of recommendations implementing those principles. The following are your Committee's recommendations, some of which will of necessity cover the long term, but others of which should be carried out immediately and over a short term:

Recommendation 4: The keystone principle should be the availability of a diverse supply of student housing accommodations to allow as much freedom of choice as possible. While dormitory facilities should be provided for all freshmen: (a) Beyond the freshman year, all undergraduates (men and women alike) should be permitted to live on or off the campus.

(b) Because of limitations in non-University housing, the University must strive to house a larger proportion of undergraduate and graduate students. This will basically affect upperclass men but in addition, the provision of more housing, together with lifting the lid on the dormitory requirements for upper-class women, should result in permitting the acceptance of high-quality women students now being turned down (see Recommendation 3). This would change the ratio of the sexes in those colleges which lend themselves to such a change.

(c) While we lack information concerning the desirability and acceptance of well-planned and well-designed dormitory accommodations, there is strong feeling that the proportion of apartments to dormitory units is low; and greater emphasis in the future should be placed on the building of apartments. However, when they are built, more attention should be given to retail stores and service facilities. The matter of the ratio of efficiency-apartments to family-apartments should be explored.

Recommendation 5: Greater opportunity for integration of the sexes, your Committee believes, is highly desirable. This can be achieved almost immediately by placing clusters of male students quarters in closer proximity to women students quarters, and by integrating dining facilities. (For example, the possibility should be explored of housing men in one wing of Clara Dickson Hall and women in one of the units of University Halls or Baker. This could be a beginning for experimental purposes.) In selecting sites for any new construction, an effort should be made to achieve greater integration of men's and women's living areas.

Recommendation 6: For longer-term planning, the possibility of building an urban complex in Collegetown, -- including shopping, dining-community units, etc., -- for a diverse cross-section of the student community should be seriously explored. Types of accommodations should include dormitory accommodations, small-group housing similar to the fraternities but not having fraternity affiliations, and garden-type apartments. Consideration also might be given to incorporating

certain housing for faculty.

Recommendation 7: Your Committee feels strongly that any dormitories built in the future should be well planned and designed; that ample provision be made for single-person rooms; that proper attention be given to minimizing noise; that adequate space for study be allocated; that facilities for small social groups be available. In light of what happened when the last men's dormitories were built, it is felt that attention must be called to these generally accepted requirements.

Recommendation 8: While foreign-student housing is likely to represent an ever-increasing problem because of the number of such students attending Cornell, your Committee realizes that most of such students are not undergraduates and hence outside the terms of this report. We do recommend, however, the building of an International House which would provide accommodations for single foreign students. And a substantial proportion of the places in such a building should be reserved for American undergraduates of both sexes who express an interest in such living.

Recommendation 9: A basic question which needs to be answered is whether student housing is to be built primarily to satisfy shelter needs or whether such housing should also serve direct educational purposes. Your Committee tends to the opinion that suitable space should be available in undergraduate housing for lectures, tutorials, and seminars. Furthermore, we recommend the building of several guest-suites into housing units to accommodate transient lecturers and visitors. At this point only Telluride has such accommodations, and hence informal contact with visitors is limited to a small group of undergraduates.

Recommendation 10: Another important question to be resolved concerns the integration of different classes, and the upper classes with graduate students. Your Committee recommends greater integration in the dormitories. One problem here would concern incentives to induce upperclassmen to live in units that will continue to house large numbers of Freshmen. One solution is to provide superior accommodations for such upperclassmen, such as suites with private baths, at reasonable (indeed competitive) charges.

D. Libraries

At the present time the space situation with respect to both readers and books seems to be most favorable, and in the light of the predictions on the rate of increase in enrollment it would seem that adequate space will be available for the next several years. Your Committee makes this assertion with one caveat: if there is to be a continued increase in the tendency of students to flee their dormitory residences to seek a library chair and table for doing their normal homework, then of course space may become inadequate in the very near future. The undergraduate custom of using library space for study that does not involve library books should be discouraged. Needless to say, the library is not designed to be a social center; hopefully undergraduates will be encouraged to find other places on the campus where they can strike up new acquaintances.

Recommendation 11: Each living unit or group of living units should contain a study-room. This should not be a place for relaxing, and the chairs can be hard rather than soft. Indeed, all that is needed is a few long refectory tables and good lighting; for it should not be assumed that the more comfortable the upholstery the greater will be the amount of studying accomplished. Here students who do not need to draw on library books can work with their class-notes and textbooks, and need not crowd library facilities.

The system of closed reserved books is largely a result of an inadequate number of copies of certain books cited for required reading by the professors. Where shortages of titles exist, a system of reserves is the fairest solution to the problem; but we hold that this is not the best solution for achieving the objectives of a course requiring collateral reading. For many items on which there is great pressure students waste time waiting for volumes to become available, or they jockey for position to the disadvantage of fellow students.

Recommendation 12: Adequate funds should be provided for the purchase of more multiple copies of titles for which there is constant demand. It should be possible to reduce the closed reserves to a bare minimum. Conceivably there might even be a saving in staff costs if more books could be served from open reserves or the open stacks; but more important than staff cost saving is the objective of a better educational experience for undergraduates. It should be added that the purchase of more multiple copies is an "instructional" cost rather than a "library" cost. If, due to inadequate funds for reserve books, instruction must be based on textbooks then the quality of education is diminished.

The loan policies of the various libraries are still far from being uniform, with consequent confusion for undergraduate users.

Recommendation 13: Efforts should be continued to be made by the library administration to eliminate as many of the divergent loan policies as possible, as for example regarding fines, overdue books, and recalls. However it is recommended that, consistent with the objective of uniformity, as much liberality on length of loans be permitted as is consistent with good management.

The Central Libraries (Olin and Uris) operate on the 3:00 a. m. to 11:30 p. m. (and Sundays, 1:00 p. m. to 11:30 p. m.) schedule. The two science libraries (Chemistry and Physics) are open until midnight. All the other libraries on the campus operate on varying schedules and also on somewhat shorter schedules. The various schedules have evolved in relation to student and faculty demands, and budget available for staffing.

Recommendation 14: Attention should be given to the possibility of keeping all libraries open on as long a schedule as Olin and Uris. In addition your Committee recommends that architectural renovations be made in both Uris and Mann so there will exist all night study rooms. These rooms would be open around the clock, but from Midnight until 8:00 a. m. they could not be entered from the outside. Such rooms are particularly needed for students who wish to use

reserved books after Midnight, as such books must be back at the library before 8:00 a.m. the following morning.

Cornell has varying policies on stack access to undergraduates. Uris, the undergraduate library, has completely open stacks. Olin stacks are closed to undergraduates except for honors students, Phi Beta Kappas, Phi Kappa Phi, and those for whom faculty members make special requests. The Mann Library stacks are also closed to undergraduates except by special permit. Most other libraries' stacks are open to undergraduates.

Recommendation 15: We believe that the present stack permit policy adequately serves the undergraduate student body and should be continued.

The reference collections in Mary Donlon and Clara Dickson dormitories are good examples of small libraries that save many trips to the larger libraries. Often the availability of the unabridged dictionary, the encyclopedia, and a few other standard reference works suffices to solve minor library problems that arise in the course of an evening's study.

Recommendation 16: Library installations such as those at Donlon and Dickson should be duplicated in as many other living units as possible. These installations may be part of, or separate from, the study-rooms noted above (Recommendation 11).

E. Bookstore

So far as the book department is concerned, the Campus Store is a disgrace. The amount of space provided for books of a non-textbook character is a fraction of the space given to stuffed animals. It goes without saying that undergraduates should have a store where they find it easy to browse among general books and to make purchases from among a comprehensive selection. For too long a time Cornell has underrated and underestimated the size of the potential book-buying constituency in its midst. But if our students are to be prompted to become book-purchasers, then suitable encouragement should be given to them.

Recommendation 17: Your Committee proposes that the "Campus Store" be changed, in character as well as in name, to the "Cornell University Book Store." General merchandise should be reduced to a bare minimum; and the management of the Store should be in the hands of individuals experienced in and committed to the book trade. The sale of and space for textbooks should be made subordinate to the on-going hard-cover and paperback departments. And in the event that the book department or even the Book Store as a whole runs at a financial loss, its deficits should be made up from University funds. The reason why such a loss is contemplated is that a bookstore worthy of Cornell would have on its shelves an extensive inventory of items: paperbacks, novels, academic books, learned journals, and so forth. Plainly a large proportion of these books would never be sold, even if eventually marked down in price. But such an inventory must be directly on hand if this is to be a serious academic bookstore.

F. Fraternities and Sororities

Cornell is a fraternity institution. (Note: Here and subsequently "fraternities" will encompass sororities as well.) Your Committee is agreed that it would be idle to talk of abolishing fraternities, and in no way should our recommendations should be construed as first steps towards eventual abolition.

In terms of the well-being of the educational environment, your Committee feels that fraternities are now playing a negative role. Furthermore we are persuaded that past efforts and future plans for self-improvement by fraternity groups will be of slight value; there must be direction from outside the system itself.

One or two further comments are in order: Our recommendations concerning fraternities must be read in relation to those on housing. If the housing proposals listed earlier are implemented, then many pressures now existing on both fraternities and on undergraduates would be lessened. In addition, we wish to give all students a real freedom of choice: the freedom to join or not to join a fraternity.

Recommendation 18: National affiliations for fraternities are apparently not in the University's best interests, and your Committee recommends that the Administration give serious consideration to requiring the severance of such ties. Considering the kinds of institutions that are preponderantly represented in the national councils and the types of individuals who are active in the national organizations, the educational atmosphere of our chapters is hindered rather than enhanced by such membership. Indeed, the advantages Cornell gains are virtually non-existent.

Recommendation 19: Fraternities are accepted as part of the Cornell educational and organizational environment. And everyone who is admitted to Cornell is a member of the University community. Your Committee therefore recommends that every undergraduate who wishes to join a fraternity have a guaranteed place found for him. We will not comment on methods here except to say that we do not believe that the number of students who will seek such membership will be large, and we are sure the fraternities can devise equitable means for distributing such students.

Recommendation 20: Your Committee has observed that very large proportions of the juniors and seniors do not live in fraternity houses. It has also noted that some houses have upwards of 100 members. Thus we find that so-called "small group living", with all its advantages, is in many cases neither "small" nor "living". We do not recommend that an upper limit be placed on the size of each fraternity. We do recommend further study of size and its effects.

Recommendation 21: Your Committee believes that the very existence of houses that, in fact and in reputation, are "Christian" and "Jewish" fraternities cannot aid the educational environment. While Cornell, as a university, has no

substantive philosophy, the fact remains that the existence of such religious enclaves emphasizes prejudices that have no place at an institution with pretensions such as ours. Quite clearly it is not the existence (or lack thereof) of discriminatory by-laws that keeps the houses segregated. At all events, your Committee is of the belief that so long as Cornell has identifiable "Christian" and "Jewish" fraternities on its campus it will not be part of the intellectual world to which it aspires.

Recommendation 22: Fraternities persuade their members to spend too much time on activities of a non-educational character. In particular there is the wish to get members to do "something for the house" — to participate in extra-curricular activities that are "reportable". Your Committee believes that extra-curricular activities are worthwhile, so long as they are what the student wants and freely elects to do. One step would be to do away with reports: to national organizations, to alumni groups, to the Dean's office. No report would mean no need for long lists of positions held by the members.

In a more general way, we do not know whether fraternities suppress academic and intellectual potentialities that may exist within and among their members. At the least, more information is needed. One step, which your Committee recommends, is that some means be developed to compare the academic potentialities of each fraternity member (perhaps derived from his SAT scores) with his actual performance at Cornell. These "potentiality gaps" could be used to compare one house with another, perhaps suggesting why some houses bring out the best in their members while others do not. Similar comparisons might also be drawn between fraternity members and non-fraternity students.

Recommendation 23: Freshmen who are considering joining fraternities do not have sufficient information on the character and consequences of such membership. Your Committee proposes that, at the time of rushing, each Freshman be given — in addition to the information now provided — facts and figures of the following kind for each house: the number of drop-outs; the number of members on probation; the academic average of the house; the "potentiality gap" for the house members; and (when volunteered by a house) a breakdown by religion. This information should be generally available to the Cornell community.

Recommendation 24: It is true that non-fraternity students are not organized, and most of them neither wish an organization nor advisory services. The result has been that while fraternities and their members have Administration personnel at their disposal, non-fraternity undergraduates lack such direct adult aid. Where the Dean of Students' office could help, most particularly, is in pointing out to Freshmen the possibilities and advantages of non-fraternity life. As matters now stand, male dormitory counsellors and female vice-presidents are mainly fraternity-connected and cannot consider non-fraternities possibilities in an objective manner. It is not clear that yet another assistant dean, charged with advising non-fraternity students, would help matters. Your Committee does recommend, however, that study be given to ways and means of improving non-fraternity life — and of making those improvements known to freshmen.

Your committee has no recommendations to make on:

- Athletics
- Lectures, Concerts and Public Events
- Student Government
- Student Political Activities

The Committee

Professor Andrew Hacker (Chairman)	Government	Arts and Sciences
Professor Glenn Beyer	Housing & Design	Home Economics
Professor Lawrence Hamilton	Conservation	Agriculture
Professor David Sachs	Philosophy	Arts and Sciences
Mr. Giles F. Shepherd	----	University Library
Professor Frederick M. Wells	----	Architecture
Professor John P. Windmuller	----	I. & L. R.
Mr. Robert Kessler	Class of 1965	Arts and Sciences
Miss Mary D. Nichols	Class of 1965	Arts and Sciences
Mr. Richard Weitzman	Class of 1964	Arts and Sciences

Dissenting Opinion: Richard E. Weitzman

The fraternity system has made significant internal reforms in the past year and is in the process of making fundamental changes in its outlook and goals. While direction from the outside will be valuable it will have a significant impact only if it is communicated not by administrative fiat but by working closely with the fraternity leadership. It is to deny the fundamental basis of a fraternity, its self-government, to arbitrarily interfere with its internal administration, especially when the same reforms can be brought about by student initiative.

1. (Recommendation 19). There are presently few students who are denied membership in a fraternity. A guarantee of such membership would serve to redefine it as an obligation of the fraternity to the student and would undermine the more basic necessity for a membership responsible to its particular organization. Fraternity membership involves a great deal more than residence rights and supposed social prestige, it involves active participation and contribution as well as strong personal commitment to the group. This cannot be achieved by arbitrarily and randomly "finding a place" for each individual that seeks one as would be done by "distributing" him to a house. I think the problem of students unable to get into a fraternity can better be solved by various proposed reforms in the rushing system and by an institutional commitment to informally find positions for such men. I sympathize with the necessity to ameliorate the situation of those men who are hurt by their failure to get into the house of their choice but I feel that this can be accomplished without sacrificing the autonomous selection

process and the functional differentiation of the houses.

2. The computation of the "potentiality index" for a particular house (Recommendation 22) obviously requires a more involved procedure than determining the gross ratio of academic performance to potential. First, one must differentiate the scores according to college. Also, the ratio of upperclassmen to freshmen in a particular house must be used to adjust the final figure. In any case, I would still question the statistical significance of data derived from such small groups and doubt that any meaningful conclusions could be drawn about one house compared to another. Correlation, even a high one, does not prove causation.

3. Disclosure of the religious makeup of the houses (Recommendation 23) will only serve to perpetuate and heighten the present religious distinctions and, what's more, it will give these distinctions the dignity of official recognition.

Olin Hall
Room M
May 12, 1965

The meeting was called to order by the President at 4:30 p.m. with 208 members present.

The President called on Robin M. Williams, Jr., Professor of Sociology and Chairman of the University Faculty Committee on Student Affairs, for the annual report of the Committee. Professor Williams presented the report, a copy of which is appended.

There being no questions, the President called for the annual report of the University Faculty Committee on Student Conduct. Professor Richard G. Warner, Professor of Animal Husbandry and Chairman of the Committee presented the report, a copy of which is appended.

This report occasioning no discussion also, the President called on W. Tucker Dean, Professor of Law and Chairman of the University Faculty Committee on Academic Freedom and Tenure, for the annual report of that Committee. Professor Dean presented the report, a copy of which is appended to the official minutes of the University Faculty.

The Susan Linn Sage Professor of Philosophy, Norman Malcolm, stated that he was shocked that the Board of Trustees had taken no action on the University Faculty proposal--adopted, as he remembered, with no dissenting vote--to change the wording of the Faculty dismissal procedure to refer to "misconduct" in place of "misfeasance" and "non-feasance". The Board should be urged to act, he stated, for it seemed to him that the matter could be resolved quickly. Professor Dean replied that negotiation was still going on and

referred to the discussion of the matter at the previous Faculty meeting (see minutes of the meeting of April 14, 1965). The President stated that he, too, had thought the matter simple until it appeared that the representative of the Trustees desired to change other provisions in return for making the change the Faculty requested. The President felt that some further exchange of views and further presentations of the issues to the Trustees would be helpful from a Faculty point of view, rather than an immediate forcing of the issue. Professor Dean stated that pursuit of the Faculty point of view on this matter would be the first order of business of the Committee during the forthcoming year; and it was declared the sense of the meeting that this was desirable. R. J.

The President called on the Dean of the Faculty, ~~Royse P. Murphy~~, for the purpose of presenting a resolution on behalf of the Faculty Council. Dean ~~Murphy~~ prefaced his resolution with a brief summary of certain unscheduled happenings during recent scheduled public events. He then read and moved approval of the following resolution:

The University Faculty, reaffirming its commitment to the promotion of free inquiry and free expression throughout the academic community and its dedication to informed discussion of public affairs as both an important means and a desired end of education,

records its disquiet, not only at the discourtesy recently accorded a visiting speaker, but also, and particularly, at the jeopardy in which the right to hear and to be heard was placed,

expresses its concern over the implications for the preservation of those decencies of the academic environment essential to freedom of speech that such disturbances entail and, therefore,

urges all members of the academic community, and, especially, all appropriate organizations of faculty, students, and administration, to review the adequacy of existing policies and procedures for the preservation of the conditions essential to freedom of expression at Cornell University.

*Ans. B. 3169
for subject matter*

The resolution was seconded and opened to debate. The Professor of Economics, Chandler Morse, stated that he felt the speaker in question, Ambassador Harriman, had been guilty of the tactics of McCarthyism and that any resolution should deplore the tactics of the government. The Professor of Law, Robert S. Pasley, said that the real question was the tactics of mob violence with respect to freedom of speech and inquiry and that the resolution should be supported as an appropriate response to this fundamental problem. The Professor of Rural Sociology, Olaf F. Larson, felt that it was essential to preserve the freedom to hear and to be heard. The Professor of Economics, Douglas F. Dowd, stated that he had talked with a number of students, among them those opposed to the government's position, and that they, too, deplored the events of the previous evening. But the question was how to deal with such matters; he felt any possible measures--and the resolution seemed to him to envision such--which might be adopted would be worse than the fact of any disturbances themselves. The Professor of Economics, George P. Adams, said he saw the resolution as giving the University community time to view the events in perspective and as encouraging consideration of a matter which could pose a real problem. In further discussion, questions were raised as to the propriety of the resolution in light of timing and the relatively small number of students involved in, especially, the Harriman disturbance.

The Professor of Sociology, Robin M. Williams, stated that he was concerned about the problem and not the size of the group involved, that he did not know of a good "timing", and that the University needed adequate procedure for the matter under concern. He saw the resolution as an appropriate affirmation of such a need.

The President requested the Dean to take the chair while the President assumed briefly the role of a participant in the discussion. The President said that he seemed to be involved these days in a "career of dialog" and that during the past few days he had spent much of his time discussing relevant matters with a wide variety of student, Faculty and other groups. He felt strongly that the Faculty should not take a position on the substance of any public issue at this time or on the right to make public demonstrations in general. Nor, he said, should the debate turn on this or that relationship to the prestige of the University. The central question, he felt, was that of whether or not there was perceived a positive threat to our most precious commodity, the right to be heard in an orderly way. It was imperative to view the events in terms of their bearing on the freedom we prize. After considerable reflection, his concern, he said, did not go away. We have been able to devise ways and means to protect the University and its purposes from outside forces of both Left and Right. The University is known for its wide range of freedom. But there was, he felt, an interconnection between the problem at hand and that which had been largely solved. It was futile to solve the outside problem and then yield to pressure from the inside. If the tactics of the previous evening escalated and a consensus developed that public lectures

can be used for demonstrations before captive audiences, then it would be easy for outside groups threatening the purposes of the University to point to a failure in internal control. But these considerations were, he said, less important than maintaining the climate for free expression. It is the time, he concluded, not for restrictive legislation, but for reasserting the right to be heard and the right to hear, and to take the opportunity to express our concern at a point in time when the problem is in the minds of everyone. He therefore wished to be associated with the spirit and purpose of the resolution.

The President resumed the chair and the discussion continued. Several expressions were made concerning the danger of any possible rules resulting from such a resolution. Others felt that the resolution was carefully worded and generally prudent. The President answered several questions concerning the possible actions which might be taken should more violent tactics be used. He stated that it was thus far his rule that demonstrations should not be interfered with, and that specific orders had been given to this effect to the Campus Police. He conceded that, should there be more direct provocation--and there was some at the end of the Harriman meeting--it might be difficult to provide guidelines. Certainly the University had power to deal with, for example, violence, but it was unwise in his opinion to use such a power at the present time. There were indeed a number of potential problems which were as yet unsolved.

Professor Dowd then reviewed several incidents in which he and others had earlier been involved, including one in which he and a

professor of physics had been actually stoned before Willard Straight Hall. Nor was this the only such incident in recent Cornell history, he said. Following these incidents, however, all concerned had been so shocked that there had for a while resulted a common recognition of the need for self-restraint which had in turn resulted in such. Despite his own involvement in disturbing incidents, he still ~~still~~ strongly opposed a resolution which might lead to the consideration of procedures which might attempt to curb such incidents. He felt that anything which might come out of this kind of consideration would be worse than the events themselves. Physical violence must, however, be stopped.

The Associate Professor of Industrial and Labor Relations, William H. Friedland, then proposed an amendment which he felt would avoid the suggestion of a "hunting license" conveyed in the present resolution. He moved that that section of the final paragraph of the resolution coming after the word "community" be deleted and the following substituted in its place: "to support the traditional right of free expression and the right to be heard that has existed at Cornell University and that has been continually reaffirmed by this Faculty." This was seconded. After a brief exchange of views as to intent and related matters, including a protestation that Ambassador Harriman had in fact been heard, hence the Faculty was not in a position to vote, the question was called. The President put the amendment to a vote. It was defeated by a vote of 91 for the amendment to 100 against.

The original resolution was open to debate once again. After a prior expression by another Faculty member that the resolution

was imprudent in its seeming encouragement of aggressive action, the Professor of English, Robert H. Elias, moved another amendment which would make the final paragraph of the resolution read as follows:

Urges all members of the academic community, especially all appropriate organizations of faculty, students, and administration, to assure the preservation of all conditions essential to freedom of expression and the right to be heard at Cornell University.

The amendment was seconded. The question was again called, and it being the sense of the meeting that a vote on the amendment should be taken, the President called for a voice vote. He declared that the "ayes" had it and the amendment was passed.

The Faculty being then ready for a vote on the resolution as amended, the President called for a voice vote. He declared that the "ayes" again had it and the resolution as amended was approved.

In light of the hour, the Dean recommended that other matters pending on the agenda be deferred. After a brief discussion, the President declared it the sense of the meeting that the deferred report on grading should become a special order of business at a forthcoming special meeting of the Faculty later this spring.

The meeting was then adjourned at 6:02 p.m.


Paul P. Van Riper
Secretary

Report of the Faculty Committee on Student Affairs
for 1964-1965

I. During the academic year 1964-1965, the University Faculty Committee on Student Affairs consisted of Prof. Louise Daniel, Dean Stanley Davis, Messrs. Dyle Henning, Doron Weinberg, and Robert Kheel for Student Government. Mr. Stanley Levy, Prof. Ian MacNeil, Prof. Emil Mesics of the Faculty Committee on Student Conduct, Dean of the University Faculty Royse Murphy, Prof. Nelson Pike, Dr. John Summerskill, Prof. Raymond Thorpe, Prof. Stanley Warren, and Prof. Robin M. Williams, Jr., Chairman. Representatives of the Cornell Sun and of radio station WVBR have attended meetings as privileged observers.

II. During the year the Committee dealt with a wide range of problems, issues and opportunities in the field of student life outside the classroom. Among the more important matters were: legislation concerning human rights, compulsory approved housing, curfews, senior women students living off-campus, relations of students to faculty committees, and general regulation of recreational events and social hours. A brief chronology of major actions may convey some impression of the particulars of FCSA's work.

After extensive discussion and hearings with students and with administrative officials of the University, the Committee repeatedly revised, in consultation with the Executive Board of Student Government, its earlier proposals concerning legislation on discrimination. Finally, on

- (1) November 23, 1964, the FCSA passed legislation for transmittal to the University Faculty, establishing a University Committee on Human Rights to be responsible for education, investigation, assistance, and reporting in connection with problems of racial, religious or other categorical discrimination directly affecting students.
- (2) December 14, 1964: The Committee approved as a recommendation to the Faculty Council a revised version of compulsory Approved Housing Legislation.
- (3) January 4, 1965: After finding that administrative impediments present last year would be removed by provision in the University's 1965-1966 budget, the Committee moved that curfews for Junior women be abolished beginning with the Fall semester 1965. The Committee indicated a desire to review and evaluate its decision next year.
- (4) February 8, 1965: Unanimous approval was given to the following statement, for transmittal to the Dean of the University Faculty "...for information and such subsequent action as he may deem appropriate":

"Effective with the Fall term 1965, a specified number of senior women will no longer be required to live in University dormitories or sororities. The number accorded this privilege will be determined annually by the University Administration in conjunction with the Deans of the several colleges. Implementation of this policy is delegated to the Office of the Dean of Students."

"For purposes of this legislation, senior is defined as a woman who has completed six terms in residence at an accredited institution of higher learning. The privilege will also be extended to women who will have attained the age of 21 on or before December 31 of the academic year for which the privilege is extended."

This matter has been discussed at several meetings of the F.C.S.A. The Committee has heard testimony from several persons from the Office of the Dean of Students, from the Vice President for Student Affairs, and from leaders of Student Government. We believe that adequate consideration has been given to related questions of admissions, housing, and instructional facilities to indicate that a limited program on a trial basis properly can be initiated in the Fall of 1965.

(5) February 22, 1965: Approval was voted for revised housing legislation as embodied in draft dated February 17, 1965.

(6) March 15, 1965: The Committee approved hours for Open Houses in Freshman Men's Dormitories. Approval was withheld, pending further study, of special hours for Spring weekend. (Later action established the necessary rules.)

(7) March 15, 1965: The Committee met with leaders of Students for Education, and gave extended attention to their proposals.

(8) May 3, 1965: Approval was given to legislation, previously approved by the Interfraternity Council and by the Executive Board of Student Government, to insure responsible supervision of the summer operations of fraternity houses.

III. The Committee has devoted much time and thought to the maintenance of regularized channels of communication between Student Government and the Faculty Council, the Dean of the University Faculty, and the University Faculty as a whole. It has been privileged to maintain continuous liaison with the Faculty Committee on Student Conduct. It has kept in close touch and has enjoyed excellent collaboration with the Office of the Dean of Students and with the Proctor.

These links of communication are of great importance for the orderly functioning of a University community that encourages responsible student participation in establishing many of the guidelines for community living.

IV. The present generation of students is marked by a high level of expectations and demands upon the University. Your Committee feels it has inherited great assets in the subtle and flexible system of self-government and consultation that has been built up through the work of many individuals among students, faculty, and administration over the last several years. We believe that the current arrangements are basically sound and that they are adaptable enough to provide for necessary modifications in the future. It is our view that continued study and discussion of existing regulations and procedures is desirable, indeed essential; nevertheless, we are impressed by the widespread sense among students and interested faculty of the reasonable effectiveness and acceptable "judgments in equity" that occur under our present system.

NEW YORK STATE COLLEGE OF AGRICULTURE
A CONTRACT COLLEGE OF THE STATE UNIVERSITY
CORNELL UNIVERSITY
ITHACA, NEW YORK 14850

DEPARTMENT OF ANIMAL HUSBANDRY
FRANK B. MORRISON HALL

May 14, 1965

Memorandum to: Dean R. P. Murphy, Dean of the Faculty.

From: R. G. Warner, Chairman, Faculty Committee on Student Conduct.

Following is the Annual Report of the Faculty Committee on Student Conduct, for the academic year 1964-65, as prescribed by faculty legislation.

Part 1. Disciplinary Statistics.

During the past year the Conduct Committee has approved disciplinary action for 187 students. This number represents little change from other years and compares with a low of 170 and a high of 224 during the last five years. Analysis of the cases shows that approximately 15% of them involved students whose judgement had been impaired by alcohol. Traffic violations have increased during recent years from 4 in 1960 to 19 so far this year. During this interval car registrations have changed little.

Of particular concern to the Committee is the problem of thievery, especially petit larceny. The number of disciplinary actions has been relatively constant at 25 cases per year until this past year when it doubled to a total of 53. In addition, the proctor's office has received 161 larceny complaints compared with 86 last year. The Safety Division further receives from 75 to 100 larceny complaints each month and according to Mr. Herson this is a sizeable increase over last year. The marked rise in this type of misconduct warrants our concern and action.

Part 2. Judicial Procedures.

This year for the first time the undergraduate judiciary is a combined board of men and women students. The Conduct Committee is favorably impressed with the manner in which these students handle their responsibilities and utilize their judicial prerogatives. In the past year the Conduct Committee has changed only six decisions of the U.J.B. All of these were on the basis of additional evidence presented by the student at a hearing or on cases in which concepts of acceptable conduct were difficult to define explicitly.

The U.J.B. this year also took an educational approach to their responsibilities by serving notice to living units their concern about, and the hazards of, drunken driving. Those who failed to heed their warning are now buying shoes rather than gas. This approach should be encouraged. Aside from doing an excellent job as a judiciary, the U.J.B. relieves the Faculty Committee of many, many hours of hearings.

Part 3. Areas of Concern.

The enabling legislation of 1958 lists as one of the functions of the Faculty Committee on Student Conduct: "5. To make recommendations in the area of student conduct to the University Faculty Committee on Student Affairs and to the University Faculty." It is under this provision that the following comments fall.

The rules and regulations by which the Faculty Committee on Student Conduct judges the errant student are set forth in The Cornell University Student Code. This document was largely prepared by the Student Government with the counsel and advice of the Faculty Committee on Student Affairs and was put into effect in 1963. After two years of operation under it, the Conduct Committee feels an obligation to report to the Faculty the pros and cons of this Code

as an instrument for adjudicating student conduct.

In terms of general objectives, and as a call for responsible conduct, the Code is straight-forward and clear. It is also specific in dealing with acts which violate civil law. In the area of what might be classified as "acceptable social standards," the Code is more explicit by what it fails to say than by what it actually says. To be specific, the Code does not address itself adequately to the problem of overnight mixed company in student living quarters.

The Conduct Committee has on at least two occasions incorporated into the minutes the general statement that "Overnight mixed company in student living quarters raises serious questions as to its propriety....." All members of our Committee approve this statement, but the Undergraduate Judiciary Board has on both occasions failed to consider it a valid point of view, partly because they feel it is an infringement on the student's right to order his private life as he chooses, and partly because they feel this situation is not covered by the Student Code. A careful scrutiny of the Student Code indicates that on purely technical grounds the students are correct.

The lack of a forthright or readily interpretable statement on overnight mixed company in the Student Code has resulted in a series of circumstances which defy rational evaluation. For example: Rules governing mixed company in dormitories and fraternities have been adopted which, while not actually authorizing overnight mixed company, appear to the Committee to violate the spirit of such a rule. The Sage Graduate Dormitory, with its mixed occupancy, has no regulations, with a current deterioration in its reputation which might well have been expected. Cascadilla Dormitory similarly has no regulations.

While WSGA rules specifically forbid a woman Cornell student to stay overnight in an unmarried man's quarters, these rules have no application when a man's partner is other than a Cornell woman. This has the effect of applying a double standard to our students. The Proctor's office receives numerous calls from landlords inquiring about the University's position on students who entertain women overnight. At the moment he can reply only that we have no policy.

Such circumstances as these make a reasonable appraisal of what constitutes acceptable conduct extremely difficult for the Committee. During the past year, several cases have been presented to the Conduct Committee which have been particularly agonizing, primarily because the Code is not articulate in this area of concern. Consequently the Committee believes that a re-evaluation of this phase of the Code is in order if the Committee's dilemma is to be resolved.

The Committee, acting in its capacity as a representative Faculty group with responsibility in the area of conduct, clearly feels that overnight mixed company is not acceptable conduct. To us, however, the Code has the effect of condoning it by not speaking to it, a result which the students have readily recognized.

The Code is the outcome of a long and tortuous series of discussions between students and Faculty. Modifications undoubtedly will follow the same route, and according to present legislation must emanate from the Executive Board of Student Government and the Faculty Committee on Student Affairs. Accordingly, the Conduct Committee has been in consultation with the Faculty Committee on Student Affairs and discussions have been initiated with the incoming Executive Board of Student Government. Faculty opinion and discussion of this area are needed, if the current problem is to be resolved in a manner which will accurately reflect Faculty opinion as to what represents the best interests of Cornell University.

Report of the University Faculty Committee on Academic

Freedom and Tenure

1964-65

By resolution of the University Faculty in 1960 the Committee on Academic Freedom and Tenure was directed to present to the Board of Trustees a revision of the faculty Statement of Principles of Academic Freedom and revisions in the criteria for dismissal contained in the University by-laws with the objective of agreement between the Board of Trustees and the University Faculty with respect to principles and procedures. Pursuant to this resolution an ad hoc committee was appointed by the then President, consisting of former chairmen and members of the Committee on Academic Freedom and Tenure but not itself a subcommittee of that committee, which then conferred with a committee appointed for the same purpose by the Board of Trustees. For reasons connected with the preoccupation of the Trustees' Committee with other responsibilities these discussions were prolonged but culminated in a report on September 10, 1964. The report of the ad hoc committee was considered by the Faculty Committee on Academic Freedom and Tenure on November 3, 1964 and representatives of that Committee met with the Trustees' Committee in an effort to arrive at an agreement with respect to changes both in the Statement of Principles of Academic Freedom and changes in the criteria for dismissal as well as some additional matters dealing with procedures for dismissal. An interim report of what was essentially a subcommittee of the Committee on Academic Freedom and Tenure and the Trustees' Committee was prepared

on December 12, 1964 and was taken up by the University Faculty Committee on Academic Freedom and Tenure on December 17 with further consideration carried on to January 21, 1965.

The University Committee on Academic Freedom and Tenure was not in agreement with its own subcommittee and the report of its own subcommittee arrived at with the Committee of the Board of Trustees, and there did not seem to be an immediate prospect of agreement on the issues raised by the members of the Faculty Committee on Academic Freedom and Tenure. It was the feeling of the Trustees' Committee that for making changes in the criteria for dismissal, as originally urged in the 1960 resolution, the faculty should be prepared to make certain changes in the Statement of Principles of Academic Freedom, which the University Committee on Academic Freedom and Tenure was not prepared to make.

The President of the University has expressed his general satisfaction with the present state of affairs and rather than exacerbate differences between the faculty and the Board of Trustees at this juncture the Faculty Committee on Academic Freedom and Tenure concluded that it would continue its study of the matter with a view toward renewed efforts at agreement in the future. This study will continue next year.

May 19, 1965

The meeting was called to order by President Perkins at 4:35 p.m. with 205 members present. The minutes of the last regular meeting on May 12 were not in printed form, but they were available for reading. No request to read them was made. The minutes will be distributed later for approval.

The President announced the death on May 14, 1965 of Miss Frances Perkins, Visiting Lecturer. The Faculty rose for a moment of silent tribute.

The President moved immediately to the special order of business which was a consideration of the Keast Committee VI final report entitled "The Grading System".^{at the time of the meeting, May 12, 1965} Dean of the Faculty, Royse P. ~~Murphy~~, indicated that the grading system had been under consideration by the Faculty Council and the Faculty Committee on Academic Affairs for some time and asked the Professor of Economics, ~~Professor~~ Alfred E. Kahn as chairman of the Faculty Committee on Academic Affairs to introduce this matter to the Faculty.

Professor Kahn said that his committee had had four reports on grading before it:

- (1) The Keast Committee report.
- (2) The Students for Education report.
- (3) The Student Government Committee on Academic Affairs report.
- (4) The Faculty-Student-Administration Forum report.

This issue was more mature than others being considered and his committee decided to press it to some conclusion at this time. He reported that the Faculty Council had unanimously endorsed the Keast Committee report.

The President then asked the Professor of Civil Engineering and Associate Dean of Engineering, Professor Gordon P. Fisher as chairman of the Keast Committee VI to present the report, on the ~~Grading System~~. Professor Fisher first indicated the following changes that should be made in the report as handed out. / On page 5 in the second line from the bottom INC was changed to NA. On page 6 the first sentence restricted to was changed to one of. In Appendix I-page 3 at the end of the main motion and the Law School was added.

Professor ~~Fisher~~^{He} indicated that he felt that dissatisfaction with the grading system was a symptom of deeper troubles with instruction and educational environment. He did feel, however, that grades were necessary and that an effort should be made to have a uniform grading system.

Professor Fisher indicated that he would follow Figure I-1, Action Diagram for Recommendation No. 1, given in the report. He, therefore, moved the Main motion given in Appendix I-page 3: that the basic system for reporting and officially recording course grades be uniform for all divisions of the University, except the College of Medicine and the Law School. He then moved to amend this motion by Amendment A: that the main motion be amended by adding the words: "and shall utilize the letters A, B, C, D, and F, in descending order of achievement, with A representing highest achievement, D the lowest passing grade, and F failure". He further moved to amend the above amendment by Amendment B: that Amendment A be amended to read: "and shall utilize the grade symbols A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F, in descending order with A+ representing the

highest achievement, D- the lowest passing grade, and F failure."

The Professor of Veterinary Pathology and Bacteriology, Professor John H. Whitlock, asked if it would be possible to except the Veterinary College from the main motion. The President stated that this should be brought up when the main motion was discussed and that he would not fail to recognize him for that purpose.

The Professor of Industrial and Labor Relations, Professor M. Gardner Clark, representing himself and Professor Jason Millman presented a minority opinion of the Keast Committee VI on Amendment B. Professor Clark indicated that they felt there was a definite issue to be decided between a 13 point vs 5 point grading system, but that it should not necessarily be attached to a letter system.

Amendment B was voted on and carried by a vote of 117 to 73.

Amendment A as amended by Amendment B was then opened to discussion. A number of faculty members spoke both for and against letter grades. When brought to the vote Amendment A carried also.

Professor John H. Whitlock moved to amend the main motion now under consideration to except the Veterinary College from the uniform grading system and this motion was seconded. The Professor of English, Professor Robert H. Elias asked if the members of the Veterinary College should be allowed to vote on the establishment of the grading system if they themselves are exempt from it. The President ruled that they could vote regardless of this particular situation. Professor Gordon Fisher opposed the amendment because veterinary students take courses outside the Veterinary College whereas Law students do not. To facilitate taking action on the

main question it was moved and seconded to table this amendment till the next meeting. This motion was carried by voice vote.

The main motion as amended by Amendment A and B was then brought to vote and carried by a voice vote.

Professor Fisher next moved Recommendation No. 2 of the report, The Grading System. After some discussion the President decided it was too late to complete the business and ruled the meeting adjourned. The time for a special meeting to continue consideration of the details of the grading system as already approved was set for Thursday, May 27, 1965.

Adjournment was at 6:07 p.m.


Robert Von Berg
Secretary pro tem

3174
Olin Hall
Room M

May 27, 1965

The meeting was called to order by Provost Corson at 4:30 p.m. with 153 members present. The minutes for the meeting on May 12, 1965 were approved.

At this meeting
The Provost referred to the Final Report of the Grading System (previously distributed), action on a portion of which had been suspended by adjournment of the previous meeting. Noting that, at the end of the previous meeting, Gordon P. Fisher, Professor of Civil Engineering and chairman of the committee preparing the Grading Report, had had the floor following introduction of a motion, which was seconded, to accept Recommendation No. 2 of the report, the Provost again recognized Professor Fisher. Professor Fisher called the attention of the Faculty to the motion before it and then yielded the floor to Frederick S. Erdman, Professor of Mechanical Engineering and Associate Dean of the Graduate School, for the purpose of introducing an amendment to Recommendation No. 2.

Professor Erdman outlined the difficulties the Graduate School's Fellowship Board was having with the "S and U" grading system, adding that his amendment also had the full approval of the General Committee of the Graduate School. He then moved that Recommendation No. 2 be amended to read as follows: (deletions in parentheses; additions underlined):

That the letter grades S (satisfactory) and U (unsatisfactory) shall be admissible only for (((a) for graduate students in any course and (b) for undergraduate)) students enrolled only in physical education, or in events such as field trips, colloquia, non-resident lectures, etc., or in courses deemed by a College to require no greater precision of grading; and....(remainder of Recommendation No. 2 was untouched)

This occasioned considerable discussion. The opposition stressed that certain courses, especially portions of sequences, did not lend themselves to the new letter grades, that this amendment was not a good response to recent requests by students to simplify the grading system, and that the proposal would have a bad effect on students who might otherwise be willing to experiment. Those in support felt that it was essential for grades to have a meaning which was readily apparent, and that the present system left much to be desired in terms of evaluating the work of graduate students. The question was put; and with a show of hands the amendment carried by 90 to 44. The Provost then put the question on the motion as amended, which also carried. Thus, all of Recommendation No. 2, as amended above, was approved.

The Provost again recognized Professor Fisher, who then moved approval of Recommendation No. 3. This was seconded. There being little discussion, the question was put and the motion approved by a wide margin.

Professor Fisher was again recognized. He called on Alfred E. Kahn, Professor of Economics and Chairman of the Faculty Council Committee on Academic Affairs for presentation of a new Recommendation No. 4. Professor Kahn explained that his forthcoming motion derived from the several grading reports which had been prepared in recent months, all of which expressed varying degrees of interest in experimentation with more or less ungraded course work. He therefore proposed, on behalf of his committee and with the concurrence of Professor Fisher's committee, that the

following Recommendation No. 4 be adopted:

Resolved that the Faculties of the several colleges and schools be encouraged to develop plans, on an experimental basis, for offering their students the option of being graded S (Satisfactory) or U (Unsatisfactory) for a limited number of courses, under prescribed conditions. Any such plans should be submitted to the Faculty for approval.

This was seconded. In further discussion Professor Kahn stated that it was felt that the individual colleges should develop their own plans, that the S and U concept had been rejected for all students on a uniform basis for the reasons already considered, but that there should be room for experimentation. In response to a question, Professor Kahn stated that this was certainly not a structured experiment. The purpose of this recommendation was to recognize that there could be too much emphasis on grades, that students might be given some freedom, and that this might help the academic environment. There was some further discussion, mainly of a clarifying nature. Then Howard G. Smith, Professor of Electrical Engineering, stated that he was afraid "encouraged" would be interpreted as "urged" and moved to amend the resolution by substituting "permitted" for "encouraged". When the question was put, there was only one "aye" and the Provost declared the amendment lost. N. Arnold Tolles, Professor of Industrial and Labor Relations, said that he felt the alternatives should include an "H (Honors)", and he moved an amendment to include this alternative. This was accepted by Professor Kahn and his seconder and incorporated into the main motion.

There then arose a question as to why such experimentation should be approved by the University Faculty, as proposed in the last sentence of the main motion above. Professor Kahn said that

this provision arose from the likely fact that any school or college proposal might affect students of other schools and colleges. A motion to amend the above resolution by deleting the last sentence was then made, but the amendment lost by 71 to 64 on a show of hands. David Pimentel, Professor of Entomology and Limnology, then moved deletion of the "H (Honors): reference which had been previously accepted by the mover, Professor Kahn; this was seconded. By voice vote, the deletion was approved, and the resolution again stood in its original form as shown above. The resolution was then put to a voice vote and carried by a considerable margin. This resolution constituted a new Recommendation No. 4 to the Grading Report.

Taylor W. Stoehr, Assistant Professor of English, proposed the first of two additional motions. Both of his proposals, he felt, would give some further flexibility from the standpoint of the student, particularly the good student. He moved the following, with notice that, should this be defeated, he would propose an alternative:

Any undergraduate, upon entering the University or at any time of preregistration during his academic career, may choose to be graded in all his courses, according to a two-valued system (satisfactory and unsatisfactory). Furthermore, any student who has so chosen, may, at any time of preregistration, choose to return to the standard grading system.

The motion was seconded. Upon being put to the question by a voice vote, the motion lost by a considerable margin.

Professor Stoehr then introduced his alternative motion, as follows:

Any undergraduate, upon entering the University or at any

time of preregistration during his academic career, may choose to have no final grades (those that are entered on his official record) reported to him; and, with his parents' consent, no grades reported to them. Furthermore, any student who has so chosen, may, at any time of preregistration, choose to return to the standard reporting system, except that no reports previously declined may be retroactively requested.

The motion was seconded, after which Professor Stoehr stated that the above outlined no great changes; such could be sometimes accomplished unofficially under present circumstances. The proposal would simplify such requests; moreover this is a procedure used in some other institutions. The use of this procedure at Reed College was confirmed by Sydney S. Shoemaker, Associate Professor of Philosophy. A brief discussion ensued, with the argument varying from the opinion that the proposal seemed reasonable and did no harm, to the view that it was unnecessary or unnecessarily complicated. A voice vote was declared inconclusive. On a show of hands the motion lost by 85 to 43.

John H. Whitlock, Professor of Veterinary Parasitology, then moved to bring from the table the motion (see minutes of the previous meeting) to exclude the Veterinary College from the provisions of the uniform grading system which had been adopted. This was seconded. The result, if approved, would have been further to amend the original main motion by excluding the Veterinary College as well as the College of Medicine and the Law School. During the discussion Professor Whitlock and his seconder accepted an amendment to the amendment which would require the Veterinary College to report grades of all non-veterinary students according to the standard University grading system. Those in

support of the revised amendment felt that a letter grading system was too limiting in its range of results; moreover, it was noted that veterinary students were not really undergraduates in the usual sense. Those opposed stressed the need for a uniform grading system and felt that the proposed system, with its pluses and minuses, gave an adequate range for grades. In response to a question from Professor Whitlock inquiring as to whether the Veterinary College could use, for example, a numerical system internally, while reporting in the standard system to the Registrar for official transcript purposes. Professor Fisher replied that he saw no reason why this could not be done. The question was then put to a voice vote, with the amendment losing by a considerable margin.

The Provost again gave Professor Fisher the floor for the purpose of introducing a series of "tidying up" motions. The first of these, which was seconded, was as follows:

That the legislation of May 19, 1965 concerning the uniform letter-grading system for the University be revised to exempt the School of Nursing, and further be revised by striking out the words "and the Law School."

Professor Fisher pointed out that the new system of grading precisely paralleled that already in use by the Law School, and that reference to the School of Nursing in New York had been inadvertently omitted. The motion was put to a vote and carried by a large majority.

Professor Fisher next moved the following, which was seconded:

That the Grading system (both midterm and end-of-term) adopted by Faculty action on May 19, and May 27, 1965 be implemented beginning with the Fall semester, 1965.

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Upon being put to a vote, this motion was approved nearly un-
animously.

Professor Fisher then moved the following which was
seconded:

That the Dean ~~of the~~ Dean of the Faculty be empowered
to appoint a committee for the purpose of revising the
manual entitled "Grades and Grading at Cornell."

This, too, was approved almost unanimously. *len*

After a brief discussion as to whether to continue with
further unfinished business, it was the sense of the meeting that
it should be adjourned. Following an announcement by the Dean
that there would be a special meeting of the University Faculty
the following week, the meeting was adjourned at 6:10 p.m.


Paul P. Van Riper
Secretary

Appendix: Grading Legislation as finally approved on May 19 and
May 27, 1965.

3181
Olin Hall
Room M

June 7, 1965

The meeting was called to order by President Perkins at 4:00 p.m. with 65 members present. The minutes of the meeting of May 19 were approved as distributed. The minutes of the meeting of May 27 were available for reading. No request was made, however.

The first business was the report of the Faculty Council in regard to undergraduate education. Dean Murphy called on Alfred E. Kahn, Professor of Economics, to make this report. Professor Kahn indicated that special recommendations on grading had been brought before the faculty. Other even more important matters were being considered, but additional information was needed on these. ^{J. D. Thom} Dean Murphy announced the appointment of an Ad Hoc Committee on the Quality of Undergraduate Education. The members of the committee are: ^{J. E.} Alfred E. Kahn (Chairman), Raymond Bowers (Vice-Chairman), Urie Bronfenbrenner, J. Murray Elliot, W. H. J. Fuchs, Theresa R. Humphreyville, W. Keith Kennedy, Duncan M. MacIntyre, William McGuire, Dennis G. Shepherd, S. Cushing Strout, and Wayne E. Thompson. This committee ^{was set up} will function throughout the summer.

^{the} Dean Murphy ^{read} two resolutions passed by the Faculty Council:

"Resolved that the University Faculty Council receives with thanks the reports of the University (Faculty-Student-Administration) Forum on the subjects of teaching, student-faculty interchange, student motivation, and housing, and transmits them to appropriate administrative officers and to the faculties of the several colleges and schools for their consideration in reviewing and improving programs of undergraduate instruction. Meanwhile, the Council and its committees and other University Faculty Committees will continue to study these reports with the end in view of framing further appropriate recommendations."

"Resolved that the University Faculty recommends that the faculties of the several colleges and schools, either individually or collaboratively, begin at once to devise an experimental program on a limited basis, if possible, for the coming Fall semester, offering to interested freshmen the opportunity to participate in one small seminar or tutorial class conducted by a full-time member of the University staff."

And Dean Murphy pointed out that the Council did not feel it could make a recommendation at this time for a total participation in freshman tutorials without more information, but believes that thought should be given to this for several years hence.

The President called on Ta-Chung Liu, Goldwin Smith Professor of Economics, for a report from the Faculty Committee on Academic Integrity. Professor Liu reported that the number of cases has increased very sharply over last year. He expressed the hope that the faculty would continue to cooperate by reporting to the committee all cases involving academic integrity. In several cases there was some doubt as to whether the faculty members had given specific instructions as to the degree of collaboration allowed.

The committee spent most of its time this year in hearing cases. It is hoped that next year some type of public program can be held to discuss problems with students and faculty. Professor Liu felt that the student members of the committee had been sound and fair in their judgments and had contributed a great deal.

Dean Murphy then introduced the consideration of the position of University Professor by explaining that there appeared to be need to reexamine this particular rank and to this end a small committee was appointed from the Faculty Council (Glenn H. Beyer,

William T. Miller and W. David Curtiss). W. David Curtiss, Professor of Law, as chairman reported for the committee. He explained that the Faculty in 1951 established legislation to create the position of University Professor and that very limited use has been made of it. His committee felt that the emphasis should be placed on the requirement of great breadth of scholarly achievement and that the method of selection should be simplified. He therefore moved the following resolution:

Resolved, that the Legislation of the University Faculty of February 14, 1951 relating to the position of University Professor be amended by substituting therefor the following provisions:

Appointments to the position of University Professor may continue to be made during the next five years, at the end of which time a complete review of the nature of the position and the desirability of its continuance or modification will be undertaken by the Faculty Council. In the interim a limited number of new University Professors may be appointed in accordance with the following procedure:

Nominations will be made to the Board of Trustees by the President, with the advice of the Vice President for Academic Affairs and a committee of five members of the Faculty appointed by the President and chosen from within the areas of the candidate's principal interests, and with the approval of the Faculty Council.

A university Professor shall have extraordinary breadth of scholarly achievement and academic experience. At least two Departments shall have signified their willingness to receive him. A University Professor may determine his Departmental affiliation and the Department selected shall provide necessary space and services. He shall be free to choose his own forms of academic work and will be expected to participate in teaching. He shall have freedom to explore new patterns of scholarship and teaching. His status for budgetary purposes will be determined by the President, independently of the remainder of the Departmental budget.

The motion was seconded and Professor Curtiss then spoke to it. The question to be answered appears to be whether a University Professorship serves a purpose not served by a Name Professorship. The Faculty Council believes that additional information and experience is needed to answer this question; hence the resolution to extend the appointment period for five years before a complete review is undertaken. The motion was carried by a voice vote.

Under unfinished business, Dean Murphy presented as a motion the following resolution calling for establishment of two new academic titles:

Resolved that the Faculty approve the establishment of two new academic titles, Senior Extension Associate and Extension Associate for use in cases where the professorial titles are not appropriate.

The Senior Extension Associate would be expected to have a combination of professional experience and training that would be similar to that of an Associate Professor or Professor; would be appointed for a maximum of five years and renewable; would have the benefits of retirement, insurance, and tuition plans for children; would have primary responsibilities in extension; would be a non-voting member of the appropriate college faculty; would not be eligible for sabbatic leaves.

The Extension Associate would be expected to have a combination of professional experience and training equivalent to Instructors and Assistant Professors; would be appointed for a maximum of three years and renewable; would have the benefits of retirement, insurance, and tuition plans for children; would have primary responsibilities in extension; and would not be eligible for sabbatic leaves.

In the discussion it was pointed out that this matter had been brought to the faculty in February using the term "specialist". Since there was some question as to the general applicability of this title and since there was interest shown by many who

wanted a similar type title it was reconsidered. The term associate was the result of this reconsideration. The question was asked if this changed other existing extension titles. Professor A. A. Johnson, Director of Extension, explained that all other extension titles would be retained. The motion which had been seconded was carried by a voice vote.

Professor Frederick S. Erdman, Associate Dean of the Graduate School, was recognized and moved approval of the Degree of Master of Arts in Teaching as described by the following defining legislation:

Admission to Candidacy

To be admitted for degree candidacy an applicant must hold a Bachelor's degree from an institution of recognized standing, have considerable depth in his intended teaching field, and give evidence of ability necessary for successful progress in graduate study. The candidate must also give evidence of a serious career interest in teaching.

Admission is a joint concern of Education and the appropriate teaching fields.

Residence

A minimum of either full time study for two regular semesters and one summer, or two and two-fifths residence units which may be earned as follows, is required:

1. Regular terms of full time or part time registration in the Graduate School during the academic year.
2. Summer registration.
3. Extramural registration. (Not more than one unit of residence earned extramurally may be used to satisfy degree requirements).

Equivalent hours earned in residence other than that specified (up to two-fifths unit of residence) may be accepted with the approval of the Special Committee.

Special Committee

A candidate will select a Special Committee of two or more members from the Graduate Faculty, one of whom will serve as chairman and represent the Field of Education. The chairman regularly will belong to one of the teacher preparation specializations. Other members of the Committee are to be selected with the advice of the chairman to give adequate representation of the candidate's program. For a candidate preparing for secondary school teaching, the teaching field will be represented on the Committee.

Program of Studies

The program will be determined by the candidate and his Special Committee. It will include those courses, seminars, and other experiences in the professional area and in the teaching field or fields which are deemed most appropriate for developing competence as a teacher. Each candidate will be required to demonstrate teaching skill in a supervised field experience.

Final Examination

A candidate must pass a final examination conducted by the Special Committee. The examination may be written or oral or both. It shall be comprehensive in nature and designed to evaluate the candidate's knowledge in the teaching field as well as in the theory and practice of teaching.

The motion was seconded and Frederick H. Stutz, Dean of the School of Education, explained the reasons for wanting this new degree, which has the approval of the Graduate School Faculty. This degree is designed to give experience in study and teaching practice and designed as a terminal degree for elementary and secondary school teachers. Such a degree is now in use by many major universities. He considers it to be superior to the Master of Education. Both Urie Bronfenbrenner, Professor of Child Development and Family Relationships, and N. Arnold Tolles, Professor of Industrial and Labor Relations, expressed concern that it was apparently possible to satisfy the residence requirements

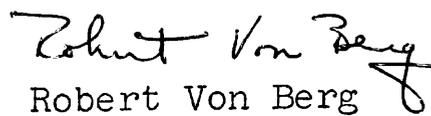
of the degree by attendance in summer sessions alone. Dean Stutz answered that this was, in fact, possible because there were certain cases where it was felt that this should be allowed, but that in general this would not be the route to the degree. The question was asked of Dean Erdman if a Master of Arts degree could be obtained by summer residence only. After consultation of the Code of Legislation, Dean Erdman concluded that it was possible.

Considerable discussion occurred on this and Dean Stutz was very reluctant to consider any change in the proposed degree. He did agree, however, that the Field of Education will specify that the second method of obtaining residence credit (summer registration) will be permitted only in exceptional cases.

Other questions were asked. Could a student obtain one unit of residence for work elsewhere? Was internship outside Ithaca possible? The answer to both was yes.

The motion was carried by a voice vote.

The meeting was adjourned at 4:45 p.m.


Robert Von Berg
Secretary pro tem

~~STUDY OF UNDERGRADUATE EDUCATION AT CORNELL~~

~~COMMITTEE VI - THE GRADING SYSTEM~~

Adopted by the University Faculty, May 27, 1965. (From the report of

~~FINAL REPORT~~

Committee VI on the study of undergraduate education, The Grading System,

~~April 1965~~

by a Faculty Committee appointed in March 1964 by the Vice President for Academic Affairs. *(Comments in red are changes subsequent to submission of report.)*

Committee VI was appointed on 3 March 1964 by Vice President W. R. Keast as one of several committees aimed at a broad study of undergraduate education at Cornell. The Committee happily found itself against a backdrop of a long history of local discussions of grading and grading systems, particularly the recent and extensive study of the Ad Hoc Committee on the Undergraduate Grading System dated May 1, 1962 (J. J. Vanderstock, Chairman) and the subsequent publication, "Grades and Grading at Cornell - A Guide for the University Faculty" dated April 1963. With much of the requisite basic information of recent date in hand, the Committee thus was enabled to engage almost at once in somewhat more philosophical arguments and avoid a long period of onerous gathering of information. It is assumed in the following discourse that the reader is familiar with the "Guide."

In all of the ensuing discussion, the reader should be clear that the Committee is concerned only with course grades that are reported by instructors and subsequently recorded by the Registrar in the official records of the University. Instructors retain complete liberty to grade individual assignments, examinations, papers, etc., in any manner desired.

The Faculty should find considerable interest in the recent grade distribution studies reported in Appendix III hereafter.

The Committee has tried insofar as possible to take a fresh look at grading and to reassess and hopefully to resolve the dissatisfactions with the present grading system which have come to its attention. The Committee now wishes to put forward three recommendations for the Faculty's consideration and action.

The first recommendation deals with a modification of the basic grading system of the University. The second recommendation deals with admissible letter symbols to be given in lieu of the basic grades. The third recommendation is concerned with mid-term grading.

Inasmuch as grading is a matter affecting every member of the Faculty, its potential for controversy is high. In spite of a surprising degree of unanimity within the Committee and among its Faculty consultants, it is felt

that the Faculty's best interests are served by encouraging the full range of opinion to be heard. The Committee, in the interest of saving time in debate, therefore wishes to suggest an orderly procedure for acting separately upon parts of its RECOMMENDATION NO. 1 or subsequent alternatives. In short, your Committee, while firm in its recommendation, has tried to avoid a purely emotional attachment to a single point of view and suggests a procedure that clearly and candidly sets forth alternative choices. The procedure is diagrammed, hopefully for clarification of intent, in Appendix I (Fig. I-1); the recommendation of the Committee is shown as the path of heavy arrows.

RECOMMENDATION NO. 1

THAT A UNIFORM GRADING SYSTEM BE INSTITUTED, INCORPORATING THE LETTERS A, B, C, D, AND F, IN DESCENDING ORDER OF ACHIEVEMENT WITH A REPRESENTING HIGHEST ACHIEVEMENT, D THE LOWEST PASSING GRADE, AND F FAILURE.

COMMENT: The essence of this recommendation is twofold: uniformity across the entire University and improved communication of student performance.

A uniform grading system for the entire University will facilitate the uniform interpretation of grades among the several units of the University. Since many situations exist within the University where courses of study are interdisciplinary in nature, uniform standards and uniform interpretation of grades are increasingly imperative if students are to be treated equitably, if advisors are to make valid judgments of progress and performance, and if performances of students in the various curricula are to be readily comparable.

The Committee unanimously and enthusiastically favors letter grades over numerical grades. Cornell can receive the benefits which would result from adopting a grading system used, accepted, and understood by the vast majority of American universities.*

Number systems characteristically are idiosyncratic, letter systems are not. Number grades are variously interpreted, sometimes as

* See for example "Variations in College Grading Systems" by M. Downing, part of "College Grading Systems - A Journal Symposium," Jl. of Higher Education, Feb. 1964, p. 99.

percentages of knowledge known, sometimes as percentage of perfection related to the professor's expectations. As a consequence, in the Committee's opinion, letter grades provide the maximum interpretability outside the University, they lead to far less confusion in meaning and far fewer supplemental devices such as grade distributions for explaining number grades to outsiders. In addition, many staff members who have served on outside fellowship boards have reported to the Committee that the combination of nationally predominating letter gradings and limited time for judgment of records commonly works to the disadvantage of students whose records are number-graded, and that letter-grade records generally receive better attention.

The Committee has received from Faculty members statements both pro and con that the use of "plus" and "minus" should be permitted with letter grades A through D. The Basic A B C D F system provides five levels of grading; the addition of plus and minus to indicate intermediate grade levels would increase the number of grading levels to thirteen. The Faculty may wish to express its opinion on this point.

A majority of the Committee, however, is persuaded that plus and minus should not be used, for the reasons that the simple A B C D F system: (1) is most widely used nationally and seems to have the greatest appeal, which may indicate that not much more is required; (2) gives optimal precision for the kinds of uses to which it is put; and (3) provides an optimal balance between student motivation to achieve a higher level on the one hand and overemphasis on grades rather than learning on the other.

RECOMMENDATION NO. 2

THAT THE LETTER GRADES S (SATISFACTORY) AND U (UNSATISFACTORY) shall be admissible ~~(a) for graduate students in any course and (b) for undergraduate~~ students enrolled only in physical education, or in events such as field trips, colloquia, non-resident lectures, etc., or in courses deemed by a College to require no greater precision of grading; and *

FURTHER THAT THE LETTER GRADES S AND U SHALL NOT BE ASSIGNED a numerical equivalent nor subsequently be averaged in with other grades by the Registrar as part of the official records, but shall stand in the records simply as S and U; and

FURTHER THAT ADMISSIBLE SYMBOLS, REPORTED BY INSTRUCTORS AT end of term for administrative purposes

By amendment on floor, this portion stricken

when course achievement grades are inappropriate, be the following for all students, except that V shall be for graduate students only:

- NA - not attending; "no record of enrollment," or "instructor has reason to believe student has discontinued course."
- V - visitor (auditor) when so registered officially.
- INC - incomplete; student in good standing, but course not completed for reasons acceptable to instructor, the rules for make-up and/or removal at the option of the Colleges in which the course is taught.
- Other - (with explanation) to be used when no other category is suitable.

AND FURTHER, THAT IN THE REGISTRAR'S OFFICIAL RECORDS THE SYMBOL NA may not be used, but rather the Registrar shall use in place of NA one of the following symbols:

- CNC - course cancelled officially by notice to the Registrar from the college or school in which student is enrolled.
- F - failed; did not complete course satisfactorily; to be recorded by the Registrar in all cases of non-attendance where official notice of cancellation is not filed with the Registrar.

COMMENT: The wording of (a) and (b), first paragraph, intends that graduate students, in the absence of rules to the contrary, may be given S or U in undergraduate courses at the option of the instructor, but that undergraduate students enrolled in graduate courses should not be given S or U except in the special circumstances noted. Present practice for graduate students is not changed by the proposed use of S and U. For undergraduate students, the symbols P (pass) and F (fail) used presently in physical education are replaced by S and U in the interest of simplicity. Otherwise, it is left to the various colleges to decide how and where these grade symbols are to be used.

Numerical equivalents of S and U have limited, if any, meaning and the occasional practice of attempting to average them in with other grades

should be abandoned. On the other hand, they are considerably more meaningful than PASS or FAIL, in the sense that a bare PASS can be identified as unsatisfactory work.

It is proposed also that the instructor report non-attendance with the single symbol NA only, leaving it to the advisor, Special Committee chairman, and others to validate or ascertain reasons for non-attendance. Subsequently, the Registrar will analyze all NA grades, recording the symbol CNC in those cases supported by official notice of cancellation, and the symbol F (fail) or the appropriate failing grade for the remainder, and will prepare appropriate substitute machine record cards prior to printing of Student Grade Reports. In the event that CNC or F is incorrectly assigned (for example, when cancellation may have been agreed upon but improperly processed, resulting in F being assigned), it shall be the student's responsibility to see that the proper changes are effected.

In a typical recent semester, according to the Registrar's records, there were 49 NA grades submitted out of more than 47,500 individual grades. The final disposition of these few cases was:

- 32 remained on record as NA
- 3 recorded subsequently as failed
- 5 recorded subsequently as passed
- 4 leaves of absence
- 1 recorded subsequently as V
- 2 found to be registration errors
- 2 official cancellations

Surely, then, the proposed use of NA, CNC, and F is not going to impose a significant burden on the Registrar's office. On the other hand, the simplicity of the proposed scheme has much to commend it.

It will be noted that the grade symbol W, long subject to misinterpretation and misuse, is given up under the proposed scheme. Implicitly, withdrawals without permission will carry the connotation of unsatisfactory work and be assigned grade symbol F. It is proposed that both graduate and undergraduate students be included. The term "withdrawal" then can continue to mean "withdrawal from the University with permission," that is, a legal separation from the University carrying the privilege of erasure by the Registrar of all grades earned in the term of departure.

The Committee discovered no cogent reason for the use or retention of the symbol, ABS, meaning "absent from examination," and in the interest of simplification, has discarded it. If a student is absent from examination, the instructor can report ~~ABS~~ until the reason for the absence has been ascertained, and then replace by the proper grade.

RECOMMENDATION NO. 3

THAT MID-TERM GRADES FOR BOTH GRADUATE AND UNDERGRADUATE students be ~~restricted to the~~ ^{one of} following:

- S - satisfactory
- U - unsatisfactory
- NA - not attending
- V - visitor (auditor) (graduate students only)
- NMG - no mid-term grade; student enrolled and attending, but not practical to assign a grade.

COMMENT: It is the opinion of the Committee that mid-term grades serve two purposes only: (1) to provide a check on course registration, and (2) to identify those students who seem to be in difficulty and headed for failure and thus in need of special attention.

Under the present system, numerical mid-term grades give a false impression of precision and accuracy when, in fact, they are based at best on but six weeks' performance. Six weeks may well be sufficient for detecting whether student performance is generally satisfactory or unsatisfactory, but provides an unsound basis for specifying a meaningful numerical grade. The same observation may be applied also to a letter-grade system as in Recommendation No. 1. Furthermore, many instructors frankly admit that they often report a lower grade than the student deserves at mid-term in order to jar him into extra effort. Whatever salutary effect this strategy may have on some students, it is clear that it can serve only to frustrate and even to devastate the morale of many other students, particularly freshmen, thus interfering with the learning process.

The suggested change would provide the means of making a registration head-count and of identifying students performing unsatisfactorily. The reporting of U would concentrate the attention of both students and advisors where it is needed, on truly unsatisfactory performance and need for counseling. In this sense, U should be taken to mean marginal performance as well as failure, thus providing instructors and advisors the opportunity to identify misfits who manage barely to pass.

There may be other virtues. First, the chore of averaging quiz and homework grades and otherwise computing and deciding what grade should be entered on grade cards would be largely eliminated. The instructor can better use his time to think objectively about the individual student and report to him and to his advisor unsatisfactory performance for whatever reason, such as repeated absence from class, conspicuous lack of attention or effort, etc.

Second, advisors and instructors would be spared the consoling of and arguing with students with satisfactory mid-term records, who having received say B or 80, conceive that they deserved something better.

Committee Members:

Gordon Fisher, Chairman - Engineering
Paul Broten - Hotel
M. Gardner Clark - I & LR
A. Henry Detweiler - Architecture
Mary Ford - Home Economics
Donald Kagan - Arts
Robert D. Miller - Agriculture
Jason Millman - Agriculture

APPENDIX I

PARLIAMENTARY PROCEDURE FOR ACTION ON

RECOMMENDATION NO. 1

An orderly procedure for consideration of the Committee's RECOMMENDATION NO. 1 is presented in Figure I-1, and related motions are suggested in Table I-1. The Committee's recommendation is shown as the path of heavy arrows. It is this alternative that the Committee would wish to test first.

Discussion of revision of the grading system seems pointless unless there is some willingness to consider the adoption of a truly uniform system for the entire University. It will be noted, however, that the Faculty is not asked to commit itself to a uniform system until it has had an opportunity to establish the dimensions of the system.

In the event that the Faculty approves the principle of a uniform grading system and rejects the idea of a letter-grade system, other questions regarding the nature of a uniform numerical-grade system should be raised. For example, the faculties of Arts and Sciences and of Home Economics have agreed among themselves that 40 shall be the minimum failure grade. The Committee believes that this idea is sound and that it should be tested by Faculty vote. A virtue of RECOMMENDATION NO. 1, at least from the Committee's view, is that it removes the "sting" of present numerical grades in the range 0 to 40. Such low grades are viewed by the Committee, and by many Faculty members who have communicated with the Committee, as unduly punitive and inconsistent with the practice at most other Universities which use the A B C D F system. For example, a grade of 35 (F) at Cornell would require two grades of 95 (A) to yield a grade average of 75 (C). At most other universities, only one A grade is needed to offset a failing grade and yield a C average. Even if the number of cases involved may be small, this inequity should be tempered.

That the magnitude of the "below-40 problem" is indeed small is revealed by an analysis of failing grades in undergraduate courses for the Fall term 1963. In that term, only 239 grades were below 50 (out of more than 47,500 individual course grades). Further subdivision was impracticable, but of these 239 grades, Arts and Sciences and Home Economics, both with a 40% minimum rule in force, accounted for 148. Therefore, no more than about 90 grades in the entire University could have been below 40%, and a far lesser number is certain.

If the cutoff at 40 is approved, a next logical move would be to consider the universal use of the numerical 5-point interval system as used in

the College of Arts and Sciences since 1961 and the College of Home Economics since 1963. The Committee unanimously believes that more than about a dozen grade levels is neither desirable nor necessary. The A B C D F system with ± provides thirteen levels, the Arts and Sciences - Home Economics system provides eleven. If a numerical system is to be used, the Arts and Sciences - Home Economics formula is unanimously preferred by the Committee.

In response to questions from Faculty members regarding the mechanical problem of computing composite averages with letter grades, the Committee suggests the following equivalents as practicable:

A = 4		A+ = 4.3	C+ = 2.3
B = 3		A = 4	C = 2
C = 2	<u>or</u>	A- = 3.7	C- = 1.7
D = 1		B+ = 3.3	D+ = 1.3
F = 0		B = 3	D = 1
		B- = 2.7	D- = 0.7
			F = 0

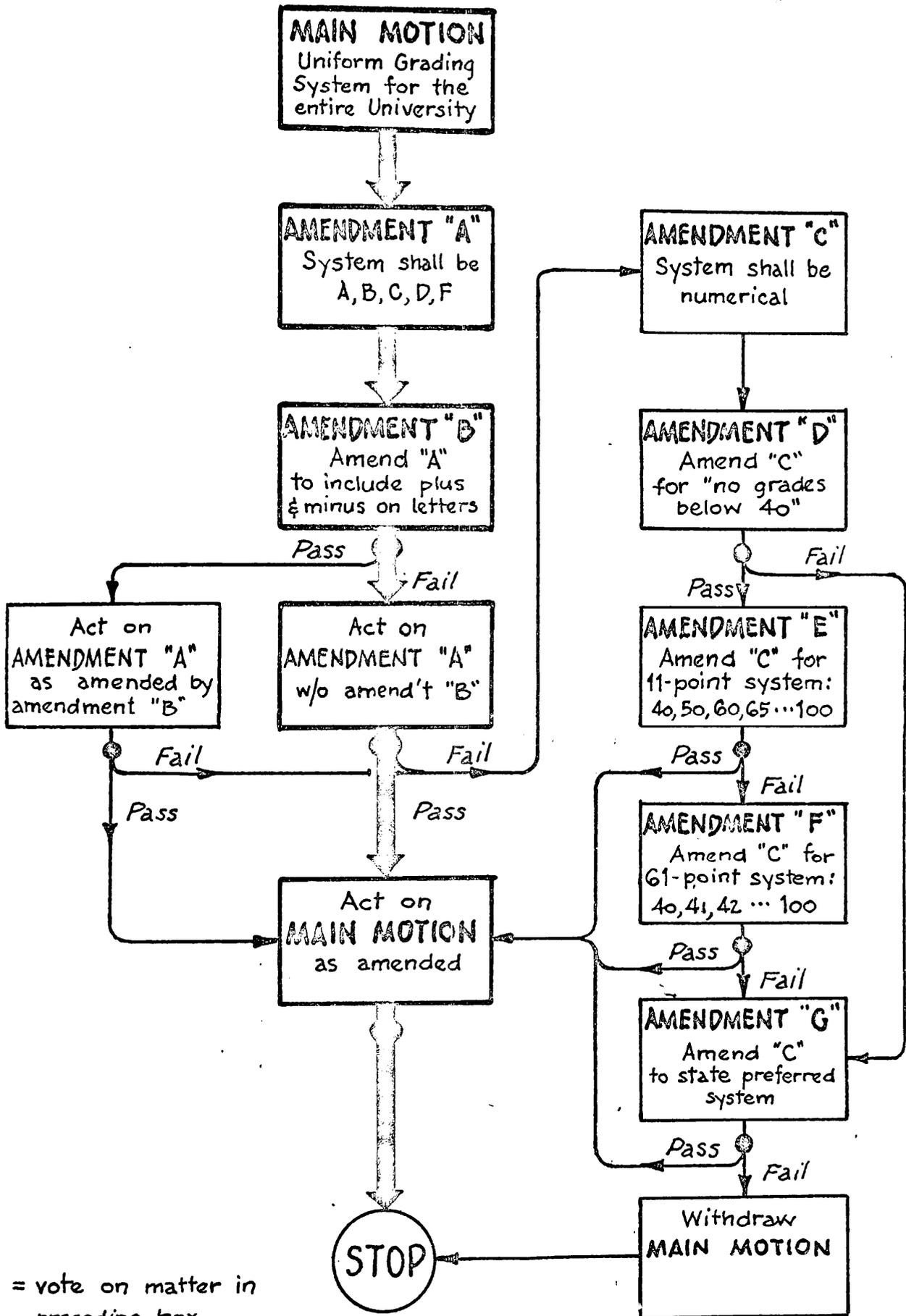
Weighting for number of credit hours may be done as it is now, using normal machine-record techniques. Weighted grade-point averages may be converted back into letter equivalents if desired. Details of how grade-point averages are to be used for relative class standings, letters of recommendation, probation, honors, scholarships, etc. are left to the discretion of the various Colleges. Since clerical procedures vary substantially among the Colleges, the Committee cannot estimate the nature or extent of changes required in the transition from one grading system to another, but believes them to be relatively minor.

TABLE I-1

LIST OF MOTIONS FOR ACTION UPON RECOMMENDATION NO. 1

- MAIN MOTION That the basic system for reporting and officially recording course grades be uniform for all divisions of the University, except the College of Medicine *and the ~~Faculty of Education~~ * School of Nursing.*
- AMENDMENT A That the main motion be amended by adding the words: "and shall utilize the letters A, B, C, D, and F, in descending order of achievement, with A representing highest achievement, D the lowest passing grade, and F failure."
- AMENDMENT B That Amendment A be amended to read: "and shall utilize the grade symbols A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F, in descending order with A + representing the highest achievement, D- the lowest passing grade, and F failure."
- IN THE EVENT THAT AMENDMENT A IS NOT CARRIED, THEN CONSIDER:
- AMENDMENT C That the main motion be amended by insertion of the words "and numerical" after the phrase "...grades be uniform..."
- AMENDMENT D That Amendment C be amended by adding the words: "and 40 shall be the lowest numerical grade given."
- AMENDMENT E That Amendment C be amended by adding the words: "and that in reporting course grades, only the following numerical symbols shall be used: passing grades 60, 65, 70, 75, 80, 85, 90, 95, 100; failing grades 50 and 40," and further amended by deleting the superfluous wording of Amendment D.
- AMENDMENT F That Amendment C be amended by adding the words: "and that in reporting course grades, whole numbers from 40 to 100 only may be used, with 60 representing the lowest passing grade," and further amended by deleting the superfluous wording of Amendment D.

FIGURE I-1 · Action Diagram for Recommendation No. 1



● = vote on matter in preceding box

Heavy arrows indicate recommended action

APPENDIX II

ADMISSIBLE GRADE SYMBOLS
 IF RECOMMENDATIONS 1, 2, and 3 ARE ADOPTED
 (This may be compared with Table I, The "Guide," p. 9)

Symbol	Definition of Symbol	Undergraduate		Graduate	
		Mid-T	Final	Mid-T	Final
A, B, C, D	Passing grades, A highest, D lowest.		X		X
* F	Failing grade: did not complete course satisfactorily.		X		X
S, U	Satisfactory, Unsatisfactory, in and courses.			X	X
	Ditto, in physical education, only.	X	X		
	Ditto, for special courses as field trips colloquia, non-resident lecture series, etc., where undesirable to average in with other grades.	X	X		
NA	Not attending; no record of enrollment, or instructor has reason to believe that student has discontinued course.	X	X	X	X
INC	Incomplete; student in good standing but course not completed for reasons acceptable to instructor; rules for make-up or removal at option of college offering course.		X		X
V	Visitor (auditor) when so registered officially.			X	X
NMG	No mid-term grade; student enrolled and attending, but not practical to give grade.	X		X	
Other	Used when other category does not apply; explanation given on back of card.	X	X	X	X
CNC	Course cancelled officially by notice from student's college to Registrar.	For Registrar's use only			

* Grade symbol F shall be recorded by the Registrar in all cases of non-attendance where Registrar does not have official notice of cancellation, e.g. in cases of withdrawal from a course without permission.

APPENDIX III

RECENT COURSE GRADE DISTRIBUTION STUDIES

In connection with its deliberations, Committee VI requested the Registrar to prepare for it an analysis of Fall semester final grade distributions for the years 1961, 1962, and 1963, for each of the major divisions of the University as well as the University aggregate. It was hoped thereby to detect what effects, if any, occurred as results of the 1963 publication of the "Guide" and the 1961 adoption by the College of Arts and Sciences of a five-point-increment system. This aim was not fully realized, but the analysis brought forth a surprising result.

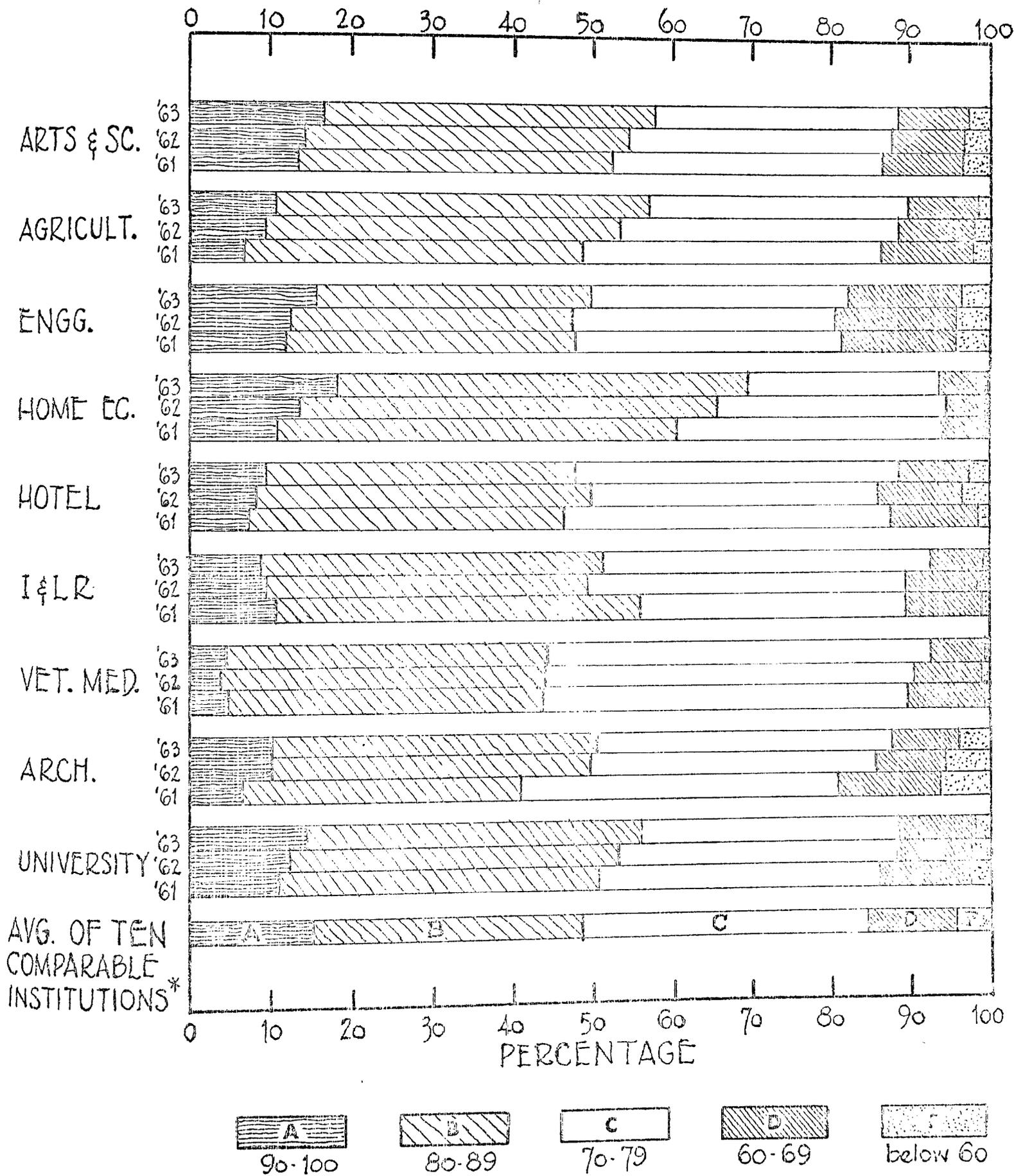
Let it be remembered first that a perennial concern of the Faculty, given lengthy discussion in the "Guide", has been the low proportion of "A" grades at Cornell compared with other schools and the consequent competitive penalty on Cornell students seeking employment, fellowships, and entry to graduate schools. It was a pleasant discovery, therefore, to learn from the data of the study, plotted in Figure III-1, that this problem apparently is being overcome. The proportion of "A" grades at Cornell has increased steadily and substantially since 1961 and now is at or close to the national average. There is no evidence that grade improvement was the result of either the "Guide" or the five-point-increment system, but it may have occurred simply as a result of the continual focus on the grading problem in recent years. The once valid observation that Cornell students are penalized by a below-average proportion of "A" grades appears now to have been set aside, at least temporarily. The Committee has not used the old argument in order to justify its proposed letter-grade system.

The Committee noted almost immediately that its recent data for 1961 did not coincide with the corresponding data, purportedly for 1961, exhibited in Figure 4, p. 14 of the "Guide". After double-checking its own data and finding them to be correct, the Committee presumed the "Guide" to be in error and later confirmed through the Registrar that the "1961 data" of the "Guide" were in fact for 1955-56. This is not to disparage the "Guide" however. The Committee urges its retention as a Faculty reference and its periodic revision and modification. It is a noteworthy accomplishment and its wider use among the Faculty should be encouraged.

Finally, it should be noted that the data of Figure III-1, according to the Registrar, refer to grades in undergraduate courses taught within the divisions shown. For example, Engineering data refer predominantly to upper-class engineering courses, since the College of Arts and Sciences provides the bulk of basic instruction in sciences and mathematics as well as the humanities.

FIGURE III-1

DISTRIBUTION OF COURSE GRADES BY DIVISION & YEAR



"Grades and Grading at Cornell"

MEMORANDUM

June 9, 1965

TO DEAN OF THE FACULTY

FROM: GORDON P. FISHER, CHAIRMAN

RE: SOME PERSONAL REFLECTIONS OF COMMITTEE VI'S WORK

1. The following comments comprise some matters discussed by Committee VI and excluded from its Final Report of April 1965 so as not to overshadow its main recommendations, and also some rambling thoughts that have occurred to me in guiding the Committee's deliberations. These comments were presented verbally to the Faculty at the Faculty meeting of 19 May, 1965 to lend some assurance that our deliberations were not superficial and with a notion that they might help to round out any discussion of the grading system that the Faculty engages in. This memorandum therefore may be regarded as a supplement to the Committee VI report.
2. First, it should be made clear that the Committee feels that discontent with the grading system is largely a superficial symptom of deeper difficulties related to the quality of instruction and the educational environment. Further it feels that grading per se does not inhibit learning, and if carefully done, can even enhance learning. There will always be mild discontent with any grading system, as with any compromise, but almost any grading system would seem to be largely acceptable to students and faculty alike if instruction were high in quality and highly individualized. Thus the current and deep concern with ways to improve the educational environment at Cornell will play a large role in allaying current discontent with grading.

It is not necessary, however, to wait upon that distant day when we shall have reached the ideal educational environment in order to improve grading. The least that we can do and should try to do at

2.

this point is to achieve some uniformity of system and purpose within the University as a whole. This motive is the main thrust of the Committee's recommendations.

3. It has been asked frequently, and usually rhetorically, why grading is necessary. The question of essentiality of grading is voiced in many forms, one of the most recent being "Why should students not have the option of not being graded?" In examining the functions served by grading, we recognize that there are certain incentive values, opportunities for helping students get jobs and admission to graduate schools, and so on, but aside from these somewhat paternalistic aspects which some students seem in the mood to reject, there are other more absolute reasons for the University to insist, if not upon course grades, upon some form of evaluation. Here are a few reasons which have occurred to me:

(a) The University has a responsibility to itself to protect the meaning and quality of its degree, which it cannot do without constant appraisal and evaluation, and consequently to grant its degree as a mark of certification only upon those whom it is satisfied have met its standards.

(b) Every community has some way to purge itself of undesirables. The University must have some way to detect and to purge itself of those students who, lacking either competence or diligence, perform unsatisfactorily or marginally and thus sap the strength of the University and waste its resources.

(c) The University has a responsibility to its students, to its public and private supporters, and to itself to offer the best possible education. The establishment of what is good and what is better, the

3.

detection and correction of weaknesses in instruction, require periodic appraisal and evaluation of the product of education in much the same sense that production controls are necessary for industrial products.

(d) The University has a responsibility to its students to detect those in need of counseling at least as soon as they themselves perceive difficulty, and this requires a system for evaluation.

(e) The University has a responsibility to its students to individualize education as much as possible; this is only possible if we are able to evaluate the individual.

Unless the University is prepared to make a wholesale change-over to a system of periodic, comprehensive examinations of individual students by panels of professors, some system of course grading seems to be the only reasonable alternative. Despite the continual dissatisfaction with many aspects of grading and the recurrent preoccupation of both students and faculty with it, a grading system at least makes a review of the student's educational record a manageable task. On the other hand, the expression of the instructor's judgment of student performance by a standard symbol is an oversimplification often unpalatable to the students and a source of anxiety for the instructor himself.

4. In its deliberations, the Committee seriously discussed a letter grade system more radical than that recommended in its report. It was a system using the grades H-S-U (Honors, Satisfactory, Unsatisfactory). In spite of many attractive features of this system, particularly its recognition and emphasis of the role of the instructor's judgment in the grading process and its implication (indeed, compulsion) of more highly individualized evaluation of student performance, it was set aside for several reasons.

4.

Among these reasons were:

(a) it would not enjoy the wide understanding and interpretability of the A, B, C, D, F system,

(b) the aspiration demand is higher in the sense that a student of modest intellectual means might aspire to improve a C to a B but not an S to an H,

(c) a correlative lack of incentive that would promote wide-spread student satisfaction with a mere S and whatever minimum level of effort might be required to achieve it,

(d) a likelihood of having relatively few "H" students and a large body of "S" students indistinguishable in relative ability, and

(e) outsiders, especially employers, might accept only "H" students to protect themselves against the unknown ability of the "S" student.

5. Also considered, even before the recent student proposals were put forward, was the possibility of an S-U (Satisfactory-Unsatisfactory) system. It was rejected by the Committee for use as a general University-wide system for all of the reasons set against the H-S-U system and further because students of superior ability are accorded no clear recognition. In addition, S and U grades, standing alone, are rather meaningless without supplementary written evaluative comment of individual student performance and achievement. The difficulties in supplying and particularly, in recording and reviewing such comment seem insurmountable in the absence of a wholesale change to a system of periodic comprehensive examinations.

Some persons, especially students, mistakenly suppose that the use of S and U only would reduce grade pressures. I submit that it could

5.

only intensify grade pressures and anxieties. A professor's expectation of student achievement is generally high; consequently the boundary between S and U, if those are the only choices, is likely to be high, and it is far more likely that only the clearly certifiable students would get S and that the doubtful cases would fall with their unsatisfactory fellows. Surely this is harsher than having to choose, for example, between B or C or between 70 and 75.

6. We have considered also whether students might be given the option of

(a) not being graded, or

(b) being graded only S or U.

Option (a) is unthinkable, since appraisal and evaluation is an integral and indispensable part of the learning process. Option (b), on the other hand, is not fundamentally objectionable to the Committee, provided that with every S grade there be filed by the instructor a thorough and thoughtful evaluative statement of the student's achievement, covering uniform and agreed upon categories of information, and provided the student is properly warned in advance of the possible hazards.

In this connection, the Faculty may wish to seek some way to permit and encourage students to use a small number of their credit-hours for exploration outside their major fields, which they may be reluctant to do if grading pressures are high and there is the risk of damaging their grade records with poor performance in unfamiliar subject areas. It is possible that S and U grades would work in such circumstances, if the level of expectation associated with S could be agreed upon and defined in reasonably uniform terms. It is also conceivable that grades might be entirely omitted for these limited excursions, with the transcript record merely indicating that the student had taken the course.

6.

7. The dilemma in grading, as it appears to me, stems from the dual function that grading serves. On the one hand, grades are used as a device for evaluation of achievement and for the enhancement of learning, and on the other, as an administrative device. It is the latter use, which often predominates, that seems to be the main source of grading pressures and anxieties. The use of grades as a basis for reaching administrative decisions places a great strain on the grading system. The instructor knows that in grading, he is not merely evaluating a student's learning and supplying the student with an independent appraisal of achievement, but that he is also paying off a student in some kind of coin that is later redeemable in employment opportunities, graduate school admission, fellowships and scholarships, public honors, or dismissal and dishonor. The student's preoccupation with grades, therefore, is in direct correspondence with the importance which educators and society attach to them.

One means of reducing grading pressures has occurred to me. It is: that serious, searching consideration be given to the possibility of radically changing the rules for scholastic actions against freshmen, so as to reduce drastically, or even eliminate, "drop" actions and to erase the punitive connotation of "probation." The special adaptation problems peculiar to freshmen cry out for sympathy and understanding, for alleviation rather than intensification of anxieties, for some kind of special treatment because the problems are special. It has always seemed, to me at least, that our attrition is totally inconsistent with our high admission standards. Any industry having similarly high quality raw material, as many skilled artificers, and yet producing so many rejects, would soon be bankrupt. In the event of scholastic difficulty, especially among freshmen, the emphasis must be upon lightened loads, tutoring, and intensive sympathetic counseling, and not on restrictions and purging.

7.

The administrative use of grades is a practice quite sensible and likely to continue, but the Faculty would seem to have a clear obligation to reexamine periodically all administrative uses and to prevent their dominance over those uses which enhance learning. Rules for dismissal and their implementation, Dean's lists, information supplied by the Registrar and job-placement offices to outsiders, and the whole accretion of similar matters, should be scrutinized and rejustified. When every reasonable step has been taken to emphasize in action the evaluative uses of grading to the same extent as the administrative uses, perhaps then the grade can be relegated to an irritating and incidental though necessary element in the educational process.

STUDY OF UNDERGRADUATE EDUCATION AT CORNELL

COMMITTEE VI - THE GRADING SYSTEM

FINAL REPORT

April 1965

Committee VI was appointed on 3 March 1964 by Vice President W. R. Keast as one of several committees aimed at a broad study of undergraduate education at Cornell. The Committee happily found itself against a backdrop of a long history of local discussions of grading and grading systems, particularly the recent and extensive study of the Ad Hoc Committee on the Undergraduate Grading System dated May 1, 1962 (J. J. Wanderstock, Chairman) and the subsequent publication, "Grades and Grading at Cornell - A Guide for the University Faculty" dated April 1963. With much of the requisite basic information of recent date in hand, the Committee thus was enabled to engage almost at once in somewhat more philosophical arguments and avoid a long period of onerous gathering of information. It is assumed in the following discourse that the reader is familiar with the "Guide."

In all of the ensuing discussion, the reader should be clear that the Committee is concerned only with course grades that are reported by instructors and subsequently recorded by the Registrar in the official records of the University. Instructors retain complete liberty to grade individual assignments, examinations, papers, etc., in any manner desired.

The Faculty should find considerable interest in the recent grade distribution studies reported in Appendix III hereafter.

The Committee has tried insofar as possible to take a fresh look at grading and to reassess and hopefully to resolve the dissatisfactions with the present grading system which have come to its attention. The Committee now wishes to put forward three recommendations for the Faculty's consideration and action.

The first recommendation deals with a modification of the basic grading system of the University. The second recommendation deals with admissible letter symbols to be given in lieu of the basic grades. The third recommendation is concerned with mid-term grading.

Inasmuch as grading is a matter affecting every member of the Faculty, its potential for controversy is high. In spite of a surprising degree of unanimity within the Committee and among its Faculty consultants, it is felt

that the Faculty's best interests are served by encouraging the full range of opinion to be heard. The Committee, in the interest of saving time in debate, therefore wishes to suggest an orderly procedure for acting separately upon parts of its RECOMMENDATION NO. 1 or subsequent alternatives. In short, your Committee, while firm in its recommendation, has tried to avoid a purely emotional attachment to a single point of view and suggests a procedure that clearly and candidly sets forth alternative choices. The procedure is diagrammed, hopefully for clarification of intent, in Appendix I (Fig. I-1); the recommendation of the Committee is shown as the path of heavy arrows.

RECOMMENDATION NO. 1

THAT A UNIFORM GRADING SYSTEM BE INSTITUTED, INCORPORATING THE LETTERS A, B, C, D, AND F, IN DESCENDING ORDER OF ACHIEVEMENT WITH A REPRESENTING HIGHEST ACHIEVEMENT, D THE LOWEST PASSING GRADE, AND F FAILURE.

COMMENT: The essence of this recommendation is twofold: uniformity across the entire University and improved communication of student performance.

A uniform grading system for the entire University will facilitate the uniform interpretation of grades among the several units of the University. Since many situations exist within the University where courses of study are interdisciplinary in nature, uniform standards and uniform interpretation of grades are increasingly imperative if students are to be treated equitably, if advisors are to make valid judgments of progress and performance, and if performances of students in the various curricula are to be readily comparable.

The Committee unanimously and enthusiastically favors letter grades over numerical grades. Cornell can receive the benefits which would result from adopting a grading system used, accepted, and understood by the vast majority of American universities.*

Number systems characteristically are idiosyncratic, letter systems are not. Number grades are variously interpreted, sometimes as

* See for example "Variations in College Grading Systems" by M. Downing, part of "College Grading Systems - A Journal Symposium," Jl. of Higher Education, Feb. 1964, p. 99.

percentages of knowledge known, sometimes as percentage of perfection related to the professor's expectations. As a consequence, in the Committee's opinion, letter grades provide the maximum interpretability outside the University, they lead to far less confusion in meaning and far fewer supplemental devices such as grade distributions for explaining number grades to outsiders. In addition, many staff members who have served on outside fellowship boards have reported to the Committee that the combination of nationally predominating letter gradings and limited time for judgment of records commonly works to the disadvantage of students whose records are number-graded, and that letter-grade records generally receive better attention.

The Committee has received from Faculty members statements both pro and con that the use of "plus" and "minus" should be permitted with letter grades A through D. The Basic A B C D F system provides five levels of grading; the addition of plus and minus to indicate intermediate grade levels would increase the number of grading levels to thirteen. The Faculty may wish to express its opinion on this point.

A majority of the Committee, however, is persuaded that plus and minus should not be used, for the reasons that the simple A B C D F system: (1) is most widely used nationally and seems to have the greatest appeal, which may indicate that not much more is required; (2) gives optimal precision for the kinds of uses to which it is put; and (3) provides an optimal balance between student motivation to achieve a higher level on the one hand and overemphasis on grades rather than learning on the other.

RECOMMENDATION NO. 2

THAT THE LETTER GRADES S (SATISFACTORY) AND U (UNSATISFACTORY) shall be admissible (a) for graduate students in any course and (b) for undergraduate students enrolled only in physical education, or in events such as field trips, colloquia, non-resident lectures, etc., or in courses deemed by a College to require no greater precision of grading; and

FURTHER THAT THE LETTER GRADES S AND U SHALL NOT BE ASSIGNED a numerical equivalent nor subsequently be averaged in with other grades by the Registrar as part of the official records, but shall stand in the records simply as S and U; and

FURTHER THAT ADMISSIBLE SYMBOLS, REPORTED BY INSTRUCTORS AT end of term for administrative purposes

RECOMMENDATION NO. 3

THAT MID-TERM GRADES FOR BOTH GRADUATE AND UNDERGRADUATE students be restricted to the following:

- S - satisfactory
- U - unsatisfactory
- NA - not attending
- V - visitor (auditor)
- NMG - no mid-term grade; student enrolled and attending, but not practical to assign a grade.

COMMENT: It is the opinion of the Committee that mid-term grades serve two purposes only: (1) to provide a check on course registration, and (2) to identify those students who seem to be in difficulty and headed for failure and thus in need of special attention.

Under the present system, numerical mid-term grades give a false impression of precision and accuracy when, in fact, they are based at best on but six weeks' performance. Six weeks may well be sufficient for detecting whether student performance is generally satisfactory or unsatisfactory, but provides an unsound basis for specifying a meaningful numerical grade. The same observation may be applied also to a letter-grade system as in Recommendation No. 1. Furthermore, many instructors frankly admit that they often report a lower grade than the student deserves at mid-term in order to jar him into extra effort. Whatever salutary effect this strategy may have on some students, it is clear that it can serve only to frustrate and even to devastate the morale of many other students, particularly freshmen, thus interfering with the learning process.

The suggested change would provide the means of making a registration head-count and of identifying students performing unsatisfactorily. The reporting of U would concentrate the attention of both students and advisors where it is needed, on truly unsatisfactory performance and need for counseling. In this sense, U should be taken to mean marginal performance as well as failure, thus providing instructors and advisors the opportunity to identify misfits who manage barely to pass.

There may be other virtues. First, the chore of averaging quiz and homework grades and otherwise computing and deciding what grade should be entered on grade cards would be largely eliminated. The instructor can better use his time to think objectively about the individual student and report to him and to his advisor unsatisfactory performance for whatever reason, such as repeated absence from class, conspicuous lack of attention or effort, etc.

Second, advisors and instructors would be spared the consoling of and arguing with students with satisfactory mid-term records, who having received say B or 80, conceive that they deserved something better.

Committee Members:

Gordon Fisher, Chairman - Engineering
Paul Broten - Hotel
M. Gardner Clark - I & LR
A. Henry Detweiler - Architecture
Mary Ford - Home Economics
Donald Kagan - Arts
Robert D. Miller - Agriculture
Jason Millman - Agriculture

Report of the Committee on Academic Integrity, 1964-65

This is the second year of operation of the Committee on Academic Integrity. That the faculty has cooperated with our committee is evidenced by the fact that the number of cases brought before the committee has sharply increased over the last year. In a number of cases, the faculty concerned had in our judgment given proper penalty to the students involved, and no further action was taken by the committee. One important purpose for establishing this committee, however, is to ensure uniformity of penalty for comparable offenses. It is hoped that the faculty will continue to cooperate with our committee by reporting to the committee all cases whether or not a penalty has been given by the faculty. As a general policy, a penalty in the form of a low or failing grade is perhaps not a proper or adequate substitute for disciplinary actions taken by the committee.

In a small number of cases, there was some doubt whether the faculty concerned had given sufficiently explicit instructions to the students with regard to the degree of originality required and the extent of cooperation and consultation permitted among the students in connection with their papers and reports. Our committee suggests that at the beginning of each course all such requirements be made clear to the students.

Apart from the purely negative function of imposing penalty for offense, an important function of our committee is to promote proper atmosphere for academic integrity at Cornell. This is a difficult task. Under the able leadership of Professor Arnold Tolles, a forum was held on this important subject last year, and it succeeded in stimulating a great deal of discussion among faculty and students. Not much has been accomplished this year in this regard. Our committee will appreciate suggestions of constructive measures from the faculty.

RECEIVED

MAY 13 1965

DEAN OF THE FACULTY

The membership of this committee consists of an equal number of faculty and students, with Mr. Herbert H. Williams, the Registrar, as the executive secretary. It is the unanimous feeling of the faculty members and the executive secretary that the student members have been sound and fair in their judgment and that they have made outstanding contributions to the work of the committee.

~~Professor~~ Ta-Chung Liu
Chairman

May 11, 1965

October 13, 1965

The meeting was called to order by President Perkins at 4:35 p.m. with 203 members attending.

After welcoming the new members of the faculty, the President announced the deaths of:

Dr. Milton L. Kramer, Clinical Professor of Medicine on March 8, 1965.

Dr. Russell L. Cecil, Emeritus Clinical Professor of Medicine on June 1, 1965.

Dr. Albert J. Erdmann, Jr., Clinical Assistant Professor of Medicine on June 11, 1965.

Mrs. Jessie Austin Boys, Emeritus Professor of Home Economics on June 17, 1965.

William Cook Andrae, Emeritus Professor of Thermal Engineering on June 27, 1965.

Harley Earl Howe, Emeritus Professor of Physics on August 18, 1965.

The first business was a report by Dean Murphy on behalf of the Committee on Elections concerning the special election for Secretary of the University Faculty. The Committee reported that for the position, 614 ballots were cast, of which 356, a majority, were cast for Robert H. Elias, Professor of English. Acceptance of the report was moved and carried.

Thereupon, the Professor of Regional Planning, former Dean of the Faculty Thomas W. Mackesey, offered the following resolution:

WHEREAS, Professor Paul P. Van Riper has resigned after five years of service as Secretary of the University Faculty; be it

RESOLVED, That the Faculty express to Professor Paul Van Riper its gratitude and deep appreciation of his service as Secretary of the Faculty and as a member of the Faculty Council and as Chairman of the Committee on Membership of the Faculty. Professor Van Riper has given very generously of his time and energy. Through his special knowledge and experience with organizational procedures he has made important contributions to improvements in the functioning of the Faculty and the Faculty Council. For these and other acts of service we hereby record a most sincere expression of our thanks and appreciation.

It was carried unanimously.

The President then reported to the Faculty concerning the state of the University, with particular reference to the following:

1. The Problem of Size: Despite the Long Range Planning Committee's report advocating holding the size of the University constant until certain "qualitative considerations" could be identified and despite the President's policy of a moratorium on the University's growth, the enrollment has increased. Decentralized admissions and inaccurate estimates of acceptances have been primarily responsible for this. With Ithaca College also growing and its dormitory construction somewhat delayed, opportunities for off-campus housing for Cornell students decreased this year, and some students were in fact without beds when the University opened this fall. For the foreign students the situation was the worst of all. The President declared: "This University must not grow at the undergraduate level beyond the quotas established last year." Three new living and dining units are scheduled for construction, but they cannot be ready for occupancy before 1969. Buildings like Donlon could be constructed more rapidly, but this type of dormitory has been rejected by the undergraduates. Professor Thomas W. Mackesey is in charge of working out the details of the interior arrangements of the new units.

2. Traffic: This is a widespread college problem. Peripheral parking is one solution. A question to be answered is how to finance such facilities - how to secure support from the users rather than by draining money from the University's general fund.

3. The Bookstore: Divided this year, it is still "hopelessly inadequate", the President said, but it is an

improvement, for which the Controller, Professor Arthur H. Peterson, deserves considerable credit.

4. Academic Affairs: Several of the University's divisions have completed or are completing self-studies. The work of three sub-committees of the College of Arts and Sciences concerning the humanities, the social sciences, and the physical sciences has already been embodied in a draft report by Dean Stuart M. Brown, Jr. that is now in the President's hands. The strengthening of the Arts College has the highest priority, the President promised. Similar committees in the College of Agriculture and of Home Economics and in the School of Industrial and Labor Relations are currently meeting, and a report from the Graduate School is imminent. The Committee on the Quality of Undergraduate Instruction met throughout the summer. The President stated that assuring the highest quality of undergraduate instruction would have the same high priority as the Arts College.

5. Student Attitudes: Mark Barlow, Vice President for Student Affairs, should receive a large share of the credit for the relaxed atmosphere prevailing this fall.

6. The Physical Environment: The President promised consideration of the preservation of the University's precious old buildings and read a memorandum he had sent to Professor Mackesey asking that in particular attention be given to Beebe Lake, the gorges, the landscape, the view of Cayuga Lake, the White Museum, the group of buildings comprising Sage Chapel, Barnes Hall, and Sage Hall, the stadium, the alumni fields, and the Arts Quadrangle.

The Professor of Education, Mauritz Johnson, Jr., Chairman of the Committee on the Revision of the Grading Manual, then reported concerning the task of preparing a new manual and of devising a table to permit converting from the old numerical system to the new letter-system, and then of equating the letter-grades with numerical values. The Registrar's table of quality-point equivalents was adopted by the Committee. But Professor Johnson noted three needs: (1) For revised definitions of Good Standing - by each unit ("To make a fetish of uniformity would go contrary to the traditional Cornell spirit."); (2) For a redefinition of academic probation and particularly for distinguishing between

that status and social probation; (3) For clarifying (a) the meaning of "S" and "U" and (b) policies concerning the use of "Incomplete".

The Registrar, Mr. Herbert Williams, then presented a resolution on behalf of the Committee on Registration and Schedules:

"Moved, That the following 4-point system of quality point equivalents of letter grades be adopted:

A+ = 4.3	C+ = 2.3
A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	D- = 0.7
	F = 0 "

Discussion first centered on the relation of "S" and "U" to the computation of averages and then, when it was explained that these marks would not be included in the computation, shifted to the meaning of "A-plus". The Professor of History, L. Pearce Williams, questioned how anything could be more than perfect and offered an amendment, which was seconded, to delete "A-plus" from the table of values. Queries concerning the extent to which this grade was permitted at other colleges and universities could not be answered, but the Registrar expressed a willingness to investigate and report, whereupon Professor Williams withdrew his motion to amend. The original motion was then put to a voice vote and carried with but a few dissenting.

The Professor of Physics, Donald F. Holcomb, reported next for the Board of Traffic Control. He invited the Vice Provost, Thomas W. Mackesey, to comment on the development of plans for traffic and parking. Professor Mackesey noted the interest in preserving "environmental values" and announced that he had asked

the following members of the faculty to serve as a committee to advise him: Professors M.H. Abrams (English), Joseph Carreiro (Housing and Design), D.B. Davis (History), A. Henry Detweiler (Architecture), G.H. Hildebrand (Industrial and Labor Relations), K.C. Parsons (City and Regional Planning) and George Winter (Civil Engineering). He then pointed out that the construction of new facilities such as those underway for agronomy, home economics, and space research displace three to four hundred parking spaces each, while increasing the demand for spaces. Of the various solutions considered, peripheral parking seemed best at this time. Intercepting vehicles before their entrance to the campus both reduces the congestion produced by moving traffic and serves stationary vehicles. Professor Holcomb added that increasing restrictions could be predicted but that he hoped the dislocation and inconvenience could be minimized.

The Professor of History, Donald Kagan, then asked whether, in the light of the President's earlier remarks, ways of financing the parking system were still open to inquiry. The President replied that in his view the system should not use educational funds: it should be a "closed system". Professor Kagan then pointed out that decisions concerning this would inevitably affect the educational environment, the way members of the faculty go about their tasks, and he hoped that the Faculty would be consulted. The Professor of History, Brian Tierney, then noted that free parking had been a fringe benefit and wondered if the President was now proposing to take it away. The Professor of Economics, Douglas F. Dowd, urged opposition to a parking fee right now, before it should become a fait accompli. He called

attention to Berkeley's \$100-fee that has become known as simply an expensive hunting license - since no additional parking spaces have been produced; referred to the fact that Cornell's educational funds are presently used for other non-educational purposes; and he exhorted the Faculty to resist now. The President promised to consider the issues, *and to consult with the faculty before making a decision*.

Dean Murphy then announced that the ad hoc Committee on the Quality of Undergraduate Instruction had completed its work and that its report was about to be distributed. He asked the chairman, the Professor of Economics, Alfred E. Kahn, to make a few explanatory comments. Professor Kahn described the Committee's procedures, recounted how it had met throughout the summer and heard "witnesses" from all parts of the University - deans, professors, students - and emphasized that the Committee, recognizing that the University had a variety of goals and functions, conceived of its task as simply to discover how one of these goals or functions, undergraduate education, had been slighted. Special studies of promotion procedures, students' experiences, salaries of those who lecture to large classes, and student expectations on entrance had been undertaken. What was clear was that teaching must be esteemed, and he hoped for organized discussion of his Committee's report and all other relevant reports and then definite action. Action would, he stressed, require the formulation of policy, "a joint Faculty-Administration responsibility."

The meeting was adjourned at 6:14 p.m.

Robert H. Elias
Secretary

3194
Olin Hall
Room M

November 10, 1965

The meeting was called to order at 4:30 P.M. by President Perkins with 150 members present. He asked for corrections or additions to the minutes of the meeting of October 13 and Professor Robert Elias, secretary of the faculty, suggested an addition to the last sentence of the second paragraph of page 4. The addition should be and to consult with the faculty before making a decision.

Having no other corrections or additions the minutes were declared approved as corrected.

President Perkins then announced the death of the following members of the faculty:

Dr. May Kennedy, Emeritus Professor of Nursing,
on April 13, 1965.

Edmund I. Worthen, Emeritus Professor of Agronomy,
on October 15, 1965.

The first order of business was a report by Provost Dale Corson on the Code for Approved Housing for students. He indicated that it had been approved in principle by the Board of Trustees and referred back to the administration for revision on some rather complicated legal problems. Neal Stamp, University Counsel, and Dean Murphy have worked on the revision and it has been sent to the Faculty Committee

on Student Affairs and the Executive Board of Student Government for their approval so that it can be put into effect. Since the problem may exist that not enough approved housing may be found in Ithaca the application of the housing code may be made in a series of steps.

Provost Corson also spoke on the tuition scholarship plan for faculty and staff children. He was not quite sure what changes will be recommended to the Trustees, but he did want to report on the present thinking. The tuition exchange plan has not worked out well for Cornell and they will probably withdraw. However, even if Cornell withdraws from the plan they will be required to take students from other schools until they have balanced their "credits" and "debits". Any new plan will probably give partial payments of tuition for those children going to another school and full or partial tuition for those going to Cornell. The payment for other schools might be 50% of Cornell's tuition or perhaps \$1,000. Provost Corson pointed out that there would probably be a 'grandfather' clause for those members of faculty and staff hired when the old plan was in force. Any new plan would apply to the same categories of personnel as the present one. President Perkins then pointed out that the administration had been trying to work out a new plan for some time. He felt that the Trustees would react favorably to a new plan and that it could be worked into the budget for next year.

Professor Robert Elias reporting on behalf of the Dean of the Faculty indicated that the Board of Trustees had approved the recommendation of the University Faculty that the academic title "Senior Extension Associate" and "Extension Associate" be established among the grades of appointment to the University staff. The appropriate changes in the Bylaws have been made.

Professor Elias also reported the restructuring of the Committee on Environmental Values as a faculty-administration committee. This procedure was endorsed by the Faculty Council and members from the Faculty Council and the Long Range Planning Committee are represented on the Committee. The Committee will report to the President and at appropriate times to the Faculty Council and the Long Range Planning Committee. Present membership of the committee is:

M. H. Abrams, Professor English
 Joseph Carreiro, Professor of Housing and Design,
 Secretary
 David B. Davis, Professor of History
 A. Henry Detweiler, Professor of Architecture
 George H. Hildebrand, Professor of Industrial
 and Labor Relations
 John W. Lewis, Associate Professor of Government
 K. C. Parsons, Professor of City and Regional
 Planning, Chairman
 George Winter, Professor of Civil Engineering

The Professor of Biological Science, F. C. Steward, responded to this announcement by saying that there appeared to be no one on the committee expert in vegetation or biology and he firmly believed there should be such representation.

President Perkins indicated that he would consult the Dean of Faculty on this point.

The President then called on the Professor of History, Brian Tierney, for a report from the Faculty Committee of the Hull Memorial Publication Fund. In essence the Fund has \$31,214.00 available for this years activities. This includes approximately \$6,000.00 carried over as surplus from last year.

The President next called on the Professor of Chinese Literature, Harold Shadick, for a report from the Faculty Committee on Music. Since this was apparently the first report of this committee made to the Faculty, Professor Shadick went into some detail on the various concert programs at Cornell and pointed out recent changes in rates of artists and performing musical groups that has made the operations of the committee very precarious financially. The committee anticipates a loss of approximately \$1,600.00 this year and has limited reserves to offset this. The committee does not feel that the most obvious method of solving the problem, namely, increasing the price of tickets, is a very good solution. Since many of these tickets are bought by students it was felt there was a definite upper limit to this. Two solutions were seriously suggested: (1) an outright subsidy from the University, (2) a new and bigger concert hall providing more comfort, facilities and money. Professor

Shadick pointed out that up to the present time Cornell has been fairly unique among universities in operating a self-sustaining concert program. The Professor of Child Development and Family Relationships, Urie Bronfenbrenner, rose to suggest that the faculty should show its appreciation and thanks for the imaginative quality of music we have here at Cornell. Thanks should also go to Mrs. Laube as concert manager.

As new business, Professor Elias reported on the Faculty Council meeting held on Monday, November 8, and presented as motions two resolutions adopted by the Council. The first motion read as follows:

"Resolved, that the University Faculty approve the general tenor of the report of the Faculty Committee on the Quality of Undergraduate Instruction." The motion was seconded and Professor Elias spoke to the motion explaining the phrase "general tenor" as the Council understood it. He pointed out that the time was at hand to improve undergraduate education and assess specific areas where improvements are needed. Some of these will require money, others simply awareness. This motion does not mean commitment of the faculty to any solutions suggested in the report, for example; student questionnaires or student judgment of courses. Also, it does not imply that measures would be taken to force individual professors to fit a certain pattern of teaching.

Basically what we are doing is arguing that undergraduate education should be improved. The basic point here was that the Council did not want another report gathering dust but instead faculty action and adoption of concrete proposals.

The motion carried by a voice vote.

Professor Elias then moved the second resolution which read as follows:

"Resolved, that the University Faculty authorize the Faculty Council and request the President of the University to join in appointing a University Commission, composed of faculty and administration, to supervise and administer the implementation of the recommendations in the report of the Faculty Committee on the Quality of Undergraduate Instruction, seeking Faculty approval and student participation where appropriate."

This motion was seconded and Professor Elias proceeded to explain the thoughts of the Council with respect to it. He said the Council felt that there must be machinery to bring recommendations before appropriate bodies. The Faculty needs the help of the administration. It was felt that the most effective means of reacting to and acting on the Kahn-Bowers Report was by this resolution.

Professor Bronfenbrenner indicated that he considered the students to be a very responsible group and thought that one or more students should be included in the Commission.

Since he felt that students would have a catalyzing effect on the work of the Commission, Professor Bronfenbrenner moved to amend the resolution to read: composed of faculty, administration and students. (Deleting the and between faculty and administration and adding and students.) This motion to amend was seconded by the Professor of Economics, Alfred E. Kahn.

Professor Alfred Kahn then suggested that perhaps a better amendment should read as follows: faculty, administration, and, at the option of the President, students. Professor Bronfenbrenner accepted this change and seconded the new motion to amend.

Considerable discussion took place both pro and con the addition of students to the Commission. In response to questions Professor Elias stated that the Faculty Council had omitted inclusion of students because they thought this should come from the Faculty. The Professor of History, Donald Kagan, pointed out as well that the addition of students had been voted down in the subcommittee that drafted the original resolution as well as in the Faculty Committee on Academic Affairs. In response to the question of size of the Commission, Professor Elias said that it should be a working commission not a talking commission and would be 6 or 7 members possibly.

President Perkins, wishing to speak to the amendment, requested Provost Corson to take the chair. President Perkins indicated that the wording of the resolution "to supervise and administer" sounded very much like decision making to him. He asked whether the original intent was to create a body to see that the report will be considered and implemented. Professor Bronfenbrenner said he was prepared to answer this question. He stated that the subcommittee that originated the resolution envisioned four functions for the Commission. (1) To take up suggestions in the Kahn-Bowers Report and from other reports and act as a referrer of these to those agents concerned. (2) The committee saw the necessity for coordination since suggestions involve many agents in many cases. (3) They also saw the necessity of spurring these groups and agencies involved continually reminding them of what should be done. (4) They would also formulate proposals which would be submitted to faculty, administration, etc. Professor Bronfenbrenner said that, in general, he did not see the Commission as a policy making group and the importance of having students on the group was that they had proposals to make.

Professor Alfred Kahn indicated that he was now somewhat unhappy with his amendment and asked the chair how it could most easily be withdrawn. President Perkins obliged by declaring the amendment withdrawn and substituting

a new one in its place. The substitute amendment would retain the wording of the old one, and, at the option of the President, students, and delete from the original resolution the words and administer. President Perkins wishing to speak on this amendment relinquished the chair to Provost Corson. He noted that there had been a shift in the activities of students in recent years; from matters of conduct to education. He did not think students would throw their weight in a student direction and he felt that students on the Commission would make for a much more relaxed student attitude.

The Professor of Mathematics, Paul Olum, felt that the amendment was somewhat double barreled and that it would be better to vote on the individual parts separately. Provost Corson agreed to this.

The first part, deletion of and administer passed by a voice vote. The second part, addition of and, at the option of the President, students also passed by a voice vote.

The Professor of Entomology and Limnology, Richard O'Brien, then made a motion to amend the resolution by deleting the words to supervise the implementation of the recommendations in the and replacing this by the words to prepare specific proposals arising out of the. This was duly seconded and Professor Kagan indicated that he felt this markedly changed the resolution from its original

intent since it was to be a working commission working under pressure.

Question was called for and the motion carried by a voice vote.

The resolution as amended reads as follows:

"Resolved, that the University Faculty authorize the Faculty Council and request the President of the University to join in appointing a University Commission, composed of faculty, administration, and, at the option of the President, students, to prepare specific proposals arising out of the report of the Faculty Committee on the Quality of Undergraduate Instruction, seeking Faculty approval and student participation where appropriate."

The meeting was declared adjourned at 6:07 P.M.

Robert VonBerg
Secretary pro tem

3204
Olin Hall
Room M

December 8, 1965

The meeting was called to order at 4:30 p.m. by the President, with 88 members present. He asked for corrections or additions to the minutes of the meeting of November 10, whereupon the Dean of the Faculty proposed the insertion of two words of clarification in the ^{10th} tenth sentence of the fifth paragraph (concerning the tuition scholarship plan), the revised sentence to read as follows (the inserted words are underlined): "Any new plan would apply to the same categories of personnel as the present one. The minutes were then approved as ^{am}ended.

There being no communications, special orders, or committee reports, the President asked the Dean for announcements under the heading of General Communications. For purposes of record, the Dean reported on the size of the University Faculty. He stated that according to his records the number of members in the several categories as of October 1 was:

Active voting, Ithaca and Geneva	1,317
Emeritus voting	226
Active non-voting, Extension	68
Active non-voting, Medicine & Nursing	<u>563</u>
	2,174

The Dean then turned to the subject of parking, which was bound up, he explained, with plans for the academic community that were the special concern of the Long Range Planning Committee. Two presentations of ^{the} a problem had been made to the Faculty last year, and during the summer measures had been taken to deal with the situation that would confront faculty and staff this fall. Now further steps would have to be taken. Concerning these and other aspects of the problem, the Dean asked Provost Corson to report.

The Provost began by citing Clark Kerr's celebrated description of the Administration's job (to provide football for the alumni, sex for the undergraduates, and parking for the faculty) and stated that since the first two items were being attended to, he would devote himself to the third, and he would focus on parking (as distinct from "traffic flow"). He would discuss decisions made, decisions not made, and decisions to be made. To this end he took to the blackboard. His first table revealed the following:

	<u>Number of registered cars</u>		
	<u>Fall 1960</u>	<u>Fall 1963</u>	<u>Fall 1965</u>
Faculty & Staff	3200	5200	6200
Students	----	4800	5800

(These figures represented cars, not registrants; hence, there was some double coverage, for some registrants have two cars and some cars are registered as both student and faculty cars.)

In planning for the future, the Provost noted, the following would have to be taken into account: for every two students, there was one faculty or staff car; two-thirds of the cars are driven in each day; by 1970 there would be 800 more faculty-staff cars (requiring 500 more spaces). He pointed out that Faculty and Staff were increasing faster than students - especially Staff, since new projects were requiring more technicians.

In addition to the fact of increasing demand for spaces, there was the fact of decreasing supply. At present there are 3500 cars with "U" permits and approximately 2400 spaces in the area lying between West Avenue and Judd Falls Road and bounded by the gorges (exclusive of Kite Hill). With new construction, parking was giving way to buildings: 200 spaces were lost to Clark Hall, 100 to the new agronomy building, 60 to space research, 44 to social sciences, 110 to the new wing of Martha Van Rensselaer (with only 40 spaces to be recovered in subsequent construction). There will thus be a net loss of 390 spaces, and the University must consequently find a thousand new spaces by 1970 to compensate and to accommodate new registrants.

The Administration's plans were, the Provost explained, based on studies by Vice-provost Mackesey, the Planning Office, and the Board of Traffic control and proceed from the following assumptions: that the campus will be a pedestrian campus (with offices, bookstore, libraries, etc. to be reached by foot), that new buildings will be located between the gorges, that aesthetic values will be preserved (e.g., the Arts quadrangle, the Library Slope, the Alumni fields), and that vehicular and pedestrian traffic will ultimately be separated, as completely as possible. In the light of those assumptions the possibility of supplying surface parking in the center of the campus has been excluded, for 41 acres are required for 7,000 cars and so even provision for merely 3,000 would be unthinkable. The Provost then outlined the alternatives. There was first the question of costs:

<u>Types of Spaces</u>	<u>Costs per Car</u>		
	<u>Capital Costs</u>	<u>Interest & Amortization</u> (20-yrs. @4%)	<u>Operation</u> (Ventilation snow removal etc.)
Surface	\$ 400.00	\$ 28.00	\$ 10.00
Structures above ground	1500.00	105.00	60.00
Underground (max. 2 levels)	3400.00	238.00	160.00

	<u>Per 500-Car Lots</u>	
	<u>Capital Costs</u>	<u>Annual Costs</u>
Surface	\$ 200,000.00	\$ 20,000.00
Structures	750,000.00	90,000.00
Underground	1,700,000.00	200,000.00

The Provost explained that underground parking was technically feasible beneath Lower Alumni Field. Two levels could be provided, with a capacity for 800 cars, and the surface replaced would be level with Upper Alumni Field. This would be expensive, but more serious would be the problem of handling the traffic flow at peak hours. Underground parking had been considered in conjunction with the new wing of Martha Van Rensselaer, with one or two levels provided for cars; but because the cost for an adequate superstructure would have greatly increased the capital costs for the building, underground parking there had been ruled out. It had also been ruled out of the new social sciences building because of the problem of handling two levels of traffic so close to the center of the campus. In short, underground parking was not a practical alternative.

As to structures above ground they create new space problems. A garage the size of Olin Library would be needed for simply 700 cars. Hence structures of this sort would have to be placed on the circumference of the campus, preferably within walking distance. The possibilities might include these locations:

1. Behind Mann Library and Fernow Hall, a garage for 800 cars, but limited by the desirability of preserving the juniper slope and valuable plant-breeding grounds.
2. Behind Hollister Hall, a structure for 250 cars.
3. On the site of Rand Hall, a garage for 150-200 cars.
4. Near the new wing of Martha Van Rensselaer and Baker, a garage for 200 cars, with the advantage that it could be entered on several levels and be usable for Bailey Hall events.

Such structures would require expensive circumferential traffic routes and would still fail to take care of the total need. Another solution for this kind of parking would be to place larger structures right at the campus entrances.

The Provost then posed the question of working toward a condition whereby all cars would be wholly removed. It could be done, he said, but it would be expensive, would mean the loss of all convenience, and would hurt public relations whenever it meant accommodating visitors. He proposed, though, that conference parking could be taken care of on remote lots, from which visitors would be brought to the center on buses. To take care of immediate problems, he endorsed the maintenance of remote lots, with transportation to and fro by University buses, and he felt that there could be further study of peripheral and entrance structures, with a view to establishing a pedestrian campus. Curb-side parking would doubtless be ended very soon.

The Provost concluded his presentation by a consideration of various ways of financing parking. One assumption has been that the parking costs should be self-liquidating, with charges levied in order of convenience. But this left some questions unanswered: How much convenience can one buy? What is the cost of waiting on a list? What is the cost of unused space? can one, by careful calculation, "overbook" spaces - won't there still be overcrowding on some days?

Another assumption has been that the University should bear the cost, regarding it as a fringe benefit. There would be a tax benefit here; and the benefit would be the greater, the more expensive for the privilege. It now costs the University \$130,000 annually for the lots and the buses. What else could be done for the University for this sum? The Provost listed the reclassification of Olin Library's books, the development of data-processing facilities to speed up the shelving of the Library's new acquisitions (which now takes 90 days), the improvement of undergraduate education, the establishing of fellowships in the humanities; but he stated that the costs of parking should not be thought of as competing with academic programs but as competing with other fringe benefits, such as the tuition exchange plan (\$70,000 per year). The University cannot pay for parking without taking something else out of the budget. Permanent financing had not yet been decided upon. If it was to be

budgeted, that would have to be decided by mid-January 1966; if self-liquidating, Cornell would have until next September to work out the method.

In the ensuing discussion the Professor of Music, William W. Austin, noted that Cornell's handling of parking and circulation was a community problem, and he asked whether the effect on traffic flow outside the gorges had been taken into account. Professor Mackesey replied by saying that he had been in consultation with City officials and the State Department of Public Works. The Professor of Economics, Douglas F. Dowd, reminding the Faculty that he had predicted a parking fee, said he still hoped for an alternative. Why, he asked, if we are subsidizing the students, should we pay for the problems their cars create? He would ban all student parking, except for special cases and restrict the number of permits to one per registrant (second and third cars would be assigned to remote lots). He agreed that such a fringe benefit would not suffice to attract new faculty, but an existing benefit was being taken away. He hoped that if the fee must come it will be progressive, that the student problem will be considered, and that visitors be assigned to remote lots, from which they might enjoy the ride.

The Provost replied by saying that the student problem is a night-time problem, and the President noted that he has received complaints from students who have to work in the

labs at night. Professor Mackesey added that only the physically handicapped students presently have permits. Kite Hill and the Old Country Club lot are used by graduates and assistants, and only a few spaces on campus go to others, those who pay for parking near Hughes Hall and the men's dormitories.

The Professor of Government, Steven Muller, stated that he believed that the University owed it to visitors to offer them places, but he did not think that the citizens of the community were owed space for all purposes (e.g., football games, skating, concerts) and he wondered what consideration had been given to levying parking fees for special events as a means of defraying costs.

Professor Mackesey said that no special thought had been given to that idea.

The Professor of Business History and Transportation, J.G.B. Hutchins, pointed out that the advantage in driving is to get to work fast. The present transportation system is full of delays. The crux is in the nature of the bus service, and one ought also calculate the cost in faculty time taken from work - probably a high cost. He therefore proposed that the quality of connecting services be improved.

The Provost said that improvements would be made and acknowledged that there were too few buses and too long delays.

Another suggestion, based on the assumption that fringe

benefits do not benefit all alike anyway (tuition exchange does not favor the childless, retirement plans favor the wealth), was that a bonus be given to those who do not have cars.

The Professor of Managerial Economics and Finance , Alan K. McAdams, a member of the Committee on the Economic Status of the Faculty, then stated that further investigation was desirable, that the problem should be viewed from the point of view of the Faculty itself. It was, he stressed, a problem for the whole academic community, and the magnitude of the fringe benefit had not been made clear. If the Faculty pays for new facilities, he pointed out, it does so in after-tax costs. In the light of existing tax rates, for the Faculty to pay \$100,000, the University would have to disburse \$150,000. This was an aspect of the financing that had not been considered or discussed and he accordingly moved:

That the University Faculty Committee on the Economic Status of the Faculty is hereby requested to study proposed and possible solutions to the parking problem in terms of their potential effect upon the economic status of the Faculty and to report to the University Faculty its findings on or before the date of the January 1966 University Faculty Meeting.

This was seconded. There was no discussion. The motion carried, with only two or three dissenting.

There were a few concluding comments. The Professor of Theoretical and Applied Mechanics, Henry D. Block,

recommended that since parking is a matter of privilege it should be awarded on the basis of merit, like an endowed chair. The Professor of History, Donald Kagan, emphasized that the problem was a human problem, involving the way a member of the Faculty feels about himself and his work. Ithaca's transportation was notoriously poor, and there was a question as to when an amenity was a fringe benefit and when it was integral to one's work. The Professor of Law, Robert S. Pasley, cautioned against pushing the idea of fringe benefits to an extreme, lest they be inclusive of meal tickets at the Statler and the monthly check become simply a list of deductions. He argued for preserving one's right to spend one's money as one wished. The Professor of Astronomy, R. William Shaw, citing his own experience of 40 years at Cornell, pointed to the freedom possible at night, when secretaries and other staff had gone home, and he urged that night classes be considered in order to spread out the schedule.

The President brought the meeting to a close by saying that the Provost and others were preparing recommendations to meet the budget deadline but he would see to it that a community consensus was reached. He was sensitive to the role of power touched on by Professor Dowd and that of attitude mentioned by Professor Kagan. "The real thief of privileges," he said, "is University expansion."

Adjournment came at 6:05 p.m.

Robert H. Elias
Secretary

3215
Olin Hall
Room M
January 12, 1966

The meeting was called to order at 4:30 by the President, with 223 members attending. He asked for corrections or additions to the minutes of December 8, 1965 and, there being none, declared them approved. He then introduced Dr. E. Hugh Luckey, Professor of Medicine and Vice-President Elect for Medical Affairs to the Faculty.

The President next announced the deaths of the following members of the University Faculty:

Carl Witz Gartlein, Research Associate Professor of Physics on December 20, 1965

George Walter Tailby, Emeritus Professor of Animal Husbandry on December 23, 1965

Andrew Leon Winsor, Emeritus Professor of Education on December 26, 1965

There being no communications, the President called upon the Dean of the Faculty to introduce the special order - the report from the Committee on the Economic Status of the Faculty concerning parking fees. The Dean reviewed the action taken at the University Faculty meeting of December 8, 1965, mentioned that the Committee on the Economic Status of the Faculty had been at work through the holidays and had presented a preliminary report to the Faculty Council at a special meeting on January 11, and then asked the chairman of the Committee on the Economic Status of the Faculty, the Professor of Industrial and Labor Relations, Philip J. McCarthy to discuss the Committee's findings.

Professor McCarthy first explained that the problem of parking fees had arisen when Professor Donald Holcomb, chairman of a sub-committee of the Board on Traffic Control, had told the University Faculty at its October meeting that a parking fee was contemplated beginning with the academic year 1966-67. Once the matter had thus been brought within the purview of the Committee of the Economic Status of the Faculty, discussions were arranged with the Dean, the Provost, and the Vice Provost; and following the Faculty's vote on December 8, the chairman of the Committee on the Economic Status of the Faculty had appointed a sub-committee that, with the cooperation of various members of the Administration, had worked through the Christmas vacation to prepare a report now available to the Faculty (the appended report was distributed.) The members of the subcommittee were Alan McAdams, Associate Professor of the Graduate School of Business and Public Administration, chairman; Thomas Lodahl, Associate Professor, and Seymour Smidt, Professor of the Graduate School of Business and Public Administration; and William Maxwell, Associate Professor of Industrial Engineering and Operations Research. Their work had led the Committee on the Economic Status of the Faculty to conclude as follows, in Professor McCarthy's words:

It is apparent from comments made earlier on the floor of this Faculty, from the letters which I have received, from responses to the subcommittee's questionnaire, and from discussions with many individuals, that parking problems impinge upon individual faculty members in many different ways. There are those who fear the economic impact of a parking fee on their personal budgets; there are those who must travel from office and classroom to laboratory and can ill-afford the time lost in periodic searching for parking places;

there are those who regard convenient and free parking as an inalienable right; and there are even those who, like myself, rarely have a car on campus. In view of these widespread concerns in a situation which relates to the work habits, morale, and economic status of the Faculty, and as a consequence of analyses of these factors that have been made by the subcommittee, the Economic Status Committee presents the following resolution:

"The Faculty is opposed to the introduction of a parking fee."

Furthermore, the Economic Status Committee would like to move the following procedural resolution:

"No significant changes in existing conditions of work should be made without prior consultation with an appropriate elected faculty committee. In the instance of the introduction of parking charges, the Faculty Committee on the Economic Status of the Faculty is the appropriate committee."

As regards the future of parking and the Cornell Campus, the subcommittee studies have convinced the Economic Status Committee that:

1. There is some question about the magnitude of present and future needs for parking.

2. There are a variety of directions in which it is possible to search for the most economical and most convenience-producing way of meeting these needs.

3. There are a number of ways in which it may be possible to reduce demand for parking space -- e.g., by providing small-car parking areas, by providing metered spaces for those who have cars on campus only rarely, and by providing convenient bus service from areas in Ithaca where concentrations of faculty members reside.

A great amount of time and effort has been devoted to the preparation of the reports of this Committee, and it is hoped that the detailed analyses and suggestions may prove helpful to the Administration in its future planning. In conclusion, I should simply like to observe that the Faculty is presently experiencing relatively trouble-free parking because the University has constructed two off-campus parking lots, and because the inconvenience of using these lots has been shifted to the Cornell Staff.

Professor McCarthy then called on Professor McAdams to explain the report. Professor McAdams, in turn, after describing

the task of collecting and assimilating extensive information in very limited time, reviewed the procedure he would use for presenting the report. Essentially it consisted of a guided tour through the report by the various members of the subcommittee. Professor Maxwell, explicating Part I, reviewed earlier studies, described the operation and functions of the remote lots, and recounted how he had ridden the buses at peak hours, clocked the waiting and travel times, and studied the problems of congestion at first hand, in order to determine lost time. Professor Smidt, addressing himself to the various means of financing set forth in Part II, emphasized the part of the report related to the shifting of costs.

Professor Lodahl analyzed the results of the questionnaire. The number of replies received - over 900, 450 of which had extra comments on them - testified to the Faculty's extra ordinary interest in the problem. Professor McAdams, in summary, called attention to the rising costs suggested by Table 2, and stressed the importance of exploring ways of reducing effective demand (Part III). Again he noted that ultimately the cost of parking fees would have to be borne by the University and he named competitive institutions where the Faculty did not have to pay.

Professor McCarthy then moved the first resolution, "That the Faculty is opposed to the introduction of a parking fee." It was seconded. There was little discussion. The Professor of Physics, Donald Holcomb, asked whether the committee had explored other means of control. It had not. The Professor of Veterinary Medicine, Howard Evans, urged that the use of stickers be reviewed,

for he believed there was abuse. The Professor of Law, William Tucker Dean, expressed great disquiet over the Faculty's intense concern with this non-educational matter and over the indication that those who live within two miles of the campus cannot walk. (Perhaps, another member suggested, the pocketbook was closer to the Faculty's hearts than education.) The Professor of Civil Engineering, Arthur J. McNair, felt that the committee views concerning parking were comparable to conventional views about motherhood; he hoped that the Committee on the Economic Status of the Faculty would develop a realistic proposal. The Professor of History, Donald Kagan, wished to say that there were deeper issues than Professor Dean implied.

The motion was then put to a vote and passed with only three or four Nays.

Professor McCarthy then presented the second resolution:

That no significant changes in existing conditions of work should be made without prior consultation with an appropriate elected faculty committee. In the instance of the introduction of parking charges, the Faculty Committee on the Economic Status of the Faculty is the appropriate committee.

It was seconded. There were questions about the meaning of "significant" but no debate. The motion passed unanimously.

The Professor of Structural Engineering, Gordon P. Fisher, then asked whether another fringe benefit would have to go. Had the Committee considered the effect of opposing a parking fee?

The President asked to interpose his view. He felt it was now a question of budgetary management. He commended the Committee for its work, but he added that there was a basic problem in singling out a single budgetary item for faculty

comment. It was not an "either/or" question but one concerning "unrestricted income", places in the budget where a variety of amounts can be used. The problem was now one for him to discuss with the Provost and the Budget Director, involving review of the allocations of unrestricted income to decide where the least damaging shifts could be made. He would, accordingly, like the privilege of consulting with the Council or the Committee on the Economic Status of the Faculty on his decision for surely the Faculty was not saying that the opposition to a parking fee should have priority over every other item. He promised careful study.

There remained only new business, the presenting of two resolutions regarding the use of S and U grades. The Dean first moved the following:

On behalf of the Faculty of the Graduate School of Business and Public Administration I move that the University Faculty approve the following proposal:

Any student in the Graduate School of Business and Public Administration with a cumulative grade average of 1.7 (70) or higher may register in one course during two of the last three semesters in the master's degree program and be graded S (Satisfactory) or U (Unsatisfactory) provided: (a) the course is not a required core course; (b) the student receives the written permission of both his advisor and the course instructor for enrollment on this basis; and (c) the student shall not have already taken a course on this basis and received a grade of U. The decision to take such a course will be made at the beginning of the semester, the decision will be irrevocable, and the course may not be dropped after the first four weeks of the semester. Any such course, regardless of the grade awarded, will be excluded from the computation of semester and cumulative averages, will be counted for credit if a grade of S is awarded, and will appear on the student's record.

It was seconded and passed unanimously without discussion.

The Second motion, similarly moved, seconded, and approved was the following:

On behalf of the Faculty of the College of Arts and Sciences I move that the University Faculty approve the following proposal:

An undergraduate student registered in the College of Arts and Sciences may, after consultation with his advisor, elect to receive a grade of S (Satisfactory) or U (Unsatisfactory) instead of one of the letter grades (A+ to F) in one Arts College course per term, provided that the course is not offered in satisfaction of his major and provided that the instructor is willing to give grades of S or U. The student must declare his wish to receive S. or U when he registers for the course. After the first two weeks of instruction a student may not change from one grading basis to the other.

The meeting was adjourned at 6 p.m.

Robert H. Elias
Secretary

3222
Olin Hall
Room M
February 9, 1966

The President called the meeting to order at 4:35 pm., with 203 members attending. He called for additions or corrections to the minutes of January 12, 1966 and, there being none, declared them approved.

The President then announced the death on January 13, 1966 of Miss Grace Steininger, Professor Emeritus of Food and Nutrition.

Turning to the subject of the budget and the recent meeting of the Board of Trustees, he said that he had informed the Board that there was as yet no general agreement as to how parking should be financed or how space was to be allocated, and he had requested suspension of a final decision on their part. He was, however, able to report to the Faculty that the Board had approved a Children's Tuition Scholarship Plan that would continue free tuition at Cornell, continue the free education of children already studying under the old exchange plan, and provide tuition and fees up to a maximum of \$1,000 a year for no more than four years for children who seek to study elsewhere than at Cornell.

He then called upon the Dean for reports from committees. The Dean introduced the Professor of Industrial and Labor Relations, Fred Slavick, who as chairman of the University Committee on Financial Aids, presented the report hereinafter appended. He was followed by the Director of the Office of Scholarships and Financial Aid, Jon T. Anderson, who completed the account with the report that is also hereinafter appended.

The Dean of the Graduate School questioned the figure of \$3,600,000 for graduate students. Such funds, he said were not available for distribution to them. At the same time there was missing some three million dollars for research assistants and two million for teaching assistants. Mr. Anderson replied that over the latter his office had no jurisdiction and that the first figure represented the total of all tuition and other scholarships (National Science Foundation, etc.), no matter how or where supported.

The Professor of Child Development and Family Relations, Urie Bronfenbrenner, asked what proportion of the \$2.8 million was for need, what for excellence. He wondered how wide a range of population was represented.

Mr. Anderson explained that academic and personal qualifications are first examined and then need is evaluated on the basis of the parent's confidential statement.

The President commented that he was concerned that those who were very poor and those who were very bright had advantages that the merely typical lower middle class lacked and that the way preparation for college was going, advantages went to those from public schools in communities able to support expensive and "enriched" programs. Preferences given at Yale, Harvard, and similar places were becoming preferences for student from well-to-do schools. It would, he said, be too bad if Cornell's undergraduate body became one with a suburban orientation.

Professor Bronfenbrenner agreed that this was the concern his question had meant to state.

The Professor of Architecture, Ludlow Brown, asked whether employment opportunities for needy students were being blocked by others who were working from habit rather than from need. Mr. Anderson said that a commission appointed by the President was studying the question.

The Professor of Business History and Transportation, John G. B. Hutchins, asked about the extent of competition for bright and for poor students. The President stated that the competition was intense for both kinds. Professor Hutchins wondered whether that "upped the price". Mr. Anderson then explained how representatives of the Ivy League and M.I.T. convene annually around a table, compare applications and offers, and bring their awards into line with each other so that a student will not make his choice primarily on the basis of money.

The President noted that the number of Negro freshmen was going to increase from 36 this year to 50 or 60. This enrollment was proceeding with difficulties for none and without any lowering of standards. He credited the Professor of Administration, John Summerskill, and his associates with helping Cornell fulfill its responsibilities in this area.

The Dean then introduced the Vice-Provost, Thomas A. Mackesey, co-chairman of the Special Committee on the Revision of the Calendar, who described the implications of the proposals that would come before the faculty for action at the next meeting. He explained that the Committee had discovered that there was no ideal calendar. Holidays, seasonal changes, academic and non-academic requirements could not always fit perfectly in the same pattern.

There was, however, a trend among colleges and universities generally to revise their calendars in a way that provided for an earlier start of the academic year and for a longer mid-year break, with a termination of work earlier in the spring than is possible now. The Committee had, he believed succeeded in accomplishing four primary objectives: 1) it had abolished the "lame-duck" period after Christmas; 2) it had provided a study or assimilation period between instruction and examination periods; 3) it had built in time to clean up first-term business before beginning the second term, so that grades could be recorded and decisions about academic standing reached in ample time; 4) it had got rushing out of the first two weeks of the spring term. In addition, it had proposed to lengthen class periods to 60 minutes and to allow 15 minutes between classes. With classes scheduled in the traditional lunch hour there would be, in 14 weeks of instruction, 12% more "exposure time" than in the present 15 weeks.

The Professor of Music, William A. Campbell, questioned the meaning of providing for evening classes. The Professor of Chemistry, Professor Robert Plane, co-chairman of the Committee, explained that evening hours now existed; the only change was to change their length. But Professor Campbell said that his concern was over the difficulty in producing a creditable performing organization. Time was a prerequisite; yet since 1958 there had been such a proliferation of night perlms - and the situation was still worsening - that it was often impossible to count on a band rehearsal with everyone present. He cited statistics concerning

absenteeism that accounted for causes ranging from unscheduled prelims to injured lips. Although the legislation of February 11, 1953, restricted evening meetings to those in the printed announcements (p.2687, Records), classes shifted their meeting time by majority vote or by professorial fiat to avoid conflicts, increase convenience, and so on. He could see no alternative for the organizations committed to music, drama, and the like except to lower standards and discontinue public performances, unless existing legislation were enforced, or unless the faculty could: a) abolish all classes after 4:30, or b) permit evening classes on only three days, or c) develop evening classes fully with competition for those hours equal to that which exists for the 10 a.m. hour.

The Vice-provost stated that the problem was not relevant to that of the calendar but should be considered by the Committee on Registration and Schedules.

The Professor of Philosophy, Max Black, pointed to a feature of the proposed calendar revision that went beyond the calendar and affected instruction. The 12% increase in instruction time meant that each student would spend 20% more time in the classroom. Rather than adding ten minutes to each class, he would prefer to subtract five.

The Professor of Physics, Jay Orear, asked whether Cornell was out of line with other institutions. He suggested that Chicago and Columbia had different schedules; and he referred to a 1962-1963 catalog that indicated that Columbia began later, had more holidays, and ended earlier. Professor Plane noted that the

state legislature had minimum requirements concerning the academic year's length and that Professor Orear's account showed that Columbia was not within the law. Professor Orear then challenged the theory that Christmas vacation impaired learning. He had found that students were able to recover quickly and that their retention has been enhanced by re-learning. He wondered whether the Committee had consulted scholars in Learning Theory. The reply was that they had not.

Professor Hutchins declared that he had always found the so-called lame-duck period a good one. He feared the three-week vacuum. How could students be brought back before final examinations? Why not have terms unequal in length?

Replying to Professor Hutchins's last suggestion, Professor Plane said that 80% of Cornell's courses are one-term courses, so that what was lost the first term could not be made up the second. As to the vacuum, he believed the students wanted to study after Christmas.

The Professor of the History of Art, Albert S. Roe, wondered why the work after Christmas recess could not always begin on Monday. Professor Plane said that for 1969-70 that would mean a 3-week Christmas recess. (See correction in minutes of March 9, 1966.)

The Professor of Electrical Engineering, Everett M. Strong, speaking as Director of the Engineering Industrial Program carried on during the summer, said that possibly the best thing about the

proposed calendar was something that might not have been considered - namely, that except for the first summer preceding its use, it would permit a 14-week term to be held in the summer.

The Vice-provost said that this had not been planned as a way to sneaking into a tri-mester system. When he was then asked whether it ought not be used as a way of Cornell's fulfilling its responsibilities, he noted that the space would be there if the faculty wished it.

The Professor of Economics, Alfred E. Kahn, found the proposed calendar so admirable that he was distressed by the irrelevancy of much of the discussion. He felt that the issue of the 12% increase in instruction time was significant.

Professor Plane answered that if a professor wished to end his class after 50 minutes and devote ten to informal discussion, he would be free to do it; he would be free to end his class at any time.

It was 6:07. The President accepted a motion to adjourn.

Robert H. Elias
Secretary

3229
Olin Hall
Room M
February 21, 1966

The President called the meeting to order at 4:32 p.m., with 165 members attending. He announced that this special meeting had been called to act upon the report of the Special Committee on the Revision of the Calendar and that the minutes of the meeting of February 9 would be distributed with the call for the next regular meeting of the Faculty, scheduled for March 9. He then called upon the Dean of the Faculty to present the special order of the meeting.

The Dean defined the Faculty's responsibility for the calendar and briefly described the history of the current proposals. The Trustees first assigned to the Faculty responsibility for setting the academic calendar in 1896, when the individual school and college faculties were created. Several academic calendars have been in use since that time, but no change has occurred since 1946. Although a standing committee of the faculty on the calendar has the responsibility of proposing specific yearly calendars to the Faculty for approval these are established within the general form that is in use as a result of general legislation. The proposal before the present meeting represented a change from the form in current use. It was the work of a special committee originally established as a subcommittee of the Faculty Council's Committee on Long-Range Planning and in the course of its formulation had been considered by representative and concerned faculty, administration, and student groups, all of whom had reacted favor-

ably to it. The Faculty Council, having on two occasions met to consider it, now recommended its adoption. At the present meeting it would move the adoption of the yearly calendar; at the next regular meeting it would move the adoption of a revised daily calendar. It was not yet ready to present a resolution concerning the daily calendar because, although it agreed that a 15-minute break between classes was necessary, it wished to give further consideration to the number and distribution of class periods in the days and to proposals other than the one made by the Committee. Moreover, it believed that deliberation over such a schedule should await the establishment of the yearly calendar.

The Dean then set forth the Council's reasons for adopting the proposed changes in the yearly calendar. The new calendar would provide: 1) the opportunity to complete formal instruction in the fall term before the beginning of Christmas recess, 2) a reading and study period before final examinations, and 3) an inter-session long enough for a more orderly reporting of grades than is now possible and a free time for the faculty to prepare for the beginning of the spring term. In addition, the lengthened inter-session would enable the faculty to insist that all freshman rushing and pledging be completed before the resumption of classes. The Dean then called upon the Professor of Chemistry, Robert Plane, member of the Council and co-chairman of the Special Committee, for a detailed presentation.

Professor Plane described the activities of his committee during its four-year period and noted that it had finally concluded that there was no such thing as an ideal calendar. No two Ivy League institutions, for example, had identical calendars. Hence

the relevant question was whether, taken as a whole, the proposed calendar was an improvement over the existing one. He noted that specific parts of the proposal undoubtedly represented compromises; for different parts of the University had different needs, and effects were bound to be unequal. But the Committee had weighed all these differences and sought to formulate changes that would benefit the University as a whole without significantly harming any part of it. His Committee, he reminded the Faculty, had been appointed to investigate and deal with three complaints:

- 1) The Faculty had long objected to the intrusion of Christmas recess into a block of instructional time, with the resulting wasting of time in repetition of material in January. Although the Committee had considered ways of ending all fall term work before Christmas, it had concluded that to do so would require the loss of the Labor Day weekend, the reduction of Thanksgiving vacation to one day, and the premature termination of summer jobs...Hence it had devised a schedule that provided for the termination of formal class work before Christmas - except for those sections of multi-sectioned courses that might have missed work because of Thanksgiving.
- 2) The students had sought time for additional study. Even if they studied all term, they missed an opportunity for a broad view, a period for reflection and reconsideration, or for the writing of term papers that often could not be assigned until most of the work on which they would be based had been completed. Although some students might not return immediately after Christmas to avail themselves of this opportunity in Ithaca, the Committee did not feel that where a student decided to study mattered, or that whether he studied or not mattered. That many would return and use the period for study in Ithaca was likely in the light of increased student pressure for use of the library facilities immediately following Christmas. A period for study and assimilation had, therefore, been provided.
- 3) Everyone had found the period between semesters too short for adequately closing the books on the fall term. Term papers had to be read; grades had to be recorded and reviewed; rushing began - and often all the activities overlapped the beginning of spring-term classes. Some students began work not knowing

whether they were still in the University or not; some grades could not be made available in time for appropriate committees; some students missed classes because of uncompleted fraternity and sorority activities. Sufficient time was accordingly, contemplated by the new calendar proposal.

Professor Plane summed up by noting that under the new calendar the academic year would begin one week and two days sooner and end one week earlier than under the existing one, that there would be one week's grace between semesters, and that all holiday recesses would be preserved. He then moved that, effective in 1967:

- (a) that the University Calendar be changed so that classes begin on the Monday in September which follows Labor Day and which is 14 full weeks before the Christmas recess;
- (b) that following the two-week Christmas recess and preceding the first-term final-examination period, there be a study period, of four to six days during which, except as this provision is modified by (e), a member of the instructing staff may choose to hold class only in place of class periods missed due to the Thanksgiving recess;
- (c) that the second semester begin on the Monday which is three weeks after the start of first-term examinations, and last for 14 full weeks of classes with an intervening one-week Spring recess;
- (d) that following the second term there be a one-week study period with no classes or examinations preceding final examinations except as this provision is modified under (e);
- (e) that individual college faculties may elect to permit scheduled classes, but not examinations, on the regular schedule during the study periods provided in (b) and (d)

He explained that provision "e" had been added by the Faculty Council.

The motion was seconded and the floor freed for discussion:
The discussion was primarily in the form of a series of ques-

tions. The Professor of English, M. H. Abrams wondered whether the Committee had considered the long-entertained possibility of ending the fall term before Christmas by providing final examinations to be given during the class periods of the last week of classes. The proposed lengthening of class meetings to sixty minutes made such procedure more feasible than ever, and the multiplication of courses, leading to the bunching of final examinations (sometimes three a day for a student), made such procedure desirable. Professor Plane replied that this possibility had not been rejected, that the whole nature of final examinations and a final examination period was under study by an appropriate committee, and that in any event the attempt would be made to eliminate bunching. The Professor of Mechanical Engineering, Howard G. Smith, added that examinations in class-meeting periods would not work for any multiple-sectioned course required to take a uniform examination.

The Professor of Business History and Transportation, John G. B. Hutchins, protested that because he and his colleagues liked to give examinations during the last week of classes they would find it difficult now, with students pressing to leave, to continue the practice if the last week immediately preceded Christmas recess. Professor Plane answered that since the practice was illegal, under faculty legislation, the difficulty need not exist.

The Professor of English, Ephim G. Fogel, calling attention to the elimination of the lunch hour in the Committee's projected daily schedule, asked whether it could not be preserved by extending the class time to compensate for it. The Dean explained that the Council had the daily schedule under consideration, that in

the interests of musical, dramatic, and athletic activities - and of faculty meetings - all the daily schedules being considered would provide for classes' ending at 4:30. He then read a letter from the head of Student Government expressing the students' support for the revised calendar.

The Professor of Physics, Jay Orear, asked whether, if a shortened final examination period became possible, (a period shortened to 6 days from the present 7), the 15-day inter-session could be shortened to 8 days. He felt that the reduction of examinations to 6 days would, because of the weekend now involved in the longer period, lead to a week's saving. He preferred the 8-day to the 15-day break. Professor Plane replied that to secure the saving Professor Orear wished for, two days would have to be taken from examinations, since there now was an eighth day provided for make-ups and conflicts. However, he added, if such a saving could be effected, the matter could be brought before the faculty for action. The Registrar, Herbert W. Williams, supported the existing proposal by saying that the shortening of the examination period depended on the University's acquiring and putting to use the new computer and that, in consequence, no substantial changes could be explored immediately.

The question was then asked whether the new calendar would make the handling of transfers difficult, especially in February. Professor Plane, citing the calendars of other Ivy League schools, as well as of other neighboring institutions, showed that, respecting the beginning of the second term, all calendars were within a day or two of being in conformity.

The Professor of Civil Engineering, Arthur J. McNair, then posed the possibility of a 13-week term. He had calculated that if class periods were sixty minutes in length there would be 12% additional instruction time. He suggested its reinvestment with a view to shortening the term. Professor Plane explained that the Committee felt that learning involved study as well as lecture time. Professor McNair then asked whether the 12% additional instruction time ought not be reflected in the amount of academic credit given for each course, so that some course might received 3.5 credits and so on. Professor Plane promised a "magic formula" on March 9th.

The President at this point, expressing his judgment of the relevance of the discussion, asked, "Does this take care of the swimming group?" The Professor of Biological Sciences, Frederick C. Steward, rose to state that as a swimmer he felt that the ~~swimming~~ group would take care of themselves. Whereupon the Professor of Philosophy, Max Black, a member of the ~~swimming~~ group said that speaking not as a swimmer he felt that the Committee was owed the Faculty's thanks for having solved what he, as a former member of a concerned committee, would have thought to be an insoluble series of problems. A miracle had been wrought.

The final question, based on the assertion that a "dead duck" had been substituted for a "lame one", asked why the fall term might not begin on the Wednesday after Labor Day to eliminate the make-up periods after Christmas for the classes missed at Thanksgiving. Professor Plane pointed out that orientation time would then have to begin before Labor Day and that both the Faculty and the upperclassmen involved would have to forego the Labor Day vaca-

tion - and that the students who had jobs at resorts would lose by it.

The question was then called for, put to a vote, and passed with only four or five nays.

Professor Plane then moved, "That effective in 1967 all fraternity and sorority rushing and pledging activities be confined to the period between the end of first-term final examinations and the start of second-term classes." The motion was seconded.

The Professor of American Institutions, Clinton L. Rossiter, inquired whether Professor Plane had had assurance from the IFC and "the female Greeks". The merriment produced by the Professor of American Institutions' failure to discover the exact lable for the institution prompted the President to lament the "absence of proper classical background." Professor Plane then replied that the Interfraternity Council and Pan-Hellenic both wanted the period to be no longer than the one proposed.

The Professor of Industrial Engineering, Martin W. Sampson, asked whether Professor Plane's resolution was intended to eliminate the informal rushing that sometimes occurs in the fall term for sophomores and upperclassmen. He hoped not. Professor Plane indicated that the Committee had not regard the fall as affected - it was not an officially established rushing period - but he accepted, as did the motion's seconder, a suggestion by the Professor of Mechanical Engineering, Howard G. Smith, that the phrase "for freshmen" be inserted between "activities" and "be confined."

The question was called for, put to a vote, and passed unanimously.

Noting that the meeting was concluding at the unwontedly early hour of 5:20, the President wondered what he might do with his uncommitted time. He had, in fact, already warned his wife that he might be unwontedly late. The Professor of American Institutions, Clinton L. Rossiter, proposed that he could take a swim.

Amid the laughter the President declared the special meeting adjourned. The Faculty's happy day was over.

Robert H. Elias
Secretary

3238
Olin Hall
Room M
March 9, 1966

The President called the meeting to order at 4:30, with 87 members attending. He called for additions and corrections to the minutes of the meetings of February 9th and 21st. The Secretary noted that numerous typing errors had occurred, involving mistakes in the spelling of names, the agreement of tenses, and the appropriate marks of punctuation and that these would be corrected in the official record. The Professor of the History of Art, Albert S. Roe, stated that on page 4 of the minutes of February 9th his question had been inaccurately recorded. He had at that time asked why the work for the fall term could not always begin on the first Monday after Labor Day; he had not asked concerning the work after Christmas vacation. With the understanding that the errors would be corrected the Faculty approved the two sets of minutes.

The President then announced the death of James Dabney Burfoot, Jr., Professor Emeritus of Geology and former Secretary of the Faculty, on February 27, 1966.

There being no announcements or special orders, the President asked for reports from committees. The chairman of the Committee on Nominations, the Professor of Industrial and Labor Relations, Maurice F. Neufeld, presented slates of nominees for faculty trustee and for positions on the Council and eight faculty committees. This year, he explained, an effort had been made by the Committee on Nominations to include younger members of the faculty. In addition to the suggestions obtained from individual members of the Faculty the Committee

had also asked the Departmental Chairmen for suggestions. The result had been the list of names mailed to the faculty under date of February 25th. As each slate was moved, the President asked whether there were additional nominations from the floor. There were none for any position. Each slate was, in turn, approved unanimously. The slate as approved will be appended to the official copy of these minutes.

The President then called upon the chairman of the Faculty Committee on Student Affairs, the Associate Professor of Philosophy, Nelson Pike, who presented a report and resolution in reference to Spring Day. Professor Pike explained that last year, as in other years, the Faculty Committee on Student Affairs had moved that the second Saturday in May be designated as Spring Day and that classes scheduled for that day be cancelled. The question had been asked whether the cancellation of classes was still warranted, and both the faculty and the students had discussed the matter. No activities were scheduled. No activities that could be scheduled could be invented. But the Committee regarded the cancellation of classes as part of a strong and cherished tradition, observed that the week-end in question was a holiday weekend and would be marked by poor class attendance anyway, and believed that there was a point in having official, institutional recognition that "Spring is here." On behalf of his committee he moved that:

May 14 be designated as Spring Day, that classes be cancelled except in the Law School, and that provision for make-up classes be provided for those who wish to use them.

The motion was seconded. Discussion followed. The Professor of Chemistry, Robert A. Plane, speaking as co-chairman of the Committee on the Revision of the Calendar, concerned with "making the golden minutes count", opposed the calling off of classes for no purpose. Each person could he felt, "greet Spring in his own way." The Professor of the History of Art, Albert S. Roe, suggested that time might be saved if the faculty could make a final decision about Spring day now, instead of considering the question annually. Professor Pike conceded merit in Professor Plane's objection and thought that the validity of Spring Day could well be considered in connection with the new calendar, but concerning the annual review he affirmed, "It's rather quaint that we consider it every year. That's the part of the tradition I like." The Professor of Architecture, Ludlow D. Brown, stated that his Committee on the Calendar had not considered Spring Day and would have to await the adoption of a daily schedule to go to work. The Professor of Philosophy, Max Black, remarked that since the week-end was a holiday, there would on Spring Day be "lots of fugitives looking bleary-eyed and with no place to go." Professor Pike might find an influx if classes were held. Other suggestions included the proposal that "suspension" of classes be endorsed without making the holding of classes illegal. The motion was then put to a vote and carried by an approximately 75% majority. The President declared that he interpreted the vote as carrying with it the understanding that the value of Spring Day would be re-considered in connection with the new calendar; he objected, however, to having to wait until mid-May for Spring: he was ready in mid-March.

The Dean then made several announcements. The Associate Professor of Romance Studies, Alain Sez nec, was replacing the Professor of English, Robert M. Adams, on the Commission for Undergraduate Education. The Professor of Mycology, Richard P. Korf, was appointed an additional member of the Committee on Environmental Values. The Personnel Director, Diedrich K. Willers wished to announce that for faculty and staff over 64 years of age there would be a meeting on March 25th in the James Law Auditorium in the Veterinary College to discuss Medicare, Social Security, and the University Health Plan; representatives of the Social Security Agency would be there.

The Dean then introduced the problem of the proposed new daily schedule, which would be discussed at the current meeting and voted on at the regular April meeting. The postponement of a formal resolution had seemed desirable in the light of scheduling conflicts that would prevent some students from taking electives of their choice outside their colleges. Additional information and study was needed. The Dean had accordingly, asked a small committee representing the Committee on Registration and Schedules to work with Professor Plane and himself in an effort to minimize difficulties. The Council preferred the 55-minute class schedule, of which two or three variations were possible. He asked Professor Plane to describe the problem in further detail.

Professor Plane explained that one assumption that had guided his committee was that a 15-minute passing period was desirable. Another was that the faculty would probably wish to maintain as close to the same amount of actual instruction

time as is presently available, with fourteen weeks reserved for class meetings, instead of fifteen, a slight lengthening of the class period would serve, permitting some leeway for overtime and for discussion. A third was that a schedule should be devised that would permit the neat dovetailing of laboratory periods that range in length from two hours to two-and-a-half hours to three hours into the pattern of the instruction periods. What the committee could not know was how serious the conflicts would be in the future, how serious the conflicts are at present, and what weight to give them. Professor Plane pointed out how one laboratory period could eliminate three lecture periods from a student's day and outlined the alternative possibilities. He asked whether his committee was right in regarding the 45-minute class period as too short, whether the two-and-a-half hour lab was to remain unchanged, and whether the present conflicts were serious.

Professor Plane was first questioned about the assumption that 15 minutes were necessary for the passing period. One member of the faculty had timed himself at what he felt was the speed of most male students--somewhat faster, he conceded, than that of his colleagues or the coeds - in a journey from Rand to Gruman, and had clocked himself in exactly $8 \frac{1}{2}$ minutes. Under severe questioning he admitted that the line he took was a straight one "as the crow flies". The President asked him how he had gone. The reply was that there had been a corner that might require adding the square root of 2. Other members reminded the faculty that the weather constituted a variable, that those beyond Mann Library might not be able to

reach the lower campus in 10 minutes, that when classes were changing in Goldwin Smith one needed at least 10 minutes to go simply from Goldwin Smith's second floor to an Ives classroom. Increased opportunity to talk with students after class was seen as a positive argument for the 15-minute break.

Concerning the length of the class period there was a range of suggestions including that of a variable schedule with 45 minutes assigned to some classes, longer periods to others, depending on needs. Generally the discussion focused on how teaching time was related to scheduled time. Some members noted that at present, with only 10 minutes allowed between classes, the full 50 minutes could not be utilized. They felt that a 55-minute period was not necessary; that with fifteen minutes for passing there would be almost 100 percent use of a 50-minute period, and since the extra five minutes for passing was already taking time from the student's day, no further time ought to be taken.

The role of the lunch hour was also touched on. The possibility of a reduced but class-free lunch period was discussed but sentiment seemed to favor a 50-minute schedule with a 50-minute lunch hour in which classes could be scheduled in those rare instances when they might be desirable.

The Dean of the College of Engineering, Andrew S. Schultz, Jr., explained that for the Engineering schools the 60-minute class periods would appear most desirable. For 2 1/2-hour labs could be compressed into 2 1/4 hours and thus consume only two lecture periods. He noted that engineers in their upperclass years are asked to take two electives in the liberal arts and

that to consume more than two lecture periods would be to deprive those students of opportunities to get their first choices. Even now only 75 percent of the upperclassmen can take their first choice electives, and in some areas only 65 percent of the underclassmen, who take only one elective, can take first choices. The effects of reducing laboratory time were not known. A proposal to reduce lab periods to 2 hours and 5 minutes had recently been resisted, he said.

Professor Plane said that the only serious question relating to choosing between the 50-minute and the 55-minute periods was faculty sentiment. After further discussion about whether the presence of the lunch hour was a radical factor, the faculty was asked to indicate its preference. Six members indicated preference for the 55-minute period, 80 for the 50-minute period; 1 for neither.

The Dean then presented a resolution on behalf of the Faculty of the College of Agriculture concerning the use of S and U grades.

RESOLVED THAT:

1. If a department of the College of Agriculture believes that students in a particular course should all be graded "S" or "U", it will so recommend to the Committee on Educational Policy, which shall have authority to approve or disapprove the request. Once approved, the policy regarding "S" and "U" grading must be published as part of the course description in the College announcement.

2. To meet graduation requirements, a student will be required to pass at least 100 semester credit hours of course work for which letter grades (other than "S" and "U") are earned. Requests to receive grades of "S" or "U" are subject to the following limitations.

- A. A student may not enroll in more than one course per semester (exclusive of physical education) in which he requests or will be assigned a grade of "S" or "U".

B. A student must earn letter grades other than "S" or "U" in courses which his advisor considers requisite to his specialization and in the 45 hours of course requirements in physical sciences, biological sciences, social sciences, and humanities.

C. During the official period of preregistration in courses, a student above the freshman level may indicate the one course, if any, in his schedule in which he will be graded "S" or "U" or in which he wishes to be graded "S" or "U", provided that it is permissible to be so graded. A student's request for an "S" or "U" grade in a course where this is permissible is irrevocable.

3. The grades "S" and "U" will be excluded from the computation of semester and cumulative averages, will be counted for credit if an "S" is received, and will appear on the student's record.

4. This proposal is experimental in nature and, upon adoption, should be reviewed by the Committee on Educational Policy no later than the academic year of 1970-71.

The motion was seconded. Questions were asked as to whether only certain courses would be permitted to give these grades and whether students would make oral or written request for such grades. The answers were that the option would not be limited to particular courses and that details concerning implementation awaited the University Faculty's approval of the resolution. The motion was then put to a vote and carried unanimously.

The meeting was adjourned at 5:50 p.m.

Robert H. Elias
Secretary

3246
Olin Hall
Room M
April 13, 1966

The President called the meeting to order at 4:30, with 109 members attending. He asked for additions or corrections to the minutes of the meeting of March 9 and, there being none, declared them approved. He then turned to the Secretary of the Faculty for a report from the Committee on Elections.

The Secretary reported that 798 ballots were cast, that 787 were valid, and that the following were the results:

1. Nomination for the office of Faculty Trustee; the number of votes received by the several candidates were:

the Professor of Child Development and Family Relationships, Professor Urie Bronfenbrenner, 328 votes;

the Professor of Computer Science and Industrial Engineering, Professor Richard W. Conway, 170 votes;

the Professor of Law, Professor W. David Curtiss, 406 votes;

the Walter S. Carpenter Professor of International and Comparative Politics, Professor Mario Einaudi, 257 votes;

the Professor of Industrial and Labor Relations and of Law, Professor Milton R. Konvitz, 289 votes; and

the Professor and Chairman of the Department of Chemistry, Professor Harold A. Scheraga, 301 votes.
2. For a member of the Faculty Council for a three year term, 625 ballots were cast, of which 364, a majority, were cast for the Professor of Plant Breeding and Director of Resident Instruction, the New York State College of Agriculture, Professor Herbert L. Everett.
3. For another member of the Faculty Council for a three year term, 610 ballots were cast, of which 314, a majority, were cast for the Professor and Head of the Department of Veterinary Anatomy, Professor Robert E. Habel.
4. For another member of the Faculty Council for a three year term, 627 ballots were cast, of which 376, a majority, were cast for the Professor of Engineering Physics and Director of the Nuclear Reactor Laboratory, Professor David D. Clark.

5. For another member of the Faculty Council for a three year term, 606 ballots were cast, of which 358, a majority, were cast for the Associate Professor of Romance Studies, Professor Edward P. Morris.
6. For a member of the Committee on Academic Freedom and Tenure for a four year term, 652 ballots were cast, of which 349, a majority, were cast for the Professor of Civil Engineering and Associate Dean, College of Engineering, Professor Gordon P. Fisher.
7. For another member of the Committee on Academic Freedom and Tenure for a four year term, 657 ballots were cast, of which 332, a majority, were cast for the Professor of Chemistry, Professor Andreas C. Albrecht.
8. For a member of the Committee on the Economic Status of the Faculty for a five year term, 696 ballots were cast, of which 436, a majority, were cast for the Professor and Chairman of the Department of Economics and Associate Director of the Southeast Asia Program, Professor Frank H. Golay.
9. For a member of the Committee on Nominations for a three year term 688 ballots were cast, of which 374, a majority, were cast for the Professor of Industrial and Labor Relations, Professor Alice H. Cook.
10. For another member of the Committee on Nominations for a three year term, 681 ballots were cast, of which 346, a majority, were cast for the Professor of Sociology, Professor Robin M. Williams, Jr.
11. For another member of the Committee on Nominations for a three year term, 641 ballots were cast, of which 361, a majority, were cast for the Professor and Head of the Department of Plant Pathology, Professor George C. Kent.
12. For a member of the Committee on Student Affairs for a three year term, 625 ballots were cast, of which 366, a majority, were cast for the Professor of Child Development and Family Relationships, Professor Henry R. Ricciuti.
13. For another member of the Committee on Student Affairs for a three year term, 624 ballots were cast, of which 346, a majority, were cast for the Professor of Electrical Engineering, Professor Ralph Bolgiano, Jr.
14. For a member of the Committee on Student Conduct for a four year term, 590 ballots were cast, of which 312, a majority, were cast for the Assistant Professor of Psychology, Professor James B. Maas.

15. For another member of the Committee on Student Conduct for a four year term, 627 ballots were cast, of which 329, a majority, were cast for the Professor of Rural Sociology, Professor Philip Taietz.
16. For a member of the Board of Physical Education and Athletics for a three year term, 647 ballots were cast, of which 413, a majority, were cast for the Assistant Professor of Agricultural Economics, Professor Daniel G. Sisler.
17. For a member of the University Board of Health for a three year term, 651 ballots were cast, of which 390, a majority, were cast for the Professor of City and Regional Planning, Professor John W. Reys.
18. For a member of the Committee on Academic Integrity for a three year term, 724 ballots were cast, of which 405, a majority, were cast for the Professor of Economics, Professor Chandler Morse.
19. For another member of the Committee on Academic Integrity for a three year term, 602 ballots were cast, of which 375, a majority, were cast for the Professor of Electrical Engineering, Professor Simpson Linke.

The President then called upon the Chairman of the Committee on Academic Integrity, the Professor of Mechanical Engineering, Bart Conta, for a report. Professor Conta described the work of his committee during its three years of existence. It had heard 31 cases, three of them during the current academic year. It found that many violations of the Code were inadvertent, largely because the requirements and expectations of the individual professor concerning discussion, collaboration, and the exchange of information remained too hazy in tasks to be performed outside the proctored classroom. Professor Conta noted that academic dishonesty at Cornell seemed to be less common than at other institutions, that many cases remained undetected, either because the student was too clever or because the professor was reluctant to be involved in a hearing; and that some violations were being handled by individual professors, an act

that was itself a violation of the Code. His Committee would continue to seek Faculty cooperation.

The President then asked the Chairman of the Committee on Environmental Values, the Professor of City and Regional Planning, Kermit C. Parsons, for a report. Professor Parsons, outlining the objectives and concerns of the Committee, stressed the extent to which environmental values implied more than simply conservation. Not only did the Committee seek to preserve the gorges, the Beebe Lake shoreline, and other natural elements, together with the University's first three buildings; it also was concerned with the location of new buildings and the changing skyline. The Committee viewed itself as a vehicle for communication and discussion, formulating recommendations to aid those responsible for action, and it urged the development of tools needed to bring the maximum concern and talent to bear on the year-by-year and day-by-day process of change in the campus environment. Specifically, it set forth the following objectives: (1) providing better information about and evaluation of existing campus values; (2) developing better understanding and appreciation of these values by the University community; (3) providing competent and talented attention to design in all changes in the campus; (4) establishing procedures for regularizing the process of reviewing and making recommendations concerning all proposals which result in changes of the visual elements and relationships of the campus, and; (5) establishing procedures by which this committee's concern with environmental values may be expressed in connection with major proposals in ways that will be effec-

tive, yet compatible with an efficient process of making administrative decisions.

In the interests of those objectives, the Committee suggested:

- 1) That a thorough inventory of our environmental resources be prepared as a basis for measuring proposed changes against the preservation of existing values.
- 2) That we encourage discussions and critical writing of the best sort concerning environmental values; so that, for example, provisions be made that both the formal publications of the University and the oral commentaries by campus guides include more, and more accurate, information about the landscape and the architectural values of the campus.
- 3) That the University administration consider a variety of measures for improving the quality and scope of attention given to design in the development and preservation of the campus. Such measures probably should include: the retention of a University landscape advisor; continued efforts to obtain architects of exceptional skill and imagination for new projects, as well as for important remodeling projects; from time to time, a search for younger designers through the device of competitions judged by a jury of first rate architects and critics; and retention of a highly competent young landscape architect to design and review the small projects which have such substantial cumulative effect on the appearance of the campus.
- 4) That the University Planning Office be made responsible for review and recommendation on projects, large or small, that will effect significant changes in the appearance of the campus.
- 5) That the operating departments of the University which initiate changes be given clear instructions about the types of projects that should be submitted to the University Planning Office for review, and about the stage in their plans at which the project should be submitted for review.
- 6) That the role of this Committee be defined as representing the University faculty interests in and concerns with environmental values, and that its function be to advise the Vice Provost and the Planning Office on major environmental changes at the stage when sites are being selected and when architects have prepared schematic designs; and that this Committee be charged with the

responsibility of reporting annually to the Faculty Council on the progress of its work.

The President asked to whom the report was addressed. Professor Parsons answered that it would go to the Faculty Council for further action. The Professor of Child Development and Family Relationships, Urie Bronfenbrenner, then asked what could be done pending the appointment of a landscape architect. He pointed to the erosion along Beebe Lake caused by the construction of Helen Newman Hall. He reminded the Faculty of the daily damage being done to the slope on the Lake side of Baker Laboratory, of the scarred trees, of the neglected opportunities to repair and prevent destruction of woods and land. He wondered whether funds were available and whether anything concrete could be done, and done soon. Professor Parsons replied by saying that more care was being taken now than had been taken in the past. Vice-provost Mackesey added that the Planning office "tries to keep constantly in mind the damages that will occur in response to the Faculty's demand for better working conditions." He indicated that he was concerned, assured the Faculty that the forthcoming addition to Martha Van Rensselaer would invade only a parking lot, and said that it was too bad that the tree Professor Bronfenbrenner had discovered injured had been hurt. At this point the President intervened to say that Professor Bronfenbrenner's point was an important one; change was of course, inevitable, and it was the Committee's purpose to help define the consequences so that changes would not proceed blindly. He recommended that Professor Steward's poem concerning the tree that disappeared before Clark Hall be read; he

commended the Committee report for its balance; and he declared himself willing to offer funds to help enlist experts where available.

Professor Bronfenbrenner remarked that his concern was practical - even painting a tree could save it; fences could arrest slides. The President promised to consult with the Vice-provost and with the Vice-president for Business, John Burton, to see what could be done. He concluded by stating that, whatever information had been prompting continuing inquiries, no plans were in being or in process for eliminating the Andrew D. White Museum.

The Professor of Business History and Transportation, John G. B. Hutchins, suggested another area of concern. He had lived in McGraw Hall many years. It was nice to retain the original buildings, but thaws brought leaks, cold weather brought drafts. There had been improvements in recent years. What of the restoration of the interiors of the "fine old buildings"?

Professor Parsons said that the Committee was aware of the need. Morrill Hall had lately been designated as an historic monument. The University had accepted a responsibility and would have to remodel Morrill in an appropriate way -- it would have to treat McGraw and White similarly.

The President next called upon the Vice-president for Academic Affairs, Robert L. Sproull, for a progress report from the University Commission on Undergraduate Education.

Professor Sproull briefly sketched the Commission's activities since early December and indicated that it would be inappropriate to credit the Commission with improving undergraduate

education, since everyone was engaged in the task. The Commission's role had been primarily to coordinate, prod, and direct Administrative activities; most of the progress could be seen in an impressive list of projects the seven Deans had outlined for the Commission. Although everyone on the Commission had helped get its work off to a good start, Professor Sprcull gave most of the credit to the Faculty representatives, and especially to the Professor of English, Robert M. Adams, who had served until March. The Commission had begun by setting priorities in six areas:

- 1) Freshman English. The Commission had early been confronted with one result of the Kahn-Bowers report: the English Department's decision to abandon Freshman English. The Arts College had supported the move, substituting clusters of courses in the Humanities, under the supervision of the Associate Professor of English, Edgar Rosenberg. The subsequent problem was twofold: A) How to guard against a decline in writing ability during a student's college years and B) what to do about remedial needs. The Commission was observing the College of Agriculture's efforts with interest.
- 2) Advising. Especially during the undergraduate years the burden was being carried by others than the advisors. Dean Stuart M. Brown, Jr., was preparing a proposal to put before the Arts Faculty at a special meeting on April 28.
- 3) S/U grades. They were being provided for in all colleges except Engineering and their use was to be studied.

- 4) Undergraduate teaching. Through the Provost \$100,000 had been added to the Arts College budget for four projects to improve undergraduate education. One project was the new freshman American History course.
- 5) Requirements. The desirability of rigid requirements like those of the Arts College had been questioned by both the Keast and the Kahn-Bowers reports. The 6-year Ph.D. program, combining flexibility with close advising, might provide guidance. As the Kahn-Bowers report pointed out, the rigidity of requirements was bound to affect the quality of advising.
- 6) Course evaluations. The Commission recognized that both the faculty and the students would have roles in developing programs for evaluation. Under Professor John Roberts, a group was developing a questionnaire for members of the faculty to use if they wished in securing information from their classes as an aid in improving courses. It would be available in May. The School of Industrial and Labor Relations was considering a plan that would be less permissive. The students, first concerned with questions of faculty tenure, were now more fruitfully working on a plan for an evaluation of courses that would guide students in planning their programs. These evaluations would take the form of signed articles.

There being no questions, the President called upon the Dean for a report concerning the Committee of Faculty Sponsors for the Professors-at-Large. The Dean announced that the chairman was the Susan Linn Sage Professor of Philosophy, Max

Black, and that the members were the following (the Professors-at-Large they had sponsored are within parentheses following the sponsor's name): the Professor of Mathematics, Paul Olum (Professor Mark Kac), the Professor of Romance Studies, Jean-Jacques Demorest (Professor Charles Singleton), the Professor of Biology, Robert S. Morison, (Miss Barbara McClintock), the Professor of Philosophy, Norman Malcolm (Professor Georg Henrik von Wright), the Professor of Chemistry, Harold Scherga (Professor Manfred Eigen), the Associate Professor of Economics, Tom E. Davis (Professor Casio Villegas), the John L. Senior Professor of American Institutions, Clinton L. Rossiter (Professor Raymond Aron), and the Charles A. Alexander Professor of Biological Sciences, Frederick C. Steward (Sir Peter Medawar). He then asked Professor Black to comment.

Professor Black recalled that the category of Professor-at-Large had been voted by the faculty early in 1965. There was in being a distinguished group of eight. Professor Eigen was here now. Professor von Wright had been a visitor. Miss McClintock and others were expected in the near future. The numbers could now be augmented. Professor Black welcomed suggestions; the program envisaged a group of eighteen, and three to five might be added next year.

The President then, under unfinished business, called upon the Dean for a resolution calling for the establishment of a new daily calendar. The Dean described the consultations that had taken place among various groups since the previous meeting of the Faculty. If the resolution passed, the Committee on ^{Calo} Registration and Schedules would have a 5-year calendar ready for the May meeting. He then asked the co-chairman of the

Committee on Revision of the Calendar, the Professor of Chemistry, Robert A. Plane, to describe the new calendar in detail. Professor Plane said that his Committee's task had been made easy by the consensus secured at the previous meeting. He wished simply to note two differences from the current schedule; the lunch hour was eliminated to permit eight lecture periods instead of seven, and the laboratory hours were specified to fix them and to protect the prime morning hours. After explaining a few details, Professor Plane moved the following:

RESOLVED THAT, effective September 1967, the daily class schedule shall be:

1. All lectures, recitations, or similar exercises shall start at 8:00 a.m., 9:05 a.m., 10:10 a.m., 11:15 a.m., 12:20 p.m., 1:25 p.m., 2:30 p.m., or 3:35 p.m., and shall continue for 50 minutes.
2. All laboratories or similar exercises which continue for 1 hour and 55 minutes or 2 hours and 25 minutes or 3 hours shall be scheduled as follows:

<u>1 hour and 55 minutes</u>	<u>2 hours and 25 minutes</u>	<u>3 hours</u>
8:00 - 9:55 a.m.	7:30 - 9:55 a.m.	8:00 - 11:00 a.m.
10:10 - 12:05 p.m.	10:10 - 12:35 p.m.	10:10 - 1:10 p.m.
12:20 - 2:15 p.m.	2:00 - 4:25 p.m.	1:25 - 4:25 p.m.
2:30 - 4:25 p.m.	7:30 - 9:55 p.m.	7:30 - 10:30 p.m.
7:30 - 9:25 p.m.		

3. The hours of 4:25 p.m. to 7:30 p.m. shall be free from all formal undergraduate class or laboratory exercises.
4. Evening classes shall be used only when regularly scheduled and included in written college announcements or as recommended by the Faculty Committee on Registration and Schedules; evening lectures, recitations or similar exercises shall start at 7:30 p.m., and 8:35 p.m. and evening laboratories or similar exercises at 7:30 p.m.
5. No exceptions to the above schedules including the provision for free time between 4:25 and 7:30 p.m. shall be allowed save by permission of the Dean of the College, Director of the School, or Head of the Independent Department concerned; such exceptions that are approved shall be regularly scheduled and included in written college announcements.

and, be it further resolved that, effective September 1967, this legislation shall replace that adopted by the University Faculty on May 10, 1950 in reference to the daily class schedule.

There was a second.

The Associate Professor of Electrical Engineering, Richard L. Liboff, began the discussion by asking for a show of sentiment in behalf of a daily schedule that would begin at 9 a.m. and conclude at 5:30 p.m. Several members of the Faculty objected. They said that the previous meeting had been held for the purpose of ~~discovering~~ sentiment; ~~this~~ meeting was for the purpose of considering a formal motion, and the motion had been made. The Professor of Philosophy, Max Black, stated that the request was out of order and that the only way now to secure a show of sentiment was to seek a vote by moving a change in the motion. Professor Liboff accordingly moved an amendment that would preserve the pattern embodied in Professor Plane's motion but would simply begin the day an hour later. There was one second (by Professor Black), no discussion; put to a vote, the amendment received one Aye and a roar of Nays.

The Associate Professor of Biology, William T. Keeton, explaining the special needs of his department, then asked whether 9 o'clock laboratories could be scheduled on Saturdays. Professor Plane replied by saying that such laboratories could be petitioned for under Provision #5.

There were no further questions. The motion was put to a vote and passed unanimously.

The President called upon the Dean of the College of Architecture, Burham Kelly, for a resolution regarding S and U grades. Dean Kelly thereupon moved that the University Fac-

ulty approve the following proposal regarding the grading of undergraduate students in the College of Architecture.

- A. The various Faculty units of the College (art, urban design, structures, etc.) may designate courses in which S. U. grade options will be permitted.
- All courses specifically required for a degree in this College must be given letter grades.
- B. All courses not specifically required for a degree may be graded S. or U., provided that:
- a. in a course designated as S. or U. course, the instructor may give these grades for the entire class, but must announce this decision before preregistration.
 - b. where the option for letter grades of S. and U. exist both student and faculty member must agree on the option. This agreement must be made by the end of the first week, in writing.
 - c. once agreed upon, this grade option will be used for the final grade.
 - d. the grade S. will be given for work of C- or better.
 - e. the S. grade will be calculated as satisfying credit points, but is not calculated in cumulative average.
 - f. the U. grade will be recorded, but it not calculated in the cumulative average.
- C. A student may take only one course per semester in which he receives an S. or U. grade.
- D. The course in the New York City Program may be given S. and U., although they are required for the degree.

The motion was seconded. The Acting Director of the Division of Unclassified Students, the Associate Professor of Industrial Engineering, Martin W. Sampson, expressed his concern over the lack of standardization of S/U grades in the University. Dean Kelly said that he was aware of the problem. Professor Urie Bronfenbrenner asked whether there would be difficulty if Arts students elected to receive S/U grades in courses in which

Architecture students were required to be graded. Dean Kelly explained that generally out-of-college students were not in the same courses as the architects.

The motion was then put to a vote and passed without dissent.

The meeting was adjourned at 5:45 p.m.

Robert H. Elias
Secretary

3260
Olin Hall
Room N
May 11, 1966

The President called the meeting to order at 4:35 p.m., with 187 members attending. He asked for additions or corrections to the minutes of the meeting of April 13th and, there being none, declared them approved. He also asked whether anyone wished to make any changes in the "Minutes of the Special Meeting of the University Faculty, February 29, 1966" (sic) and, there being no response save laughter, offered to identify the Alias in question if necessary.

The President then announced the death of:

Dean R. Marble, Professor of Poultry Science,
on April 17,

and

Harry H. Love, Emeritus Professor of Plant
Breeding, on April 20

Turning to a series of reports from committees, the President first called upon the Associate Professor of Speech and Drama, John F. Wilson, for a report from the Committee on Prizes. Professor Wilson explained that his committee had met half a dozen times during the past academic year and investigated the awards open to students in more than one of the schools or colleges of the university, with a view to making more effective the expenditure of the time administering the prizes and the money offered to competitors. Some prizes were so obsolete in form or requirements that non-existent gold medals were offered and prizes were still being listed for topics no one wrote about. The amounts offered, substantial when originally instituted, now were too small to invite competition. And generally, there was inadequate

publicity concerning the competitions and inadequate recognition of the recipients of awards. The Committee on Prizes had accordingly (1) recommended the abolition of medal awards and of obsolete topic areas; (2) persuaded descendants of prize-fund donors to permit changes that would make the prizes more attractive or permit their being combined with other prizes to increase their value; (3) proposed that the Cornell Daily Sun publish a summary list of prizes at a date near the end of the academic year, consulted with the Director of the Office of University Publications to work out the designs of an attractive brochure and a poster describing the prizes, and initiated arrangements for an annual Honors Convocation, beginning with one on May 25, at 8 p.m. at which the President would deliver the main address, the Vice-President for Academic Affairs announce the awards, and the Glee Club sing. Special seating arrangements were planned for all recipients of honors and awards.

The President next called upon the Professor of Architecture, Ludlow Brown, for a report from the Committee on the Calendar. Professor Brown then presented the two following resolutions:

1. Resolved: That the orientation period for new students should not be longer than at present, with reference to the first day of instruction, and that the Faculty Committee on Student Affairs be requested to determine appropriate dates for orientation, to be included in the academic calendars.

2. Resolved: That no classes be cancelled for any of the normal student weekend activities during the scheduled periods of instruction.

He then moved the adoption of the first. The motion was seconded. The President asked whether anyone shared his uncertainty as to the meaning of "with reference to the first day of instruction". Professor Brown sought to define the relationship, but there being signs of dissatisfaction, the Associate Dean of the College of Arts and Sciences, G. Ferris Cronkhite, moved to amend the motion by deleting "with reference to" and substituting "and that the period should terminate on". There was a second. The Director of Cornell United Religious Work, W. Jack Lewis, expressed concern over the meaning of "on". Would that permit continuing orientation through the evening of the first day of instruction, or would orientation have to terminate before the first class? CURW needed the evening of the first day of instruction. Mr. Cronkhite explained that by "on" he did not mean "before". The Professor of Personnel Administration, John P. Hertel, explained that the committee did not intend all forms of orientation to cease after instruction began; the intent was simply to set a time for the orientation period. The amendment was then put to a vote and passed, 57-43. The Dean of the College of Arts and Sciences, the Professor of Philosophy, Stuart M. Brown, Jr., then spoke against the motion to adopt the resolution. There should he said, be no terminus to orientation which ought continue well beyond the first week of classes. The Registrar, Herbert H. Williams, then moved

a second amendment, that after the word "Affairs", be inserted "in consultation with the Registrar, the University Health Services, and the Department of Physical Education and Athletics". This was seconded and adopted without debate. The Associate Professor of English, Walter J. Slatoff, expressed puzzlement; the amendment (Dean Cronkhite's) that had been intended to clarify the resolution had simply changed the issue into a debatable one. The Professor of Electrical Engineering, Benjamin Nichols then moved the resolution be tabled. There was a second, and unanimous approval.

Professor Ludlow D. Brown then moved the second resolution, explaining that since his committee had been asked to consider Spring Day in their planning, the committee had done so and decided not to make special provisions for it; Spring Day was but one of many special weekends, and the new calendar sought "to preserve the integrity of instruction in conjunction with such student activities." The motion was seconded. A member of the faculty questioned the meaning of "normal". Professor Brown replied that it referred to all times except those special occasions when, with the President's discretion, classes could be cancelled. The resolution was then put to a vote and carried with but three nays.

The Professor of Public Administration, Paul Van Riper, then moved, "That the matter of the orientation schedule and content be referred to the Faculty Committee on Student Affairs for appropriate action, in consultation with the Registrar, the University Health Services, and the Department of Physical Education and Athletics." This was seconded and passed unanimously without discussion.

Professor Brown then presented the committee's five-year calendar, explaining the dating of the vacations and the hours given for suspending and resuming instruction. He moved adoption of this calendar. Following a second the Professor of Theoretical and Applied Mechanics, Henry D. Block, asked whether the committee had taken into account the difficulties of beginning the fall term on September 11, 1967, for faculty whose research contracts extended to September 15. Professor Brown said that the dates set were in accordance with the faculty's decision. The Professor of Industrial and Labor Relations, Robert H. Ferguson, a member of the Committee on the Calendar, wondered whether the committee had any reason for continuing in existence, inasmuch as so many dates were fixed by others. The Dean pointed out that the revision of the calendar and of the daily schedule had been primarily responsible for this year's restriction on the committee's work. The five-year calendar was approved.

The President then asked the Professor of Law, Robert S. Pasley, for a report from the Committee on Student Conduct. Professor Pasley, suggesting the groundlessness of stories of conflict between his committee and the Undergraduate Judiciary Board, the Faculty Committee on Student Affairs, the Faculty Council, and the Cornell Sun, reviewed the work of FCSC since May 1965. He described the procedures and jurisdiction of the committee, cited statistics concerning the number and nature of the actions taken, and indicated that the overall pattern and volume of cases compared favorably with the previous

year's. A perennial problem for the committee was that of "overnight mixed company". In recent years the committee had taken no action when the occurrence had been off-campus and when it had not raised the question of being "clearly indecent" or of infringing upon the rights of others. During the past year, however, several cases had occurred on campus. There had been meetings with the Faculty Committee on Student Affairs and with the Undergraduate Judiciary Board and the Executive Board of Student Government in attempts to reach general agreement concerning matters of propriety and decency. There was a difference of opinion among the groups as to whether the language of the Student Code should be revised and, if so, how; and within the Faculty Committee on Student Conduct there was a division over the meaning and appropriateness of the on-campus rules and their enforcement. Professor Pasley concluded by listing the steps the committee had taken to fulfill its responsibilities on the Faculty's behalf:

- (a) The Committee had approved a revised constitution for the Undergraduate Judiciary Board.
- (b) The UJB and the Committee had changed their publicity procedures. Now, a full report of actions taken (without releasing names) was given to the University News Bureau, for dissemination to the press and radio, the day following each hearing. Formerly, such action was withheld until a case had been finally disposed of, which resulted in a delay of publicity, not only in the case appealed but often in all other cases heard at the same time.
- (c) The Chairman had requested the Vice-President for Student Affairs and the University Counsel, in cooperation with the Dean of the Faculty and the University Proctor, to scrutinize the methods used in investigating cases of alleged misconduct by students, particularly when outside police authorities were involved.

- (d) A subcommittee had been appointed by the Chairman to review the Committee's procedures, in particular
- (i) the role and function of an advisor at hearings, especially when that advisor was an outside attorney.
 - (ii) the procedures for informing a student of his rights, and
 - (iii) the procedures for screening out minor cases, such as relatively innocent pranks (not all student "pranks" were "innocent") which might be handled informally.
- (e) Most important of all, the Chairman had initiated discussion with the Vice-President for Student Affairs looking toward a comprehensive review of the whole area of student conduct and student disciplinary procedures. Mr. Barlow had brought together representatives of the Committee, of the Faculty Committee on Student Affairs, the Office of the Dean of Students, the University Proctor, the UJB, and the Executive Board of the Student Government for this purpose. These discussions had just started, but it was envisaged that they will embrace at least the following:
- (i) The problem of "overnight mixed company," particularly in University dormitories in violation of University regulations;
 - (ii) The proper role of the University in disciplining students who were (or perhaps should be) charged with violations of the law by the civil authorities, and the procedure which should be followed in handling such cases;
 - (iii) The proper role of the FCSC vis-a-vis the UJB and the Faculty Council;
 - (iv) The role of the University Proctor;
 - (v) The role of the Dean of Students, the dormitory counselors and other counseling agencies.

Professor Pasley concluded by asking for the Faculty's suggestions and support.

The Associate Professor of Government, Andrew Hacker, asked whether the Constitution had been brought to the Proctor's office. He alluded to the alleged arbitrary treatment a student had recently been subjected to and said that Cornell University should certainly be above reproach. Professor Pasley replied that he was aware of the case; the Committee had looked into the matter. But he pointed

out that his committee had no jurisdiction over the Proctor. He believed that the Proctor was aware of his obligations. At the same time, he agreed that it was a matter of concern. Professor Hacker thereupon asked the Committee to continue to investigate and to report to the Faculty next year. Professor Pasley said that this was one of the problems for the committee that was scrutinizing the methods of investigating cases of alleged misconduct.

The President than called upon the Dean of the Faculty for a report from the Faculty Council in reference to academic probation. The Dean quickly summarized the history of discussions of "probation" and how a need had arisen to distinguish between academic and disciplinary probation. He also pointed out that there was considerable feeling that participation in extra-curricular affairs might be therapeutic and ought not be automatically prohibited - advising and counseling would be more appropriate. The Deans of the several schools and colleges had considered the question last August. The resolution he was about to present had been referred to the Faculty Committee on Student Affairs, which had endorsed it by a 7-2 vote, and had been unanimously approved by the Faculty Council's Committee on Academic Affairs and by the Council itself. Accordingly, the Dean moved the following:

RESOLVED, That probation as defined in the Records of the Faculty be redesignated as disciplinary probation and that probation not be used as a penalty for low academic performance;

that all academic procedures in the nature of warnings given to a student for low academic performance be left entirely in the hands of the faculties of the individual schools and colleges, and that no such warning be reported to the Registrar for notation on a student's

permanent record and, that there shall be no curtailment of a student's extra curricular activities for reasons of academic performance while he is regularly enrolled;

that the following series of actions with respect to the separation of a student from his school or college be approved, and where used, reported to the Registrar for recording upon the student's transcript:

1. "Leave of Absence." (This indicates a voluntary or temporary separation with the consent of the college.)
2. "Withdrawal." (This indicates voluntary separation and requires college approval for readmission.)
3. "Suspension for Academic Deficiency." (This indicates involuntary and temporary separation from the school or college in which the student is then registered. It contemplates a student's re-registering after he has satisfied the terms of the suspension.)
4. "May not Re-register, _____ College." (This indicates that a student's academic deficiency precludes his continuation in the school or college where he is currently enrolled, but does not preclude acceptance by some other school or college.)

There was a second. Two members from the Engineering Faculties regretted the assumption that probation was a penalty. In Civil Engineering, for example, according to the Associate Professor of Construction Engineering, William H. Richards, probation was viewed as a "protection" of the student against outside pressures from athletic coaches, play directors, fraternities, and so on. Another member of the faculty found the new regulations euphemistic. "Probation" was clearer. Sanctions were another matter. He preferred, moreover, that students representing the University in athletics and other activities be students in good standing. Other questions focused on the information that would appear on a student's transcript. Were reasons for a leave of absence recorded? The

Registrar answered that the reasons are on the back not the face. The motion was then put to a vote, and passed easily.

The President then asked the Dean of the Faculty to introduce the report from the University Committee on Human Rights. The Dean described the genesis and career of the committee, briefly reviewed the faculty's various resolutions and activities concerning discrimination during the past decade, announced that at the next meeting of the University Faculty the report of the Special Committee on Fraternities would be available for consideration, and invited the Assistant Professor of Government, Alan A. Altshuler, to present the report of the Committee on Human Rights.

Professor Altshuler described the committee's procedures and problems. It had, to begin with, sought simply to find out whether any outside influence could be exerted on membership selection by local houses, and it had done so by circulating a questionnaire. Five months had had to pass before answers were available to be compiled. There was evidence of a variety of forms of intervention, worse in the sororities than in the men's fraternities. There was also evidence of a range of informal pressures. Titles to local property had been transferred to the national organization, who could then evict the local if its members pledged a Negro. Field secretaries regularly visited the pledge class to scrutinize local practices. Although only a minority of the houses might be practicing discrimination, there were numerous procedural

pressures. It was not practical to police each house, but by establishing certain principles and requirements, the University could help liberate the liberal forces and eliminate patterns of segregation. Thus, the effects contemplated were that recommendation #1 would remove national or alumni pressures (and eliminate the compulsory recommendations system of the sororities); #1a would permit Telluride to be considered for exemption, contingent on approval by the Committee on Human Rights and a decision about the nature of its autonomy; #2 would outlaw the "Ding" system (rather than the sorority's priority system); #3, controversial because of the sectarian origin of the sororities, would seek to assure that no Cornell student would be subjected to offensive rituals on initiation; #3a would provide for genuinely religious organizations (e.g., Young Israel), criteria for membership in which were only religious; #4 would define what could be the inevitable consequence of a national's refusal to grant local autonomy - for survival a local would have to sever its ties; #5 would simply indicate that once the proposals were promulgated, the houses should comply immediately if they could and seek waivers if they could not; #6 would prepare the way for the complicated machinery of detailed enforcement.

Professor Max Black immediately rose to a point of order. He noted the lateness of the hour and said that the subject was too weighty to be discussed in the ten minutes remaining before six o'clock. He, therefore, moved that a special meeting be called to discuss the topic then before the faculty and no other. There was a second. The Dean stated that such a meeting

would be held, if approved, in Rockefeller A on May 18 at 4:30. There were questions as to whether Professor Black's motion would confine the discussion to the Human Rights proposals or whether the larger question of fraternities could be included. Professor Black, the seconder, and others were in agreement that the topic was a broad one and did not mean restricting the discussion to the Human Rights proposals. There were questions as to whether voting could be by mail, or by proxy. Both were answered in the negative. It was understood that the meeting would not be bound by an agreement only to discuss and not vote - and that at the meeting, perhaps earlier, the report from the Special Committee on Fraternities would be available. It was to come before the Faculty Committee on Student Affairs on Friday. Professor Black's motion was then called for and passed without dissent.

The meeting was adjourned at 6:05 p.m.

Robert H. Elias
Secretary

The President called the meeting to order at 4:35 p.m. in Rockefeller A with 369 members attending. He announced that the minutes of the meeting of May 11th were not yet available for distribution but could be consulted by any interested.

The President then reported to the Faculty on the sit-in that had occurred in his office to protest the University's permitting its facilities to be used for the draft deferment examinations. He reviewed the origins of the sit-in, his return from the Trustees meeting in New York followed by his offer to discuss the issue in the White Museum, and the discussions themselves. He had made it clear to the demonstrators, he explained, that he regarded everything as open for discussion and that he was always ready to receive suggestions. On one point the protestors were adamant; that the June 4th examination not be permitted to be held in University facilities. He had assured everyone that he was anxious that the legitimate concerns of everyone be heard, but he was against discussions held under the pressure of force. To assess the validity of his position, he had since conferred with the administrative staff and with the Faculty Council. He asked the Secretary to read two resolutions unanimously passed by the Council that morning. They were:

The Faculty Council, representing a wide range of political views, unanimously believes that making the University's facilities available for an examination sponsored by the U. S. Government in no way involves a judgment of the Government's activities. It accordingly, with equal unanimity, supports President Perkins' position in making Cornell University's facilities available for the conduct of the Selective Service examinations.

The Faculty Council, recognizing a need for community-wide discussion of the assumptions and operation of the present draft laws, moves (a) that it join with the Administration and Student Government in sponsoring a discussion to be held in Bailey Hall, May 27, 7:30-10:30 p.m., concerning the doctrine and practice of the Selective Service and the determination of deferments, and (b) that the Dean appoint two Faculty representatives to meet with two representatives of the Administration and of Student Government for the purpose of planning the discussion.

The President said he was to confer with Student Government the next day.

The Professor of Mathematics, Paul Olum, rose to say that the students were asking for a meeting at which the Faculty as the Faculty would express its opinion concerning the operation of the Selective Service and deferment examinations. He wished to make a motion at an appropriate time. The President assured Professor Olum that when the afternoon's discussion terminated, or at 5:50 p.m. if the meeting was still in session, he would be given the opportunity to make his motion.

The President then asked the Dean of the Faculty to introduce the business of the special meeting.

The Dean reminded the Faculty that at the conclusion of the meeting of May 11th the University Committee on Human Rights had presented its recommendations for purposes of discussion but that since the hour had been late, there had been no discussion; nor had a motion been made. Today's meeting had been promised for the purpose of considering those recommendations and, as had been understood, the report of the Special Committee of the University Faculty on Fraternities. Since the latter was more comprehensive and basic, the Council had voted to ask the Faculty to defer consideration of the report from the Committee on Human Rights until the report of

the Special Committee could be considered and acted upon. He accordingly moved the deferment. There was a second, no discussion, and the motion carried with only one dissent.

The Dean then explained that the Faculty Committee on Student Affairs (parent of the Special Committee) had approved the report and sent it to the Council, on whose behalf he moved the adoption of the following statement and resolution:

The Faculty Council presents to the University Faculty the Report of the Special Committee of the University Faculty on the status of fraternities and sororities in the academic community and expresses its general agreement with that report. In so doing it intends in no way to belittle the important contributions made to Cornell during its first century by the fraternity system, which entered upon the scene with the active encouragement of President Andrew D. White, and counts many of our most distinguished alumni among its members and supporters. But it also recognizes that the social and the intellectual climate in our country generally and at Cornell in particular has vastly changed in recent years, and that the fraternity system has become less and less suited to the academic environment we now aspire to create. We, therefore, propose the following resolution:

The University Faculty, in the conviction that the living arrangements provided for our students are matters of basic educational concern, believes that the time has come to work toward a transformation of the total residential environment at Cornell. As part of that transformation, it proposes that the University proceed to disengage itself from the fraternity system. It requests the Dean of the Faculty to set up a Faculty committee, with the responsibility of seeking the cooperation of all the constituent elements of the Cornell community in working to these ends.

There being a second, the Dean asked the chairman of the Special Committee, the Associate Professor of English, Stephen M. Parrish, to comment and elucidate.

Professor Parrish stated that his committee had sought to be moderate in an area that was touchy and delicate. The proposition basic in their thinking had been set forth in the fifth paragraph of their report: "The educational responsibility of the University

extends beyond the classroom to include the whole environment in which learning and maturing take place." The large intent of their recommendations had been to propose coherence, design, order. Professor Parrish cited his own experience as an interviewer of candidates for Woodrow Wilson fellowships to illustrate the extent to which the residential environment and the fraternity system impinged on academic life at Cornell. It was typical of Cornell graduates that they praised all aspects of their Cornell experience except the residential environment. The committee had considered the two alternatives posed by the fraternities and sororities: either to reform them or to supplant them. Reform was regarded as impossible. The pressures from outside the University, the domination by external "controls", the practices, all created insuperable difficulties. And the University's close involvement with the fraternities made reform all the more complex and futile. Thus, Professor Parrish pointed out, when prospective students are brought to the campus on Cornell Day, half of them are housed in fraternities, who are allowed to represent the University. The Freshman Desk Book is the product of the Interfraternity Council, which picture fraternities in a favorable light. The University relies on fraternities for beds and food. Fraternities have become, in short, part of the Cornell "image" to the world. He referred to a recurring question asked him when he was recruiting for the 6-year Ph.D. program; the prospective students wanted to know about the role of fraternities at Cornell. The dominant role of the houses had made Cornell a second or third choice for many good students, and he said that Cornell outpulled only the University of Pennsylvania in the Ivy League. When his committee proposed "disengagement", then, it

meant setting up distance that would correct the image and foster excellence.

The Professor of Industrial and Labor Relations, Robert H. Ferguson, wondered how Professor Parrish could assign a critical role to fraternities when some of the colleges the good students preferred also had fraternities. Professor Parrish said that of course there were other factors; the situation was complex.

The Professor of Law, Robert S. Pasley, asked why the word "gentlemen" in paragraph #3 was enclosed in quotation marks. Professor Parrish replied that this was a word that occurred in testimony before his committee; it had been used by both the president and vice-president of IFC to describe the objective of fraternities; the quotation marks simply emphasized the quoted nature of the word; he, himself, however, was reminded of Dr. Johnson's description of Lord Chesterfield's idea of a gentleman as one who had "the manners of a dancing-master and the morals of a whore." Professor Pasley retorted that he thought Cardinal Newman's definition would be more appropriate.

The Dean of the Graduate School, the Professor of Chemistry, W. Donald Cooke, asked what "disengagement" meant. Professor Parrish said it meant to withdraw support, to cease exploiting, to create distance.

The Assistant Professor of Sociology, Charles D. Ackerman, questioned whether the whole idea of in loco parentis might not be extended too far. Professor Parrish answered that the committee had had no intention of such an extension and that it was not implicit in the recommendations. A diverse community was envisaged comprehending both on-campus and off-campus housing. The Associate

Professor of Ancient History, Donald Kagan, a member of the special committee, added that the committee had been much concerned with the students' freedom. Under present conditions, that freedom was severely limited; students had little choice. In a proper environment there would be a wide choice of living arrangements. Moreover, he pointed out, the University was inevitably involved with student housing, from approving physical conditions up to everything else.

The Director of the Division of Basic Studies, College of Engineering, the Professor of Electrical Engineering, Howard G. Smith, declared that the Cornell image did not disturb prospective engineers; they were not anxious.

The Associate Professor of Speech and Drama, John F. Wilson, wondered how many members of the special committee had been members of a fraternity. "How many," he asked, "have had the fraternal experience?" Professor Parrish said that he resented the question but would answer: Two of the six members of the committee had been fraternity members and he had served for two years as a fraternity advisor at Cornell.

The Associate Professor of Chemical Engineering, Jean P. Leinroth, then took the floor. He challenged the anecdotal nature of evidence like that supplied by the Committee on Disadvantaged Students. He would, he promised, use statistical evidence, and name names, calling Negroes Negroes and Jews Jews, to show how little discrimination there was. The Dean of the College of Arts and Sciences, the Professor of Philosophy, Stuart M. Brown, Jr., raised a point of order. Professor Leinroth, however, said that his presentation was occasioned by a remark Professor Parrish had made earlier to the effect that without discrimination fraternities

would cease to be fraternities as we know them. Professor Brown consenting, Professor Leinroth continued by offering an array of statistics concerning the religious and racial composition of fraternity pledge classes at Cornell. He had tabulated the percentage of Jewish members in Christian houses (as well as of Christian members in Jewish houses) and compared it with the percentage of Jewish pledges; he had compared the percentage of minority group bids with the percentage of such bids accepted and had found that when compared with the majority group bids accepted, the fraternities had done the job of assimilation well. Thus the percentage of Negroes pledged had been higher than the percentage of whites, and the percentage of Jews in Christian houses was rising rapidly. The IFC's current survey showed that within a very few years the proportion of Jews in the Christian houses had gone from 3% to 15%, with a goal of 25% set as reflecting the total University distribution. A computer could scarcely do better. No statistics were available for the sororities, doubtless because the girls were unaware of such distinctions. The fraternities were clearly "trying". Professor Leinroth especially commended the president of the Christian house to which he was an advisor, a Jewish boy who was "one of the finest fellows you could wish". The evil was "congregation not segregation." At the same time, Professor Leinroth favored getting rid of "vicious practices."

The Susan Linn Sage Professor of Philosophy, Max Black, rose to express his distaste for the numbers game - when a friend of the fraternities could speak in terms of clauses, or aiming at percentages, of "predominantly Christian": "Cornell University should be a place where such questions can't be raised and listened to in silence."

The Professor of Public Administration, Paul Van Riper, blamed the Committee on Human Rights for having raised the question of numbers; it was, therefore, relevant. He, however, wished to stress his agreement with the recommendation that viable alternatives to fraternities be provided. Such alternatives would, though, be a long time coming, and he was disturbed by the parental tone of the special committee's argument, an argument analogous, he felt, to one in behalf of company unions. The dormitory system at Cornell was, he pointed out, at present the strongest incentive to a student's joining a fraternity. So he favored competition rather than "disengagement", which was ambiguous. Accordingly he wished to amend by substitution and moved:

That the University Faculty strongly endorses the recommendation of the Faculty Committee on Student Affairs that student residence arrangements which are alternative to and competitive with fraternities and sororities be given a high priority and developed with all possible speed.

The motion was seconded, and discussion on this amendment was opened.

The Professor of Economics, Douglas F. Dowd, opposed the substitute because it failed to preserve the spirit of the special committee's report. That was important. The evidence of the Committee on Disadvantaged Students had revealed a pattern; it was not simply anecdotal and could be substantiated readily. Yet even if there were no discrimination, substantial changes, called for for some thirteen years, were in order because of "anti-intellectualism". Fraternity members themselves had freely stated that this could not be overcome within the system. Professor Dowd's hope was that there could evolve a system of small residential units in which the faculty could visit the students with mutual pleasure and stimulation. Perhaps the question to ask was whether, if the University were

starting de novo, it would implant a fraternity system. The University must buy up the houses and must say that what the fraternities can approve of publicly, it approves of.

The Associate Professor of Government, Andrew Hacker, remarked that it was time to join the issue. Judging by applause for the various speakers, he calculated that one-third were against the fraternities, one-third for, and one-third undecided. The opposition to the fraternities was worried about anti-intellectualism; the defenders spoke of "the boys" and "gentlemen", and were satisfied that Cornell was getting all the good students it needed. But the issue was really whether Cornell wished to be a fraternity university or not, whether it ought not finally leave behind the company the fraternities' mid-western chapters were keeping it in. The issue was, thus, whether or not to abolish the fraternities.

The Visiting Professor of Mechanical Engineering, Alexander W. Luce, speaking from his own experience with fraternities, thought it would be "a sad thing to throw the baby out with the wash water just because he got it dirty," and he favored developing alternatives before legislating abolition. In fact, he feared that just as Prohibition had produced the speakeasy and crime to replace the saloon, so might abolition produce something worse.

The Susan Linn Sage Professor of Philosophy, Max Black, stated that he found no real conflict between the Van Riper motion and the original motion; if the amendment were defeated, he would after action on the original motion, re-introduce the Van Riper motion as an independent motion.

The Professor of the History of Science, L. Pearce Williams, argued that there was a significant difference between the original

motion and the substitute. Disengagement would put a stimulus behind the University's competitive drive. Without the commitment there would be no competition, no pressure. With it, Professor Williams asserted, turning to the President, it would put " a little heat where you sit."

The Professor of Economics, Alfred E. Kahn, concurred with Professor Williams. To him the substitute was "offensive and inadequate". The original motion spoke of "transformation"; the substitute omitted all reference to disengagement, the process of extrication (not of abolition) from involvement with the fraternities and sororities. This meant extrication from their connection with recruitment, from their presuming to speak for the University, from conditions which led to the "Gaza Strip" in the Ivy Room.

The Professor of Industrial and Labor Relations, Robert H. Ferguson, requested a clarification of the meaning of disengagement; but the question was called for, and put to a vote, the amendment was defeated by an at least 2-to-1 show of hands.

The original motion was immediately called for, voted, and passed by a strong voice vote.

Professor Black then, stating that he found competition and disengagement compatible, moved Professor Van Riper's motion anew, as an independent motion. There was a second and no discussion. Put to a voice vote, it carried by a substantial majority.

It being close to 6 o'clock, the Professor of Mathematics, Paul Olum, was afforded the opportunity to make the motion promised at the beginning of the meeting. He thereupon moved that a special meeting of the University Faculty be called to discuss the relation of the University to the selective service system and other related matters. The motion was seconded.

Speaking in support of his motion, Professor Olum stressed that he did not believe that the Faculty would be responding to coercion but simply considering matters of deep concern to the students, who wanted to know what the Faculty other than the Council thought.

The Assistant Professor of Industrial and Labor Relations, Eqbal Ahmed, corroborating the President's earlier account of the sit-in, stated that the demonstration had gone somewhat further than most sympathizers had wished and that no one was happy with it. The situation was now urgent, for the students felt their involvement and were deeply worried about the undemocratic implications of the selective service test. Some were even considering forsaking their finals as a matter of conscience. To avoid extreme action and in the interest of faculty-student relations, he advocated setting a date for a special meeting.

The President interjected to say that a good many students were concerned lest the examination be cancelled by an arbitrary act. They would feel upset if it appeared that the question of holding the examinations were still open. That is, if the Faculty were dissociating itself from the Council, they would be upset; but if the Faculty were simply declaring itself uncommitted by the examination, that would be all right.

Professor Olum explained that his motion was meant to carry no implication save the Faculty's desire to discuss something of importance, and although the discussion, or a vote, might not affect events in the next two weeks, it might help inform the President of the Faculty's views for the future.

The President said that he had stated that the right to protest did not extend to the right to infringe on the rights of others (such as the right to maintaining the academic process and the right of access to buildings). Cornell would protect the right to protest and the right to teach. This statement was applauded.

The Professor of Chemistry, Robert A. Plane, noted that the Council had separated two issues. One was whether the examinations should be held. On this action had been taken. The other was the matter of discussion, and the Council had called for it. If Professor Olum was reopening the first, Professor Plane was opposed.

Professor Olum replied that he was not spelling out an agenda and in answer to a question of whether the meeting was to discuss or to vote, he said that he did not expect a resolution that would cancel the examinations - perhaps that was not even in the Faculty's province - but the Faculty might express an opinion.

The President then reviewed his understanding of the Council's two resolutions and of Professor Olum's motion, emphasizing the purposes set forth by Professor Olum.

The Emile M. Chamot Professor of Chemical Microscopy, Clyde W. Mason, asked his colleagues to distinguish between a forum and a meeting; and the Professor of Business History and Transportation, John G. B. Hutchins, warned against abridging the rights of any student to take the examination.

The Professor of Economics, Douglas F. Dowd, informed the Faculty that the Executive Board of Student Government would hold discussions during the next week on the draft and on the authority of the Executive Board in making pronouncements about students' views of the draft. There would ultimately be a campus-wide vote.

Even if that vote were, as was unlikely, against the government's policies, the right to criticize would continue. The sit-in was resorted to as the only way the students knew to protest the war. If there was a week of discussion by students and faculty, there would be fewer unseemly expressions of views. A whole year had gone by without any organized discussion, which a University ought to foster.

The Professor of Economics, Alfred E. Kahn, declared that if the Faculty wished to discuss something, that was enough. They could be trusted and need not be bound by a promise not to vote.

The question was called for, and put to a voice vote, carried by a substantial majority.

The Dean then announced that two special meetings of the Faculty would be called, the first on Monday, May 23, or Tuesday, May 24, to consider the report from the University Committee on Human Rights, and the second on Tuesday, May 31, to carry out the purpose of Professor Olum's motion.

The meeting was then adjourned at 6:30 p.m.

Robert H. Elias
Secretary

3285
Olin Hall
Room M
May 24, 1966

The Provost called the meeting to order at 4:30 p.m., with 166 members attending. He announced that the minutes of the previous meeting had not been distributed but that the Secretary had them available and would have them distributed with the call for the next regular meeting of the Faculty.

The Provost then called upon the Dean of the Faculty for several announcements. The Dean reminded the Faculty that the Honors Convocation would be held in Bailey Hall the next evening. He briefly described plans for the Forum in Bailey Hall, May 27th, when Professors Max Black, Alfred E. Kahn, and Rudolf B. Schlesinger would be joined by two students in discussing problems of the draft; President Perkins would preside, and opportunity would be given for members of the audience to speak. He proposed that, if there were no objection, the special Faculty meeting to discuss the selective service system on May 31 begin at 4 p.m. instead of 4:30 p.m. (there was no objection). He said that a commission was being established to study the University's relation to the draft and military service. It would begin work during the summer and would be overseen by the committee that was organizing the forum: Professors Alfred E. Kahn and Robert A. Plane, Vice-Presidents Mark Barlow and Steven Muller, and two students, Mark Belnick and Cynthia Schneider. Finally, the Dean read the following petition that had been circulated since the last meeting and that carried more than 480 faculty signatures:

The undersigned members of the faculty, while agreeing to the need for a faculty discussion on the relation between the University and the Selective Service System, wish to express their approval of the way in which the President had handled this delicate matter.

The Provost then called upon the Chairman of the Committee on Human Rights, the Professor of Industrial and Labor Relations, Alice Cook, for comments concerning the Committee's proposals relating to fraternity and sorority discriminatory practices. Professor Cook explained that the proposals were concerned with membership selection policies and procedures; the first three referred to matters of principle, the last three to implementation. She moved that the report be received. There was a second. No discussion ensued. The report was received unanimously.

The Dean of the Faculty at this point read a communication from the Cornell Pan-Hellenic Council, stating its opposition to categorical discrimination and hence its support for Proposal #1, but because the sororities hoped both to comply with the Committee's recommendations and retain their national ties, the Council opposed the prohibition of "sectarian connotations" in Proposal #3, suggesting that instead "religious or sectarian commitment" be prohibited. The Dean noted that the proposals had been studied by the Faculty Council and that Nos. 1, 2, 5, and 6 had received unanimous endorsement; Nos. 3 and 4 had been supported by a majority, with some members abstaining in regard to #3 and with both abstentions and dissent recorded in regard to #4.

Professor Cook then recognized and declared that she would move the adoption of each proposal in turn. After some discussion concerning a re-wording of #1, she moved the original proposal:

- (1) that the University should require every Cornell residential unit to have complete local autonomy* at every stage of its membership selection process.

*"Local autonomy" as here employed means that only Cornell students shall take any part, formal or informal (other than the submission of advisory recommendations), in the residential unit's membership selection process.

The motion was seconded.

The Dean of the Law School, Professor Ray Forrester, rose to oppose the resolution. He was not speaking primarily for the system as such although it had value, he explained, and he was for eliminating any discriminatory practices that might exist. But he was troubled by two questions, one substantive, one procedural. He subscribed to the idea of bringing the Constitution to the Proctor's office, as Professor Andrew Hacker had recently recommended; and he also believed in bringing it to the Faculty and to the Committee on Human Rights. He recognized that there was a strong feeling concerning the right against discrimination, but nowhere in the document did he find mention of the right of free association. Citing court decisions as well as published comments by Professor Milton Konvitz, Dean Forrester stressed the fundamental importance of the latter right. The state or the University might curtail it but only for "a compelling reason" or "where there is a clear and present danger". Inasmuch as the Committee report's preamble stated that discriminatory practices were found in "only a minority of the houses", he questioned whether there was a compelling reason for condemnation. He also questioned the validity of the evidence supplied by the Disadvantaged Students Committee, under date of May 11. Objecting to that Committee's use of fictitious names and to the use of a recording device, he called the data on the one hand prejudicial, inadmissible, hearsay, and on the other, a violation of the right to privacy that the right to free association carries with it. He challenged the objectivity and fairness of insisting on tolerance for a wide range of association, some of whom were engaged in illegal activities, and at the same time passing an omnibus rule

against a majority.

The Professor of Economics, Alfred E. Kahn, replied that he discerned four questions posed by the argument. The first concerned the evidence: what was the connection between the evil and the punishment? The second related to hearsay evidence. The third involved the preservation of the right to privacy as a counterpart of the right of free association - actually, he felt, a quarrel with the original resolution that had created the Committee on Human Rights to examine the rituals and other practices for evidence of discrimination. The fourth involved the so-called right of free association, the shibboleth always invoked to preserve discrimination. Actually, Professor Kahn noted, the purpose of the resolution was to preserve that right. Shall Cornell students have the right to choose their own members, or shall an outside body have the right to tell Cornell's students they may not associate with whom they choose? He would support the resolution.

Professor Cook added that the purpose in asking for the legislation was to provide a standard to enable the committee to carry out its mandate. The number of houses engaged in objectionable practices was, therefore, not germane; a set of definitions was. Moreover, it was almost possible to assert that a majority of the groups had asked the Committee for a set of standards that they could give to the national organizations. She reminded the Faculty that the document to which Dean Forrester had objected was not the work of the Human Rights Committee and had not been the basis of the proposed legislation. There were some 25 organizations that had items in their rituals with discriminatory connotations, and ten that required approval of admission to a house by someone

outside the undergraduate group (the majority of sororities were in this category).

The Professor of Physics, Donald F. Holcomb, moved that the motion be recommitted on the ground that imprecision of language made it unsuitable for action. His motion was seconded.

The Susan Linn Sage Professor of Philosophy, Max Black, opposed the motion to recommit. There was no case of imprecision here, he stated. "Local autonomy" was perfectly clear. The question had been before the Faculty a long time, and the effect of recommitting would be to postpone action until next year.

The Professor of Mathematics, Carl S. Herz, asked what was meant by "Cornell residential unit." If it was officially sponsored, how reconcile that with disengagement? If not officially sponsored, then the Committee on Human Rights was being too paternalistic.

The Provost asked the Vice-President for Student Affairs, Mark Barlow, to explain the term. The Vice-President said that it went back to a legal and financial document in which the Group Housing arrangements were created.

The Associate Professor of Government, Andrew Hacker, charged that the purpose of the motion to recommit was in fact to shelve it for the summer. He suggested that the proponents of the fraternities should vote for Professor Holcomb's motion and that the opponents of fraternities should vote against it.

Professor Holcomb vigorously objected to being accused of employing a parliamentary gimmick.

The Professor of Mathematics, Alex Rosenberg, stated that Mr. Barlow had not made sufficiently clear how far "residential

unit" might extend. Suppose a group severed all relations and set up as a private club?

The Vice-President replied that it would be excluded. At present the houses are all recognized by the University. The Provost added that there was a list of recognized organizations in the office of the Dean of Students.

The Associate Professor of Art, H. Peter Kahn, speaking on the issue of University involvement, pointed out that there was already a regulation prohibiting the approval of off-campus housing in which landlords practiced discrimination.

Asked whether dormitories were excluded, Professor Cook said they clearly were. The legislation would apply only when a unit set out to select members; when that process occurred, the local undergraduates would be empowered to determine the membership.

The Professor of Economics, Douglas F. Dowd, recommended voting on the principle and clarifying the language by amendment; and the Professor of Mathematics, Paul Olum, felt that a definition of "residential unit" could be embodied in the main motion. Was Professor Holcomb against the resolution, or didn't he understand "local autonomy"?

The question was called for. Put to a vote, Professor Holcomb's motion was defeated.

The Assistant Professor of Sociology, Charles D. Ackerman, speaking as adviser of the Inter-fraternity Council, declared that he had a statement to make on behalf of the IFC. It largely overlapped Dean Forrester's, however, and he would not read it in full. He shared Professor Black's distaste for the vulgarity of the subject matter of discrimination, but he felt that one must confront

it in order to be fair. What, he asked, would constitute evidence of no discrimination? Twenty-five percent of Cornell's students were Jews. If the whole system selected in the same proportion, clearly there would be no discrimination. Congregation was a right; segregation wrong. Criticising the Committee on Human Rights for not having ever brought any charges, he urged using existing legislation instead of legislating for off-campus organizations.

Professor Dowd, speaking to Dean Forrester's criticism of evidence, said that the Committee on Human Rights had asked the Disadvantaged Students Committee for evidence of discrimination. So the evidence had been compiled. It was available. Witnesses had been protected because of the strength of sentiment supporting discrimination. This was not a court, moreover, but a faculty where one took the other's word as true. That, however, was not the point at issue. The point was: was there a serious problem of discrimination? The right of the Cornell student to free association was to association free from the prejudices of elders of another time.

The Professor of Industrial and Labor Relations, Milton Konvitz, declared that it was too late to think that freedom of association could stand in the way of the University's acting against its own approved living units that practices discrimination. The 1964 Civil Rights Act prohibited such practice in establishments containing more than five rooms, even if the proprietor himself lived there, and the Supreme Court had ruled that such prohibition did not interfere with the right of privacy or other personal rights. Moreover, it had not been necessary to claim that a majority of the places of public accommodation in the United States practices

discrimination, nor that the evil existed in a majority of states. If Congress had the power to eliminate racial and religious discrimination as an obstruction to interstate commerce, surely a university had the power to eliminate such discrimination as an obstruction to educational proceedings. In fact, so long as the University had power to regulate, the approval of houses that discriminated had made the University a partner in their offenses. "No constitution, no law, no public policy declares," Professor Konvitz concluded, "that prejudice and discrimination have a right to become institutionalized and to function on a University campus with the approval of the university."

The question was called for, put to a vote, and carried by a majority show of hands.

Professor Cook then moved adoption of Proposal #1a:

- (1a) that any residential unit in which membership is defined by receipt of a scholarship from an organization approved by the Faculty-Student Committee on Human Rights should be exempted from the local autonomy provision above.

It was seconded.

Professor Alex Rosenberg asked whether Telluride was a recognized student organization. Vice-President Barlow said it was.

The William Nelson Cromwell Professor of International and Comparative Law, Rudolf B. Schlesinger, moved to amend #1a by substituting the Faculty Committee on Student Affairs for the Committee on Human Rights. The amendment was seconded and passed unanimously without debate.

The question was then called for and #1a was approved unanimously.

Professor Cook now moved #2:

- (2) that any voting procedure within a residential unit which permits one or a small minority of voting members to eliminate a student from consideration for pledging and/or initiation should be abolished.

It was seconded.

The Associate Professor of English, Walter J. Slatoff, questioned the use of the phrase "consideration for", and the Professor of Economics, Chandler Morse, moved to amend the motion by deleting the phrase. The amendment was seconded, but the Professor of Philosophy, Norman Malcolm, proposed that the resolution be re-worded to read, "...to eliminate a student from being pledged and/or initiated...", a proposal that Professor Morse and the seconder accepted.

The Professor of Electrical Engineering, Ralph Bolgiano, Jr., said that the Faculty Committee on Student Affairs had discussed the wording in connection with the plan for small residence units; candidates for membership were often blocked before pledging and initiation.

Professor Morse asked whether it was not the voting procedure that was at stake. Professor Alfred E. Kahn answered that it was not. The original resolution was striking at the evil of precluding consideration.

The question was called for. Professor Morse's amendment was defeated.

The Associate Professor of Speech and Drama, John F. Wilson, wondered how small "a small minority" was. When Professor Cook replied that the voting systems were too complex to permit fixing a single number, he moved to amend by substituting "less than one-

eighth" for "a small minority". This was seconded. The question was immediately called for, and the amendment defeated.

The original question was now called for, and #2 was adopted.

Professor Alfred E. Kahn proposed that Resolutions 4, 5, and 6 be taken up next as effectuating motions; #3 might delay their consideration. Accordingly, Professor Cook moved the adoption of #4:

- (4) that in any case where a national organization refuses to grant these conditions of local autonomy, the local chapter should sever all its ties with the national organization.

Professor Holcomb asked what the recourse was if there were no severance. Professor Cook answered that university recognition would be withdrawn.

Professor Hacker then began to describe the characteristics of the National organizations, dominated by 50-to 60-year-olds, represented by traveling secretaries with enthusiasm for reportable activities, and engaged in blackmailing the University by threatening to evict residents; but Professor Bolgiano raised a point of order, stating that the issue of the nationals had been resolved.

The question was called for: #4 was put to a vote, and passed.

Professor Cook then moved adoption of #5:

- (5) that this legislation should become effective immediately except that the Faculty Student Committee on Human Rights may grant temporary relief to organizations which (a) file letter of intent to comply, and (b) demonstrate compelling constitutional reasons why they need additional time.

It was seconded. Professor Schlesinger moved to amend by substituting the Faculty Committee on Student Affairs for the Committee on Human Rights. The amendment was seconded, called for, and passed unanimously.

The main question was then called for; #5 passed with only one dissenting voice.

Professor Cook next moved the adoption of #6:

- (6) that the Faculty-Student Committee on Human Rights during the fall term, 1966, shall, after consulting with the appropriate faculty and student groups, make recommendations to the faculty on procedures for enforcement of this resolution.

It was seconded.

The Professor of Public Administration, Paul P. Van Riper, moved to amend the motion by substituting the Faculty Committee on Student Affairs for the Committee on Human Rights. The charter of the Committee on Human Rights left ample scope for recommendations, he said; these should be directed through the action organization, the Faculty Committee on Student Affairs. His motion was seconded.

Professor Cook distinguished between procedural recommendations and actions. The former ought to come from the Committee on Human Rights.

Professor Olum objected to two separate bodies' making recommendations.

Professor Van Riper explained that the charter of the Committee on Human Rights made no reference to enforcement; since that was what was basic, the responsibility ought to be in the hands of the Faculty Committee on Student Affairs, whose jurisdiction should not be ignored.

Professor Schlesinger disagreed. He pointed to the language of the resolution and the significance of the work "after".

The question was called for. Put to a vote, the amendment was lost.

The original motion was then called for, and #6 was adopted.

Professor Cook now moved the adoption of #3:

- (3) that any rules, regulations or rituals governing pledging, initiation or the operation of a residential unit which require a religious commitment of any student or which involve sectarian, ethnic or racial connotations should be eliminated.

The motion was seconded.

The Dean of the Graduate School, Professor of Chemistry, W. Donald Cooke, said he was opposed to the motion because it was obscure. What was a "religious commitment"?

The Director of Cornell United Religious Work, W. Jack Lewis, agreed that the question was a difficult one. He, however, felt some sympathy with the position of the Pan-Hellenic Council and therefore, moved that the motion be amended by transposing "sectarian" from its original position to one that would prohibit requiring "a religious or sectarian commitment". Upon his amendment's being seconded, Mr. Lewis explained that originally the groups had been founded as religious communities; now they could no longer be said to be such - if they were, Proposal #3a would safeguard them - and the religious connections of the social groups had simply become tools for anti-Semitism and anti-Catholicism. CURW's retreat program had, in fact, developed as groups at Cornell had become aware of their hypocrisy. At the same time, he declared, most of them could not retain their national ties if all "connotations" had to be abandoned, for that would require elimination of every symbol, even what one would find on stationery supplies. In behalf of the proposals generally he had been asked to read a communication:

"The Mott Student Committee on Cornell United Religious Work supports the proposed Human Rights Committee legislation on fraternities and sororities as it pertains to local autonomy.

In our opinion it is now necessary to require all fraternities and sororities to have "complete local autonomy at every stage of its membership selection process." We remind the Cornell Community that under 1962 Student Government legislation both national representatives and local officers were required to sign pledges asserting that there were no discriminatory membership restrictions imposed on the local by the national. Recent events have undermined the faith that Cornell placed in these pledges.

In this unfortunate situation such legislation is imperative. A new round of pledges is no substitute. We strongly urge the University Faculty to pass this legislation as proposed. Discrimination in the membership selection procedures of fraternities and sororities due to pressure from the nationals has been tolerated at Cornell for too long. This source of discrimination must be eliminated, while discrimination by the Cornell students themselves, to whatever extent it does exist, will remain a complex problem."

The Associate Professor of English, Stephen M. Parrish, asked Professor Cook to comment on the wording of the Committee's proposal. She replied that during initiation ceremonies there were often references to the New Testament. The Jewish students might be given the option of remaining silent, or leaving the room, as the group might determine, and this sort of practice made for discomfort.

The question was called for, and Mr. Lewis' amendment carried.

Professor Black, then offered two amendments. The first was to substitute "members" for "students", on the ground that with the adoption of the Committee's other proposals there were henceforth no non-student members. The motion was seconded and carried without discussion. The second amendment was to substitute "include or imply references to race, color, creed, or national origin" for "involve ethnic or racial connotations." This, too, was seconded.

There was discussion. Professor Alfred E. Kahn supported the strengthening of the proposal in this way by saying that the

secrecy of the rituals precluded an initiate's knowing what he might be in for and hence impinged on the freedom of association. Professor Charles D. Ackerman found the amendment vague and contrary to the Lewis amendment. Professor Parrish described the revision as striking at the heart of discrimination and in behalf of freedom of association. Professor Black believed his change had made for clarity; rituals should not even mention any of these matters.

The Visiting Professor of Mechanical Engineering, Alexander W. Luce, wondered whether grace before meals would be denied. Professor Cook assured him that the Committee was not legislating against God. The purpose had been to make it possible for any student to be a member of a house. She saw grace before meals as possible.

The question was then called for, and Professor Black's amendment carried easily.

Professor Holcomb then criticized Proposal #3 on the ground that it was too broad a statement to cure merely one evil.

The question was called for, and Proposal #3 was adopted.

Professor Cook then moved the adoption of #3a:

- (3a) that any organization found by the Faculty-Student Committee on Human Rights to be primarily religious in nature, and open to all students who meet specified religious criteria, should be exempted from the religious provisions above.

It was seconded. In answer to questions she explained that its purpose was to exempt Young Israel and other religious organizations.

Professor Schlesinger then moved to amend the resolution by substituting the Faculty Committee on Student Affairs for the Committee on Human Rights. It was seconded and carried unanimously without discussion.

The Professor of Electrical Engineering, Howard G. Smith, then moved to recommit #3a on the ground that it was the Achilles heel that contradicted #3. His motion was seconded.

Professor Hacker argued that "primarily religious" was sufficiently specific.

The question was called for and the motion to recommit was lost.

The original motion was then before the faculty and was called for; #3a was adopted.

The Dean of the Faculty then offered two motions, both of which were seconded and passed without debate:

that the reports of the Special Committee of the Faculty on Fraternities and the report of the University Committee on Human Rights and the nature of the Faculty's action with respect to these be transmitted to the President and to the Board of Trustees; and

that the Faculty express its thanks and appreciation to these Committees for their deliberations and efforts.

The meeting adjourned at 6:35 p.m.

Robert H. Elias
Secretary

3300
Ives Hall
Room 120
May 31, 1966

The Provost called the meeting to order at 4:05 p.m. in Room 120 Ives Hall, with 360 members attending. He announced that the minutes of the previous meeting had not been distributed but were in the Secretary's hands and would go out with the call for the next regular meeting of the Faculty. The purpose of the present meeting, he explained, was to provide the Faculty with an opportunity to discuss the current doctrine and practice of Selective Service relating to student deferments as requested by the Faculty at its meeting of May 18th. He then asked the Dean of the Faculty to introduce the special business.

The Dean recalled the Faculty's decision on May 18th and reviewed briefly other steps that had been taken to discuss the problem of the Selective Service and deferments, among them the May 27th forum in Bailey Hall and the provision of funds for a commission study during the summer. The present meeting was intended to provide an opportunity for full discussion but, it was understood, was not restricted to discussion only. Although action on any motions ought await completion of debate, the Faculty Council had voted that all motions before the Faculty should be voted on by 5:30 and the Chair had agreed to proceed with the understanding that at 5:30 discussion would cease.

The Provost stated that he would adopt that procedure if there were no objections. There being none, he recognized the Professor of Mathematics, Professor Paul Olum, who offered the following resolution:

This Faculty expresses its strong approval of the recent actions of the Administration and the Faculty Council on matters related to the Students and Selective Service.

In particular, we applaud the decision of the Administration not to send academic standing and other information directly to draft boards; we support the Faculty Council and the President in their firm insistence on fulfilling our obligation to the many students already scheduled to take the Selective Service examinations on campus this Spring; and we are grateful to the President for the moderation and understanding with which he handled the recent Day Hall sit-in.

There being a second, Professor Olum stated that when on May 18th he had offered the motion to hold the present meeting, he became disquieted that his proposal and the Faculty's adoption of it could be interpreted as an expression of dissatisfaction with what had been done. That was not his view, and he felt that his resolution in support of the Administration and the Council was the way to begin the afternoon's discussion.

The Professor of Industrial and Labor Relations, Isadore Blumen, immediately offered the following amendment, a paragraph to be added to Professor Olum's motion:

Finally, we deplore the participation of members of this Faculty in activities such as sit-ins, which impair the orderly functioning of the University and which make unreasonable demands upon the time and energies of the Faculty, Administration, and students.

Receiving a second, Professor Blumen argued that there was a grave danger that the moral and political commitments of some members of the Faculty were endangering the structure of the University; these colleagues were using Cornell for partisan politics and disorder.

The Professor of Child Development and Family Relationships, Urie Bronfenbrenner, asked how many members of the Faculty were involved in this activity.

Professor Blumen replied that he was not limiting his criticism to the sit-in. He was referring to activities "such as sit-ins"; his reference comprehended planning, organizing, and the like.

Professor Olum said that he believed that only one or two members of the Faculty were engaged in the sit-in. Other activities - such as demonstrations, the march downtown, the meeting in Dewitt Park - were all absolutely proper.

The Emile M. Chamot Professor of Chemical Microscopy, Clyde W. Mason, asked Professor Blumen whether his motion implied a condemnation of the use of the phrase "Faculty Committee" by certain groups.

Professor Blumen said that that was among the activities he meant, especially when users of the designation had been informed of their colleagues' disapproval. He was, he added, disturbed by repeated calls for meetings on political matters and the use of students for political goals.

The Associate Professor of Sociology, Rose K. Goldsen, warned that to begin evaluating the use of Faculty time in terms of how it impaired the orderly functioning of the University was to open a hornet's nest. Was, for example, the amount of time spent on fraternities by the Committee on Human Rights "unreasonable"? That, too, was an activity. She proposed that Professor Blumen withdraw his motion.

The question was called for. The amendment was put to a vote and lost.

The Professor of Mathematics, Peter J. Hilton, supported Professor Olum's motion. He felt that the time, the place, and the method of presentation were right. He had been unhappy about a petition that had lately been circulated to express support of the Administration, since there was a vagueness in it that hinted at some unknown quantity underlying Professor Olum's motion of May 18th. He favored bringing matters before the Faculty itself.

The Assistant Professor of Sociology, Charles D. Ackerman, offered an amendment that would substitute "with regard to the following matters" for "on matters related to the students and Selective Service".

There was a second. The Associate Professor of English, Walter J. Slatoff, declared that linguistically the change made for nonsense. Professor Ackerman explained that he simply wished to make the first paragraph introductory to the second and would welcome improvements in the wording, but the question was called for; and the amendment was put to a vote and lost.

The Professor of Civil Engineering, Arthur J. McNair, asked what was the University's procedure in reporting class standing to the draft boards.

The Provost explained that the Registrar supplied each student with two 109-A forms, one including all information concerning the student's status except his rank in class, the other including the same information and his rank in class. The student could then provide his local draft board with either of the forms, or with none, as he chose.

The question was called for, and Professor Olum's motion carried with but three or four dissenting voices.

Professor Olum was then recognized for the purpose of making a second motion:

This Faculty expresses its opposition to the practice of using student academic performance as a basis for granting military deferment. We believe this practice to be both unfair to individuals and damaging to the educational endeavor.

His motion seconded, Professor Olum explained that he was not asking for action but for an expression of opinion to be transmitted to

the government, the Selective Service, and others in Washington. There was, he said, an appropriateness to the University's expressing itself on the subject. As Professor Rudolf B. Schlesinger had related at the forum on May 27th, there had been revisions of the draft laws in 1948 that provided for the peace-time exemption of such as farmers and students and that left to the local draft boards the power to decide exclusions on any grounds they found compelling. During the Korean War, however, at the insistence of the American Council on Education, a system was devised to determine performance (by class rank) so that local boards could grant deferments according to a student's level. Because of Cornell's relationship to the American Council on Education, Cornell was thus already involved. His motion, Professor Olum noted, was based on academic considerations, not military ones. The military scarcely were content to have to draft the least competent. If students were to be considered as a separate category, the consideration should not be on the basis of performance. The effect of his motion was then to seek a restoration of the pre-Korean War situation. Moreover, it was not a student-deferment category that he was opposing, but deferment on the basis of performance. That was damaging to academic endeavor, leading students to elect easy courses and teachers and posing grave conflicts for the graduate students who were fulfilling the dual role of teacher and student. Was the need pressing enough to justify the dislocation created by the present system? If loss of life was at stake, Professor Olum questioned whether a student's academic performance should be a determining factor.

Asked whether he had statistics to show that students were choosing easier courses, Professor Olum said that he had no figures, but that his colleagues had been approached by students and that some members of the staff had been wondering what grades to give in the light of their effect on a student's draft status.

Professor Goldsen offered supporting evidence of a different sort. Her class in Public Opinion (Sociology 262) had conducted a survey of Cornell students' opinion about military service and the draft. Teaching, she said, was concerned with inculcating democratic values as well as with presenting subject matter; it was concerned with the worth of the individual. Yet her class's survey revealed that the system of blanket deferment of college students was encouraging a "not inconsiderable" number of Cornell men to feel "at home with a view of American society as divided into 'the warriors' and 'the elites'."

The Professor of English, David Novarr, inquired whether Professor Olum intended "student academic performance" to include Selective Service examinations. Professor Olum said he did. Professor Novarr then urged that the fact should be made explicit lest the examination seem to be favored over class rank as a method of determining deferment. He proposed inserting "and special academic examinations" after the word "performance". Class standings and the special examinations ought equally to be opposed, he felt. The meaning of class standing depended on the nature of the particular class and on the institution. Draft boards were not qualified to interpret the data, since they would also have to understand the particular courses, programs, and difficulties each student was involved in. The Selective Service examinations were equally

unreliable. What were they trying to determine? Future utility? Brains? Whatever one's moral views about student deferment, both rank and examinations were bound to be misinterpreted.

Professor Olum and his motion's seconder accepted the proposed re-wording.

The Professor of Vegetable Crops, F. M. Isenberg, then offered a substitute motion:

It is the consensus of the faculty that the Selective Service Act as presently written and administered is undemocratic and unfair. To rectify the inherent inequalities of this Act, it is recommended to the Congress of the United States that it re-write this law providing that the only criteria for selection to involuntary service shall be: 1) that the individual shall be of male sex. 2) that he shall be of proper age. 3) that he shall be physically, mentally, and psychologically able to serve.

His motion was seconded; whereupon Professor Isenberg, indicating that evidence of unfair selective systems could be found as far back as in the 20th chapter of Deuteronomy, argued for a democratic concept of equal responsibility. The founders who had declared, "All men are created equal," had made no provision for an elite.

The Assistant Professor of Industrial and Labor Relations, Eqbal Ahmed, stated that he was sympathetic with Professor Isenberg's view but would prefer to consider it as a separate rather than a substitute motion. Professor Olum's motion dealt with the present situation; Professor Isenberg's was not really a substitute for that.

The Associate Professor of Secondary Education, Robert H. Ennis, disagreed. He saw in Professor Olum's motion an objection to the principle of selecting categories. He felt that the substitute motion clarified the issue, but he objected to the principle

of the motion, for he felt that the Faculty should not take a stand on it. As for Professor Olum's, that motion covered too many things.

The Professor of Mechanical Engineering, Richard M. Phelan, remarking that the Faculty had the dual roles of educators and citizens, insisted that there was no alternative to a selective service; a lottery was manifestly impossible. Although he found the present system in need of some change, one still had a responsibility to it. He could see no need to have qualms in evaluating a student's performance.

The question of substituting Professor Isenberg's motion for Professor Olum's was called for. Put to a vote, the motion to substitute was defeated.

Professor Ennis then, calling attention to copies of six resolutions and a motion that he would offer if Professor Olum's motion lost, argued for distinguishing between the Selective Service examination and class standing or grades. For various internal academic purposes at the University, he was opposed to revealing class standing, but his objections to that did not hold against the examination, which involved national policy and did not, he felt, interfere with the process of education at Cornell. Actually, the war in Viet-Nam was the issue underlying the attempt to express indignation, but there was a question as to whether the present system actually aided the war. A different system might produce a better army - or it might involve the middle class further and lead to increased anti-war sentiment. Essentially, he advocated political neutrality and regarded the statement that neutrality was impossible as a smoke screen. Permission to hold the examination at Cornell was no more

a commitment on policy than permission to let Gus Hall speak was a pro-Communist act.

The Provost called attention to the hour. To carry the discussion beyond 5:30 would require a 2/3 vote. The Professor of English, Scott Elledge, asked that abstainers be counted. Although he agreed with Professor Olum, he did not feel that the Faculty was an appropriate body to pass on the matter at hand. He, therefore, moved that a tally be conducted by a show of hands to include the number of abstentions. His motion was seconded.

The Professor of Economics, Douglas F. Dowd, finding that Professor Elledge had gone beyond the issue of voting procedure to raise a substantive issue, stated that he thought that the question before the Faculty was appropriate and within the area of its responsibilities.

The Dean of the Graduate School, The Professor of Chemistry, W. Donald Cooke, agreed with Professor Elledge. The Faculty in voting on the motion would be acting as a pressure group in a way that might affect academic freedom.

Professor Elledge's motion was put to a vote and carried.

The question was then called for. Professor Olum's original motion with the revision in wording proposed by Professor Novarr was then put to a vote. There were 136 for, 129 opposed, and 86 abstaining.

Professor Dowd, interpreting the large numbers of abstentions as the consequences of "muddying" Professor Olum's original motion with a reference to examinations, moved that Professor Olum's motion be reconsidered as first presented. There ensued a discussion

of parliamentary procedure, culminating in Professor Dowd's withdrawing his motion to reconsider and moving instead that Professor Olum's original motion (without the revision proposed by Professor Novarr) be adopted. After being seconded, Professor Dowd stated that it was the function of the Faculty to discuss the effect of the system on academic matters but not to comment on the government in other areas. The courses students chose and the grades they received were relevant. The Faculty could, he insisted, take a stand on political matters that affected educational matters.

The William Nelson Cromwell Professor of International and Comparative Law, Rudolf B. Schlesinger, asked what "performance" meant.

Professor Olum said that it could mean "at the University". The Professor of Economics, Alfred E. Kahn, wondered whether the motion could imply that the Faculty favored student deferment, but Professor Bronfenbrenner could see no basis for such a doubt.

Professor Ennis, speaking to Professor Schlesinger's question, proposed that "grades and class standing" be substituted for "academic performance". Professor Dowd and the seconder accepted the revision.

Professor Elledge again moved that the tally be conducted to include a count of abstentions, but this time, seconded and put to a vote, his motion lost.

The question was then called for, and Professor Dowd's motion to adopt Professor Olum's original motion as modified by Professor Ennis carried by 200 to 132.

Professor Elledge requested that the Secretary in giving the results to the public include mention of the special nature of the

meeting, the time of the year it was held (during the examination period, on the brink of vacation), the number of eligible votes, the number attending the meeting, the number usually attending Faculty meetings, and the exact tally of the votes.

The Secretary stated that he was not responsible for communicating with the news media or with making the results of the meeting public, but he agreed to include in the minutes as much of the requested information as he could.

The meeting was adjourned at 5:50 p.m.

Robert H. Elias
Secretary

The President called the meeting to order at 4:30 p.m., 218 members attending. He asked for additions or corrections to the minutes of the meetings of May 11, 18, 24, and 31. There being none, the Faculty voted to approve each set in turn.

The President then announced the death of:

1. Royal Ewert Montgomery, Professor Emeritus of Economics, on June 13, 1966;
2. Harold Ellis Ross, Professor Emeritus of Dairy Industry, on July 1, 1966;
3. Donald John Bushey, Professor Emeritus of Ornamental Horticulture, on July 10, 1966;
4. Karl Dietrich Brase, Associate Professor of Pomology, on August 12, 1966;
5. Lincoln David Kelsey, Professor Emeritus of Agriculture, on September 6, 1966; and
6. Roswell Clifton Gibbs, Professor Emeritus of Physics, on October 4, 1966.

The Dean now rose to explain that one item was to be added to the afternoon's agenda, a resolution to be introduced by the Professor of Mathematics, Alex Rosenberg, under the heading of New Business.

Under the heading of Communications the President made a report to the Faculty concerning the state of the University. Inasmuch as he had, at the invitation of the Faculty Council, agreed to address the University community on December 5th on "Higher Education and Cornell; Trends and Prospects", he would make his comments briefer than he otherwise might have.

He began by reviewing the academic ventures underway at the University:

1. The improvement of undergraduate instruction: The President wished to stress that any qualms about student participation on the Commission had proved unfounded. The students had attended meetings faithfully, had worked hard, had done well. A detailed report on the work of the commission had been prepared in Vice-President Sproull's office during the summer and was now in the public domain, available to anyone on request. Clearly, as a result of the Kahn-Bowers report, undergraduate education was being given constant attention and supervision. The commission, which had met last year bi-weekly, would continue to meet frequently - perhaps every three or four weeks. The President expressed his interest in assuring the continued visibility of undergraduate education as a university concern.

2. The review of the functions of the College of Arts and Sciences: A report was being prepared under Dean Stuart M. Brown, Jr. There were, the President noted, two views of what the Arts College ought to be. One was that the College should be somewhat apart, self-contained, and protected within the larger milieu - a kind of Swarthmore or Wesleyan in the midst of professional schools. The other was that the College should provide a center for the liberal arts while fulfilling University-wide responsibilities. The second view, the President was glad to say, was reportedly being favored. For his part, he would see to it that the subject was kept "visible" and perhaps next year there could be discussions, with such men as Daniel Bell and John Gardner participating. The

President urged the Faculty to read Bell's recent book, The Reforming of General Education (Columbia University Press, 1966).

3. Self-studies by the Colleges of Home Economics and Agriculture:

These forthcoming studies would inevitably be related to the study of the relation of the liberal arts to professional education. In fact, the roles of both colleges had been inexorably transformed. What had once been a college dedicated to what could properly be labeled "home economics" was becoming a part of the University where high-level work in child psychology was being done; and what had once been a college for farmers was now a center for biology and agro-business. Yet both colleges remained tied to their financial base, maintained as they were by the State Legislature, which undoubtedly wished to reaffirm its commitments to home economics and agriculture.

4. International Studies: The Walter S. Carpenter Professor of International and Comparative Politics, Mario Einaudi, had agreed to be the new director of the Center, succeeding the Associate Professor of Government, Steven Muller, who had become Vice-President for Public Affairs. The role of the Center was especially important now, as interdisciplinary and comparative studies everywhere were utilizing the work done in large area programs. The program in the economics of development was illustrative. Professor Einaudi's job was being rendered all the more complex inasmuch as the Ford Foundation was probably reducing its support.

5. The study of the performing arts: The University Committee on the Arts, under Dean Burnham Kelly, had completed its report and proposed another sort of coordinating unit, an Institute for the

Arts. The report was available for the asking, and the President hoped for widespread discussion of this important project.

The President turned then to several matters of an institutional nature:

1. The size of the University: The limit placed on the growth of the undergraduate body had been maintained within a fraction of one percent. And it had been maintained in the interest of academic quality. The President pledged that there would be no further increase in the number of undergraduates during the rest of the present decade. There would, however, be a slight increase in the number of graduate students - by some 100 to 225 students - with a resulting change in the graduate-undergraduate ratio. But Cornell was at present tied with Brown among comparable institutions in having such a preponderance of undergraduates, and he did not suppose that Cornell wished to remain at that point.
2. Budgetary matters: For the first time in a decade Cornell at the conclusion of the last fiscal year had a deficit, a small one of some three or four hundred thousand dollars. The budget-stabilization reserve could cover it, and could even cover such a deficit for another one or two years; but that should not signalize the beginning of a trend, and some favorite projects would have to be deferred. In the long run, however, Cornell would be the beneficiary.
3. Fraternities and human rights: The Saperston Commission had been meeting and would again in November to hold hearings on campus. The President had very recently attended one of the meetings and could attest that the Commission was approaching its task with seriousness, care, and responsibility.

4. The Cornell Aeronautical Laboratory: As a consequence of concern expressed by the Cornell Aeronautical Laboratory's undertaking classified research that had its origins at the University of Pennsylvania, the President had investigated to be certain that Cornell's policy of excluding classified research from the Ithaca campus was being adhered to. Unless individuals were privately and secretly engaged in such research, the policy was not being violated. The Laboratory, of course, with 80 percent of its work supported by Federal funds, was engaged in classified research. This was all simply part of a problem that he had been aware of when he had assumed the presidency in 1963. At that time he had felt that the arrangements that had been in effect for some twenty years were due for a review, and he had determined to initiate a study as soon as the Centennial drive was over. He pointed out that the Laboratory's personnel was of the highest quality and that the work done at the Laboratory was distinguished. At the same time he believed that it was important to define and assure proper relations between the Cornell Aeronautical Laboratory and the University at Ithaca. He had, therefore, launched a study on the administrative level. The differences between Ithaca and Buffalo, the distinction between applied and pure research, the effect of conducting classified research in a university environment, the connection between particular projects and the war in Vietnam - all posed delicate issues. He promised that all concerned would have the opportunity to be heard.

5. Selective Service and deferment examinations: The referenda and the Faculty's discussions last spring had made evident the

campus' deep concern, but the general feeling had been that of contentment with his handling of the situation. Since then, President Johnson had been persuaded to appoint the Marshall Commission to study the Selective Service and of the eight universities where student opinion was sought, Cornell was one and hence had a student representative working with the Commission. The President recalled the plans that had culminated in the forum of last May and that had been expected to produce a subsequent study, during the summer, of the selective service system and the effect of its deferment procedures on the University. The study had not been carried out, however, for several reasons: the two student members were overseas; no one had been found who could undertake an adequate study and the large-scale effort of the national commission, with professional staff and ample funds, seemed to promise much better than Cornell could. The Cornell group would continue, though, and would act as a conduit and be prepared to examine and report on the conclusions of the Marshall Commission. Its charge, the President added, had never been to review the decision to permit the administering of the deferment examinations on the campus. Until the Marshall Commission issued a report and the community had studied it, he himself would adhere to the policy enunciated last May. He was not convinced that permitting the examinations to be held on this campus implicated either him or the University in the foreign policy of the United States.

6. Building priorities: One of the assurances originally given him to persuade him to accept the presidency of Cornell had been that the major part of the building program had been completed!

But -- ! At any rate, he would list a few of the more important immediate commitments:

- a. The Social Sciences building. The Board of Trustees had agreed in principle to it; its location would be opposite Day Hall; and it would house some of the social science departments and the Center for International Studies.
- b. Student housing. The board had agreed to construct facilities to house 1500 students in an area opposite Donlon. This commitment meant more than simply more buildings; it meant an alteration of a basic stand toward housing. Andrew D. White, having reputedly spent one night in a Yale dormitory, hated dormitories and preferred to entrust the students to the gentle elderly ladies of the town and the national fraternities. Until the Second World War, especially in 1946, the University had not faced up squarely to the consequences of such a position. Then, however, it had begun its involvement in extensive dormitory construction. There would, of course, still be difficult problems: what students would be required to live in dormitories? what ones required to eat there? and so on.
- c. The Museum. The site had been selected (west of Franklin Hall), the plans rendered, the search for a director begun. Potential donors were awaiting the selection of the director in order to decide whether the Museum was likely to be what they wished to support; at the same time, candidates for the directorship would wish to be assured of adequate funds before accepting the position.

d. The bookstore. The problem was simply one of location. Two faculty committees - the Faculty Council's Committee on Academic Affairs and the Committee on Environmental Values - had the question before them and thus far could not agree on a site. A third body, the Campus Store's Board of Trustees, was about to consider the question. So far no member of the Administration had had the temerity to bring all three groups together in solemn assembly. The President meanwhile, wished to assure the Faculty that any rumors that he might himself blow up Barnes Hall should be discounted. He could share his friend Professor Rossiter's nostalgia for an earlier era.

e. Baker Hall addition. The new wing was nearly completed and wanted only money. Now it appeared that Baker Hall proper needed remodeling, and the Professor of Chemistry, Harold Scheraga, had advanced the irrefutable argument that the best time to do it was when there was a vacant wing into which the inhabitants might move. All that was required was four million dollars.

f. Biology's needs. Additional facilities were sought, and the distinguished new professors in the division had made clear that they valued propinquity and the amenities of an accessible coffee urn.

The President thus concluded, and the Dean in turn made his report to the Faculty.

The Dean began by stating that the report of the University Commission on Undergraduate Education not only could be seen in his office, but would also soon be distributed to all members of

the Faculty. The Faculty members on the Commission this year were Alain Seznec, Associate Professor of Romance Studies, Michael Sienko, Professor of Chemistry, and Robert Miller, Professor of Soil Physics.

The Dean then recalled last spring's discussions concerning the value of recording and reporting class rankings, especially in relation to use by the Selective Service. The Faculty of the College of Arts and Sciences had resolved at the end of last spring that no special rank-in-class by men only should be calculated. This fall the Dean had asked the Faculty Council's Committee on Academic Affairs to consider the matter and to report as soon as possible, with a view to proposing a uniform policy for all colleges. The Professor of Engineering Physics, David D. Clark, was committee chairman.

The Dean also mentioned that two other committees were active. The Faculty Council's Committee on Research Policy and Personnel, chaired by the Professor of Entomology and Limnology, Richard D. O'Brien, was formulating a policy statement on procedures that involve research with healthy human beings. A special University Committee on Education, chaired by the Professor of Rural Sociology, Olaf F. Larson, was meeting regularly to consider broadly the role and the organization of the University in teaching and research in the field of education and to make recommendations to the Faculty Council. Its other members were Ephim G. Fogel, Associate Professor of English, William T. Keeton, Associate Professor of Biology, Herbert L. Kufner, Professor of Linguistics, William W. Lambert, Professor of Sociology and Psychology and Anthropology, Thomas M. Lodahl, Associate Professor of Administration, Edward A. Lutz,

Professor of Public Administration, Richard E. Ripple, Associate Professor of Educational Psychology, Verne N. Rockcastle, Professor of Nature and Science Education, Julian C. Smith, Professor of Chemical Engineering.

The Dean referred to the President's comments concerning the activities of the Commission on the Undergraduate Environment (the Saperston Commission) and explained that it was composed of three trustees, two members of the President's staff, and two members of the Faculty. The Faculty members, chosen by the Faculty Council, were Edmund T. Cranch, Professor of Engineering, and a member of the Special Faculty Committee on Fraternities, and Robin M. Williams, Jr., Professor of Sociology and a former chairman of the Faculty Committee on Student Affairs. The Dean said he would ask for a report as soon as one could appropriately be made.

He then turned to the problem posed by the activities of the Cornell Aeronautical Laboratory and read a recommendation, in the form of a resolution, that he had received from the Associate Professor of History, Walter LaFeber:

"Whereas Cornell has both a responsibility to exemplify and transmit the highest values of American society to its students and a responsibility to serve the national and international community:

And whereas the role of the Cornell Aeronautical Laboratory in the Cornell community and the Laboratory's relationship to the above-mentioned responsibilities of the University are not clear to the Faculty of the University;

Resolved: that the Faculty Council shall appoint a committee comprised of University faculty to investigate this role and these relationships of the Cornell Aeronautical Laboratory, and that this committee shall report and make appropriate recommendations to the University faculty on or before February 8, 1967."

The Dean had replied that this was an appropriate concern of the University Faculty and that he would present it for adoption at the Council's next meeting. He expected that the proposed Faculty committee would interact with the President's. He stressed, however, that the Laboratory was not an integral part of the University Faculty and called attention to the following provisions in the By-Laws: "Functions: It shall be the function of the University Faculty to consider questions of educational policy which concern more than one college, school or separate academic department, division or center, respectively, or are general in nature, to recommend to the Board, with the approval of the appropriate college or school faculty, the establishment, modification or discontinuance of degrees; and to define the University's academic calendar."

Its membership is: "Membership: The voting members of the University Faculty shall consist of the President, who shall be the presiding officer, emeritus professors, University professors, and all professors, associate professors and assistant professors of the several colleges, schools, and separate academic departments, divisions and centers at Ithaca and Geneva, exclusive of the several extension services.

The non-voting members of the University Faculty shall consist of the professors, associate professors and assistant professors in (1) the Medical College, (2) the School of Nursing and (3) the extension services of the several colleges, schools and departments of the University. The University Faculty may grant to any group of non-voting members the right to vote on any question deemed by the Faculty to be of interest to such group."

"The President of the Laboratory is an ex-officio member of the Faculty."

Finally, the Dean read from the resolutions passed at the May 31st meeting of the University Faculty, expressing opposition to sending academic standing direct to draft boards and disapproval of the use of academic performance and special examinations as a basis for granting military deferments. The Faculty's action had been transmitted to both the American Council on Education and the Marshall Commission. Plans to study the whole problem of student deferment had, as the President had explained, been suspended; but there had nonetheless been some activity during the summer. The Dean called upon the Vice-President for Student Affairs, Mark Barlow, to comment.

Vice-President Barlow reiterated what both the President and the Dean had said concerning the suspension of study in the light of the work begun in Washington. He himself, however, had spent some time with the American Council on Education and had close contact with Congress through a Cornellian, Congressman Pirnie, who saw to it that the University was kept completely informed of the progress of the Congressional explorations. When the Marshall Commission had asked that a Cornell student be selected to report on student sentiment, Larry Salameno '66, now a Law student, had been named. The Vice-President felt that little more could be done until the national commission made a report, but the two student members of the forum planning group or Mr. Salameno could request the Cornell group to convene and it would do so. Meanwhile, the local group would continue to watch and to feed in suggestions to

the American Council on Education (through the President), the Marshall Commission (through Mr. Salameno), and the House (through Congressman Pirnie).

The Associate Professor of Industrial and Labor Relations, William H. Friedland, questioned whether the Faculty should wait for a report from Washington. He believed that the Faculty as Faculty should express an opinion peculiarly within its province - namely, on the relation of the selective service system to academic work. He cited instances of graduate students who enter graduate school not because they are really interested in graduate study but because they wish to escape military service. A resolution concerning this could be transmitted to the Marshall Commission.

The President suggested that Cornell's local commission could entertain the proposal, or it could come from the Faculty first. He thought that perhaps it should be presented with an opportunity for an ample review, perhaps through the Faculty Council.

Mr. Barlow invited the Faculty to provide evidence of students' choosing courses for the purpose of achieving higher standing. It would be helpful to know in what areas and with what frequency such choices were being made.

The Associate Professor of Secondary Education, Robert H. Ennis, asked whether the purpose of asking the Academic Affairs Committee to formulate recommendations concerning class rankings was to secure implementation? If not, what was the purpose, since the Faculty had already stated its views on the principle?

The Dean replied that it was a question of who calculates class rank, how it is calculated, and for what purposes it is recorded.

The President then turned to new business. The Dean thereupon moved an amendment to recommendation No. 3 concerning the grading system that was adopted by the Faculty on May 27, 1965:

"On behalf of the Faculty of the College of Agriculture and the Committee on Registration and Schedules, I move that letter grades be permitted at mid-term as well as S or U or other symbols presently authorized (NA, V, NMG)."

The motion being seconded, the Dean explained that although the original rationale was that more precise grades could not be given at mid-term and that it was sufficient to determine if a student's work was unsatisfactory, some instructors now felt that they could give more precise grades and that it would be helpful to advisers as well as students, especially new students, if they did so. The amendment was thus permissive, not prescriptive. It left the responsibility to the instructor.

There was no discussion. The question was put to a vote and carried without dissent.

The Dean then introduced the added piece of new business, a resolution originally proposed to him by two members of the Faculty calling for action concerning the selective service tests. Inasmuch as this item had not been placed on the agenda in the call for the meeting, the Dean had suggested that the proponents of the motion ask instead for a special meeting at which they could present the substantive question. The next regular meeting would not be held until November 9th. He accordingly requested the chair to recognize the Professor of Mathematics, Alex Rosenberg.

Professor Rosenberg stated that there was a need for more discussion concerning the selective service and related issues. He agreed that it was inappropriate to ask for action at the present

meeting, but hoped that a special meeting could be held on October 19th to discuss the question. He then made the following statement:

Without doubt, the most important issue facing young men at this and every university in this country, is the draft and the propriety of deferment based on academic achievement. Given the fundamental nature of this moral problem, the university's role becomes an important point to examine.

That the faculty felt it should be consulted on such a matter was made clear by its resolution at the final meeting last semester.

It was hoped at that time that the special Student-Faculty-Administration Committee appointed by the President would have a report ready early this semester to aid the faculty and the University as a whole in its deliberations.

Regrettably, the committee, at its recent meeting, decided there was no role it could play in preparing such a report at this time.

In view of the above and the continued relevance of the original issues to the lives of our students and the integrity of the University, the following resolution is placed before the University Faculty for its consideration.

Resolved: That the University temporarily discontinue its commitments to the Selective Service System until such time as the University as a whole has had a chance to express itself on the issues involved.

Upon concluding his explanation he moved, "That a special meeting of the University Faculty be held on October 19th at 4:30 p.m. to discuss the resolution just read."

There was a second.

The Professor of Industrial and Labor Relations, Isadore Blumen, objected. The motion touched on what was becoming an increasingly disturbing problem for the University Faculty; some members felt so strongly that their views were right that they were prepared to involve the entire Faculty body in their politics - through sit-ins and special meetings - when orderly procedures existed for discussing issues. He favored keeping to regular meetings except

for emergencies and really deliberating; the Faculty should be a deliberative body.

Professor Friedland replied that the matter was neither political nor personal but related to the educational environment and the University. The Faculty was not being asked to take a stand on Vietnam - that was outside its competence - but, he added, "Let us deliberate on a matter relevant to the Faculty."

Professor Rosenberg interjected that there was, moreover, not much time if the Faculty wished to examine the question before the selective service examinations were held.

The Susan Linn Sage Professor of Philosophy, Max Black, asked why the Faculty should debate this. It was not a substantive question. Any member of the Faculty could request the Dean to place an item on the agenda, and if he wished a special meeting, he had simply to press the urgency of it upon the Dean. He, therefore, moved that the motion be tabled.

There was a second. The motion was put to a voice vote and passed by a majority.

The Professor of Mathematics, Carl S. Herz, protested that a 2/3 majority was required, since the effect of tabling was to cut off debate. But the Associate Professor of Speech and Drama, John F. Wilson, as parliamentarian, stated that in this instance a majority was sufficient. The President decided to rule against Professor Herz.

Motion made to adjourn, seconded, carried unanimously, 6:00 p.m.

Robert H. Elias
Secretary

The Provost called the meeting to order at 4:30 p.m., 120 members attending. He asked for corrections or additions to the minutes of the meeting of October 12th, and there being none, declared them approved.

He then announced the death of:

1. Allan R. Holmberg, Henry Scarborough Professor of Social Sciences on October 13, 1966;
2. Joseph Douglas Hood, Professor Emeritus of Biology on October 22, 1966; and
3. Peter J. W. Debye, Todd Professor of Chemistry, Emeritus on November 2, 1966.

The Provost then called upon the Dean for a report from the Faculty Council.

The Dean recalled the discussion at the Faculty's last meeting in the course of which a motion had been made and tabled asking for a special meeting of the Faculty to discuss the Selective Service and its relation to Cornell. The Dean had elected to summon the Council for a special meeting, instead of convening the entire Faculty, and had already informed the Faculty of the Council's decision to create a special committee to study the matter: Norman Penney, Professor of Law, Chairman; Edward C. Devereux, Jr., Professor of Child Development and Family Relationships; Scott B. Elledge, Professor of English; Herbert L. Everett, Professor of Plant Breeding; William H. Friedland, Associate Professor of Industrial and Labor Relations; Carl S. Herz, Professor of Mathematics; and Paul R. McIsaac, Professor of Electrical Engineering. The Dean announced

that a series of special hearings would be held on the campus, including one on November 17th for the Faculty. The committee was undertaking to report at the Faculty's regular December meeting.

The Dean also read a resolution passed by the Council creating a special Faculty committee to study the Cornell Aeronautical Laboratory:

Whereas Cornell has a responsibility to exemplify and transmit the highest values of American society to its students, as well as a responsibility to serve the national and international community,

Resolved, that the Council shall appoint a committee to examine the educational implications for Cornell of the operation of an applied-research laboratory of the CAL-type, with particular concern for the classified-research aspect; and that the committee shall report and make appropriate recommendations to the University Faculty through the Faculty Council on or before February 8, 1967.

The members of that committee would be: Henri Sack, Walter S. Carpenter, Jr., Professor of Engineering, Chairman; Simon H. Bauer, Professor of Chemistry; W. Keith Kennedy, Professor of Agronomy and Faculty Trustee; Walter LaFeber, Associate Professor of History; William McGuire, Professor of Engineering; and Lauriston Sharp, Professor of Anthropology.

The Provost now called upon representatives of three of the standing committees for reports.

The first, from the Director of the International Student Office, David B. Williams, reviewed briefly the activities of the Committee on International Student Affairs. The committee had addressed itself during the past year to problems of orientation, to the "English language problem", and to the housing crisis. The improvement of orientation was still under study. The language problem was being dealt with by the development of a class in

English that would include graduate students as well as undergraduates. (Twenty students were now enrolled in courses in English for foreign students). The housing difficulties were being met by a pre-leasing plan that, with the landlords' cooperation, enabled the University to pre-empt a variety of spaces and accommodations early in the season. The enrollment of foreign students now was 1110, Mr. Williams said, and he expected that figure to remain approximately the same for next year.

The Professor of Industrial and Labor Relations, Alice H. Cook, asked whether the pre-leasing plan had been used to oppose racial discrimination by landlords - especially against African students. Mr. Williams replied that no instances of discrimination had been called to his attention - that, in fact, landlords who were cooperating in the scheme had left the assignment of spaces to the University.

The Charles A. Alexander Professor of Biological Sciences, Frederick C. Steward, expressed surprise that only 20 out of 1110 students should need a course in English. Mr. William's reply was that this year all students had been tested and that between the tests and interviews conducted by members of the English Department and the Division of Modern Languages the number of students assigned to the course had been reduced to 20.

The Professor of Architecture, A. Henry Detweiler, now reported on behalf of the Committee on Lectures. He explained that the committee had devoted itself to reorganization that would make committee service more attractive to colleagues in the future. Invitations and negotiations for lecturers had been transferred from the desk

of the chairman to that of the individual or department proposing the lecturer. Bookkeeping was now in the hands of a representative from the Treasurer's office. Full information concerning lecture-hall capacities was now lodged in the office of the University Secretary, and the Vice-President for Public Affairs was assuming responsibility for the housing and dining of the visitors. The University lectures planned for the Fall numbered ten; for the Spring, seven. Professor Detweiler reviewed the mishaps attending the announced Messenger Lectures during the past year or two, but hoped that the experiences with Mr. Sartre and Mr. Chastel would not be repeated. Mme de Romily was expected in the Spring of 1967; an offer had been made to Claude Levi-Strauss for next Fall. Lecturers in chemistry and in the behavioral sciences were being invited for 1968.

The Professor of Industrial and Labor Relations, Philip J. McCarthy, concluded the committee reports with a brief summary of the activities of the Committee on the Economic Status of the Faculty. The development of the children's tuition scholarship plan (effective September 1st of the current year) and consideration of the parking problem had occupied the committee during the past year; the University's contribution to the retirement fund was on the current agenda. Professor McCarthy announced that Professor Benjamin Nichols was succeeding him as chairman, that Professor George H. Hildebrand had retired from the committee, that Professor Frank Golay was the new member. Professors Jean McKelvey and Alan K. McAdams were continuing members.

Finally, the Provost called upon the Associate Professor of Industrial and Labor Relations, Ned A. Rosen, for a motion on behalf of his Faculty. Professor Rosen submitted the following statement:

The Faculty of the New York State School of Industrial and Labor Relations incorporated the following paragraphs in its legislation at its regular meeting on October 14, 1966. In accordance with the University Faculty legislation on S-U grading, I move that the Cornell Faculty approve this legislative proposal.

S-U GRADE OPTIONS

An undergraduate may elect to receive a grade of S (Satisfactory) or U (Unsatisfactory) in courses offering this option, either in the School or in other divisions of the University, subject to the following conditions:

The option in any term may be elected only in out-of-college elective courses, or courses taken in fulfillment of science or mathematics requirement, or non-sequenced ILR advanced electives (including ILR 499).

Registration is limited to one S-U course per term.

The degree requirements include a minimum of 105 letter-graded (A+ to D-) credits.

Eligibility for electing the S-U option is limited to students who have either a cumulative average of C+ (2.30) or better, or whose immediately preceding term average is C+ (2.30) or better.

The option is not open to any student with a record of any previous "U" grade.

A "U" grade is to be considered the equivalent of an "F" in determining a student's academic status.

No change of elected grading basis may be made after the first two weeks of University instruction. There shall be no exceptions and no appeals.

An evaluation by the Academic Standards and Scholarships Committee shall be made by February 1971 and this plan will expire in June 1971 unless specifically extended. The Committee's review and evaluation shall include consideration of expansion and/or modification of the S-U option to cover required ILR courses.

The motion was seconded. The Professor of Engineering Physics, David D. Clark, asked whether it was not odd to permit S-U grades in courses that were required. Professor Rosen explained that the

committee studying the grading question had been divided. Overriding had been a desire to encourage students to sample courses that they might be afraid to take lest it hurt their standing. The S-U option in science and mathematics was not, to be sure, governed by that consideration. That provision was rather a concession to those who wished to reduce tensions over grades.

The Professor of Child Development and Family Relationships, Urie Bronfenbrenner, asked whether he was then not permitted to give ILR students S-U grades in the course they were required to take with him. Professor Rosen said that that was correct.

The Professor of Physics, Lyman G. Parratt, asked who would make certain that all the conditions were met, Professor Rosen answered that all students schedules, with student options indicated, were processed in the school's office at pre-registration time and that all irregularities would be caught there and then. The Registrar, Herbert H. Williams, added that the Registrar would be given a list of all students who had S-U privileges and that the machines would henceforth automatically police the use of symbols, quickly and reliably detecting improper usage.

The question was called for, and the motion passed without dissent.

There was a motion to adjourn at 5:04 p.m.

Robert H. Elias
Secretary

The Provost called the meeting to order at 4:35 p.m., 238 members attending.

He began by stating that meetings of the University Faculty were for its constituted members and that outsiders might attend only upon invitation. He thereupon welcomed two visitors attending the meeting at the invitation of the Dean of the Faculty: Professor K. Gregory Armstrong, on leave from the University of Melbourne, Australia, and Dean John McDowell, of Tulane University.

The Provost then called for additions or corrections to the minutes of the regular meeting of 9 November 1966. The Professor of Anthropology and Asian Studies, Lauriston Sharp, pointed out that the death of Professor Allan R. Holmberg should have been recorded as occurring on October 13, 1966, not the 12th. With that correction noted, the minutes were declared approved.

He then announced the death of:

1. Miss Mildred Carney, Professor Emeritus of Textiles and Clothing, on December 7, 1966.

The Provost next called on the Dean of the Faculty for a report.

The Dean made four announcements:

(1) He stated that work on the development of a questionnaire to assist in course evaluation was completed and that sample copies of the questionnaire would go to the Faculty after the Christmas vacation, together with a manual explaining how to use the material.

(2) He informed the Faculty of the following resolution, passed by the Faculty Council on December 7th:

Whereas, there seems to be considerable uncertainty among the Faculty and Cornell community about the current status of the Human Rights legislation adopted by the Faculty on May 24, 1966, and

Whereas, Item 5 of this legislation reads: "That this legislation should become effective immediately, except that the FCSA may grant temporary relief to organizations which (a) file letters of intent to comply, and (b) demonstrate compelling constitutional reasons why they need additional time;" and

Whereas, Item 6 of the legislation reads: "That the Faculty-Student Committee on Human Rights during the Fall term, 1966 shall, after consulting with the appropriate faculty and student groups, make recommendations to the Faculty on procedures for enforcement of this resolution;" and

Whereas, that Committee is uncertain whether the legislation is or is not in effect and would like the matter clarified; and

Whereas, it was the understanding of the Faculty that the legislation was to be immediately operative; and

Whereas, the Faculty further understands that the legislation was referred to the Trustees' Commission on the Residential Environment, not for reconsideration or approval but as action of the Faculty which might serve as a contribution to their study of the overall residential environment; and

Whereas, failure to publicize and implement this legislation has given the impression that the Faculty and the University are not seriously concerned about the matter; and

Whereas, the proposals presented below do not prevent the Faculty from giving full consideration to the report of the Trustees' Commission on the Residential Environment when that report is completed:

The Faculty Council

1. Requests the Dean of the Faculty and the Dean of Students to take whatever specific steps need to be taken to announce, publicize, and put into effect this legislation; if the legislation is not in effect because some of its phraseology caused it, unintentionally, to be viewed as recommendation rather than legislation, the Dean of the Faculty is requested to explain to the Faculty the changes which need to be made;

2. Requests, in accord with Item 6 of the legislation, cited above, that the Faculty-Student Committee on Human Rights as soon as possible, and no later than the February meeting, bring to the Faculty its recommendations on procedures for enforcement of the legislation; and

3. Understands the phrase "procedures for enforcement" to mean "methods of insuring compliance and penalties for non-compliance" and regards the legislation as being in force while these procedures are being established.

Then he read a further statement:

In line with this request from the Faculty Council I have been in communication with the President; the Dean of Students; the Chairman of the Committee on Human Rights, the Professor of Industrial and Labor Relations, Alice Cook; the Chairmen of the Panhellenic Council and the Interfraternity Council; the Chairman of the Faculty Committee on Student Affairs, the Professor of Engineering, Ralph Bolgiano, Jr.; and the Faculty representatives on the University Commission on Residential Environment, the Professor of Engineering, Edmund T. Cranch and the Professor of Sociology, Robin M. Williams, Jr.

I have asked the Committee on Human Rights to proceed in line with the Faculty Council's report with the development of recommendations to the Faculty on procedures for enforcement of the resolution adopted by the Faculty on May 24, 1966.

I shall report to the Faculty Council at its next meeting in reference to any problems that exist in reference to phraseology and implementation. It is my feeling that there are some problems and I shall make recommendations to the Committee on Human Rights and the Faculty Council.

I have stressed in all my communications that the resolutions of the Faculty of May 24, 1966 do express directly the Faculty's concern with this matter.

The Trustees have received the resolutions along with the resolution on fraternities from the Faculty Committee on Student Affairs and this Faculty. They established a University Commission composed of members of the Board of Trustees, Faculty and Administration, to consider these resolutions and to report to the Board on recommendations about a residential environment designed to give maximum support to the educational purposes of the University. It is my understanding that the Commission will hold its last hearing next week and expects to present a progress report to the Board of Trustees in January and a full report in the Spring. On Saturday, November 19, five members of the Faculty met with the University Commission;

the Professor of Economics and Faculty Trustee, Alfred E. Kahn; the Professor of English and Secretary of the Faculty, Robert H. Elias; the Professor of Housing and Design and a member of the Keast Committee on Residential Environment, Glenn H. Beyer; the Professor of English and Chairman of the Faculty Committee on Student Affairs' Special Committee on Fraternities, Stephen M. Parrish; and the Dean of the Faculty. We vigorously affirmed the Faculty's views on these resolutions.

(3) He reported that the special Faculty committee to review judicial procedures relating to student conduct had been formed and consisted of the following members: the Professor of Industrial and Labor Relations, Vernon H. Jensen, Chairman; the Professor of Electrical Engineering, Ralph Bolgiano, Jr.; the Professor of Entomology, David Pimentel; the Vice President for Student Affairs, Mark Barlow, Jr.; the Professor of Child Development and Family Relationships, George Suci; the Professor of Law, Robert Pasley; the Professor of Sociology, James Maas; the Dean of Students, Stanley Davis; Julian Bindler, Donald B. Hendrich and Kathy P. Robbins, students representing the Undergraduate Judiciary Board; David Brandt, N. Tracy Sillerman and Steven J. Simmons, students representing the Executive Board of Student Government.

(4) He said that he planned to appoint an ad hoc committee to consider the rules and procedures of the University Faculty. They had not been reviewed since 1955.

There being no questions, the Provost then asked the Dean to introduce the report for the ad hoc committee appointed by the Faculty Council to consider the Selective Service Policy as it affects the Educational Process at Cornell.

The Dean explained that the Faculty Council had spent some two hours with the ad hoc committee and had decided that the committee deserved thanks for their work and that the proposals should

be transmitted to the Faculty for action. The Council had not voted on the merits of the individual resolutions, however, because the members had felt that the questions were ones that each member of the Faculty would wish to consider for himself, apart from any specific opinions the Council might voice. The report on undergraduate education (the Kahn-Bowers Report) had been handled in a similar fashion. The Dean turned to the Professor of Law, Norman Penney, chairman of the ad hoc committee, for a fuller presentation.

Professor Penney briefly reviewed the charge to his committee, described the meetings and hearings that had been held, summarized the kinds and weight (15 lbs.) of material used and emphasized that although empirical data had been sought, the findings had necessarily been inconclusive and hence of limited value. The issues contained in the charge to the committee were intertwined with larger ones, such as the war in Vietnam, the value and fairness of the present selective service system, the question of who could speak for Cornell and whether, where students were so directly involved, it was not the students who should have a determinative voice. There was, moreover, difficulty in estimating the effects of the pressures allegedly exerted by the deferment policies, especially in regard to the taking of "gut" courses and to the motives for going on to graduate school. Although there was evidence that some students had been discouraged from taking leaves of absence, and many were upset about the draft, there was no conclusive evidence that their emotional state was interfering with their studies. Thus, although there were some disruptive effects on some students, there was little in the way of measurable adverse effects attributable to the operation of the system. The committee had, therefore, decided to present

a two-part report to the Faculty. The first part, offered for immediate consideration, concerned what the University ought to do under existing laws and culminated in three resolutions. The second part, concerning the desirability of making changes in national policy, would be brought to the Faculty in January. The committee would expect to discuss draft policies generally and seek sentiment on such questions as: (1) Does the Faculty favor student deferments? (2) If the Faculty favors them, what are the preferred criteria: academic standing, hierarchy of critical specialties, age, years of study, a lottery? (3) If the Faculty does not favor such deferments, what alternative would it propose: Universal Military Training, National Service, a lottery...? The Faculty might not be obligated to offer alternatives, but opposition without them would be less helpful than opposition coupled with constructive proposals.

Concerning Part I of the report, presently before the Faculty, the Committee had been unanimous, and it had been unanimous also concerning Resolutions A and C. On only Resolution B was there a difference, reflected in the minority proposals B. Professor Penney accordingly proposed that the Faculty consider Proposals A, C, and B in that order, and moved Proposal A:

Motion A. Resolved that, the Cornell University Faculty approves of the present policy of dealing directly with students, rather than with draft boards, in all matters relating to individual cases.

Receiving a second, Professor Penney explained that approval of A would signify approval of the present practice of sending forms direct to the student, leaving to the student all questions concerning his relation to his draft board. At present the University did

not undertake to advise a draft board when a student's status changed; such information was up to the student to provide, and ample sanctions existed to see that he did so.

There was no discussion, and the motion passed by a voice vote, without dissent.

The Professor of Mathematics, Alex Rosenberg, now moved that Resolution B should next be considered, inasmuch as B and C would each require lengthy discussion. There was a second. Put to a voice vote, Professor Resenberg's motion lost.

Professor Penney now moved C:

Motion C. Resolved that, the Cornell University Faculty, though some of its members disapprove of the use of test results as a criterion for deferment, finds the substantive issue of the physical location at which the Selective Service Qualification Test is given to be educationally insignificant. Therefore, the Faculty is willing to have the University facilities used for the administration of the test because granting permission for such use does not imply approval or disapproval of the test or its use.

There was a second, and Professor Penney explained that the committee had concluded that the administering of the test at Cornell had no negative effects; no one was injured by its being given. The test itself was not unfair in behalf of any particular discipline; there was, no doubt, regional and cultural bias - as in the Graduate Record Examination and other such tests - but it should be noted that whereas the tests last Spring had been administered by Science Research Associates, those this Fall and thereafter would be administered by the Educational Testing Service. Essentially, the committee did not wish to use the question of the test's location as a vehicle for protest against the government's policies.

The Assistant Professor of Industrial and Labor Relations, Eqbal Ahmad, said that he could support A and B but not C. He regretted the committee's stress on vocational choice and other such concerns as listed on pages 11 and 12 of the report, when the question of the educational environment and the educational process, referred to in the charge to the committee, was really the important one. Citing the Faculty Council's resolution concerning the need to study the role of the Aeronautical Laboratory and statements by President Perkins concerning the University's educational purposes, he urged that the public role of the University not be divorced from its educational one, that knowledge not be isolated from values. Indeed, he hoped that public service would not always require cooperation with government or private corporations but might take the form of dissent from whatever ought to be disapproved of. He favored motion A because it disengaged the University, and B because it affirmed individualism; but C implied approval that he could not join in.

The Susan Linn Sage Professor of Philosophy, Max Black, moved to amend C by deleting the "though"-clause in the first sentence. The wording could imply that a minority disapproved. At least, it was unclear. If the Faculty wished to record its disapproval, then the disapproval should be embodied in a substantive motion.

There was a second, no discussion, and the amendment passed by a voice vote with only a few dissenting.

Professor Black then moved a second amendment to C: to delete "Therefore" from the second sentence and to revise the rest to read:

The Faculty considers that granting permission for such use does not imply approval or disapproval of the test or its use.

The "willingness" of the Faculty was highly debatable, Professor Black explained, and obscured the intent of the resolution. The motion was seconded. The Professor of Chemical Engineering, Julian C. Smith, thereupon noted that "such use" lacked an antecedent, and proposed that "the use of University facilities for such tests" be substituted for "such use". Professor Black and the seconder agreed to the substitution.

A question was asked as to what outside agencies other than the U. S. Government agencies ask the University to administer tests on campus. Several members of the Faculty could list numerous agencies, among them Lever Brothers, the Educational Testing Service, insurance companies.

The Professor of Industrial and Labor Relations, Isadore Blumen, hoped that President Perkins would continue to offer the University's facilities to the U. S. Government. He felt that Professor Black's second amendment would, if adopted, muddy the issue. He urged its defeat so that the President would have an unequivocal vote.

Further questions and answers sought to clarify the University's role as envisaged in the committee's resolution. The University was simply furnishing a location. By doing so it was more neutral than if it refused to furnish a location. The Professor of Mathematics, Carl Herz, a member of the ad hoc committee, indicated that Resolution C was not intended to apply approval of the test or of giving the test at Cornell. The substantive issue of the test's location was "educationally insignificant".

Professor Black's amendment was then submitted to a voice vote and failed.

Professor Rosenberg now spoke against C as amended by Professor Black's first amendment. He believed that giving the examination on campus did imply some approval, and reminded his colleagues that the Selective Service Qualification Test was unlike other tests administered by outside agencies inasmuch as here there was a question of life and death. Some students were deeply troubled by the University's relation to the draft boards, as he could testify by reading a copy of a letter one Cornell student had just sent his draft board protesting the use of the examination, the draft, the war in Vietnam, and announcing refusal to cooperate with the selective service in any way, even to the extent of destroying his draft card.

The Professor of Economics, Chandler Morse, concurred in the argument that the motion was not neutral. Were it wholly neutral, there would be no need to ask the Faculty to vote on it. Inevitably there was a political question at stake, and he found it inappropriate to ask the Faculty to vote on a political issue.

The Associate Professor of English, Walter J. Slatoff, also concurred. Opposition to or support of the motion was closely correlated with opposition to or support of the Government's policies.

The motion as amended was then submitted to a voice vote. It appeared to carry, but a division was asked for. The count showed 171 for, 50 against.

Professor Penney now moved Motion B.

Resolved that, the Cornell University Faculty, though some of its members disapprove of the use of class rank as a criterion for deferment, nevertheless approved of the policy of supplying any student on request, with information or material bearing on

his status as a student or his academic performance such as class rank information by College or School, annually as well as cumulatively, male only as well as in combination with females, as long as that information is at hand or readily derivable from available data.

Receiving a second, he defined the majority's view of the issue and indicated the point at which the minority disagreed. The majority proceeded on the assumption that the information was all there, available, and all that would be needed to secure it would be directions to the printing machine. Information would be furnished for the student as long as it did not interfere with or damage the educational process at Cornell or breach a confidence. The committee had been unable to establish that the negative effects of class rankings in general overbalanced the negative effects of abandoning rankings. The minority, on the other hand, would make available only information that was helpful. The majority, however, felt that human lives were at stake; where data were not furnished, some students were drafted. Because of such circumstances Antioch, for example, had reversed its policy of not compiling and disseminating information as to rank. Three Cornell students from the College of Arts and Sciences were in such jeopardy right now. The law might be inequitable, and Part 2 of the committee report would address itself to that. Meanwhile, the majority of the committee could not justify sacrificing a few students for the sake of the principles of others.

Professor Herz outlined the minority position. He noted that no restraining phrases concerning what might be educationally harmful appeared in the majority resolution, and stated that the motion was so broad as to permit almost anything to be produced, no matter

how silly. Moreover, he said, the University was not in fact being asked to supply every bit of information, but only selected information. The Faculty, he believed, should decide on what was selected by determining what was meaningful and what the effects might be. The other member of the committee concurring with him, the Associate Professor of Industrial and Labor Relations, William H. Friedland, believed, according to Professor Herz, that establishing rank lists was bad per se. Whatever the bad effects were, they were aggravated by the deferment system. Finally, educational criteria ought to determine what records were to be kept. Outside agencies should not dictate to the University in this area. Without the draft, the argument for the majority's motion would vanish. Should the Faculty change its position simply because there was a draft? Ultimately, the question was one for the separate faculties. No uniform policy presently existed; no change in that regard would be wrought - indeed, the majority proposal permitted extensive violation of uniformity. He pointed to the minority's motions that he would offer if the majority's lost.

The Associate Professor of Education, Robert H. Ennis, offered to present alternative motions even stronger than Professor Herz's. The committee had been unable to define the educational effects of the draft-deferment system but had offered motions that presupposed there were no effects. Yet, clearly, the students thought that there were effects, evinced by the division among them last Spring (cited as an answer to Question 6, page 8 of the report). There was pressure to take easy courses, pressure to apply to easy schools. In addition, there was now posed a threat of violating professional

confidence if letters of recommendation could be secured by students from files hitherto considered confidential. He would be prepared to move that the University simply provide letters certifying a student's good standing and outlining the University's position regarding its refusal to disseminate data.

The Professor of Child Development and Family Relationships, Urie Bronfenbrenner, remarking that the motions involved strong feelings, advocated voting for the present motion as one of three procedural motions (how to proceed under the present law) and then later voting on the underlying issues, at which time the Faculty could indicate that the procedures presently required were unworthy.

The Dean of the College of Arts and Sciences, the Professor of Philosophy, Stuart M. Brown, Jr., stated that despite the vote of the Faculty of the College of Arts and Sciences last May to decline to prepare any all-male rank lists - a vote marking agreement by many who disagreed about the war - no student had been placed in jeopardy. Thirty cases had come to his attention; all had been solved satisfactorily by his communicating directly with the local draft boards.

The Professor of Parasitology, John H. Whitlock, found the discussion becoming academic. Insurance companies were about to reduce auto insurance rates for those who ranked in the top half of their class. Surely, the Faculty could not refuse to let a student have information that would reduce the cost of his insurance.

The Dean of the Graduate School, the Professor of Chemistry, W. Donald Cooke, disagreed with Dean Brown about the importance of class rank. A graduate student's deferment was based on his having

placed in the upper 25% of his undergraduate class or on his scoring 80 on the Selective Service ~~Qu~~alification Test.

Professor Blumen moved the question. There was a second. Put to a voice vote, Professor Blumen's motion carried.

Motion B was now submitted to a voice vote. It apparently carried, but a division was called for. The count was 172 for, 48 against.

The meeting was adjourned at 6:18 p.m.

Robert H. Elias
Secretary

The President called the meeting to order at 4:35 p.m., 65 members attending. He asked whether there were additions or corrections to the minutes of the meeting of December 14, 1966; there being none, he declared them approved.

He then announced the death of:

1. Joseph A. Dye, Professor Emeritus of Physiology, Veterinary Medicine, on December 17, 1966; and
2. Asa Carlton King, Professor Emeritus of Agriculture, on January 16, 1967.

The President then called upon the Dean for a report from the Faculty Council.

The Dean reported concerning four topics:

(1) The Trojan Horse - the action of the Council, of which the Dean had informed the Faculty in a mailed memorandum, had been followed by a decision to create a student-faculty committee that would organize systematic discussions of the problems of free expression, develop a variety of approaches, and invite distinguished speakers. The members of the committee were: Associate Professor of English, James R. McConkey, chairman; Assistant Professor of Philosophy, David B. Lyons; Associate Professor of History of Art, Martie W. Young; Professor of Russian Literature, George Gibian; Mark Sommer, Arts '67; Elizabeth Reed, Arts '68; and Joel J. Colodner, Arts '67.

(2) The Cornell Aeronautical Laboratory - the special committee studying the work of CAL and its relation to Cornell was

expected to present its findings to the Council during the following week, in time to make a formal report to the Faculty at its regular March meeting.

(3) The Committee on Human Rights - the CHR had been active in developing procedures for implementing Faculty legislation. It had sent a letter to the fraternities and sororities asking whether they were having any difficulties regarding the May 1966 decision of the Faculty, and was to meet with the President in a few days to discuss some problems of interpretation and implementation.

(4) The Special Committee on Education - the Council would soon report to the Faculty concerning the interests the various faculties had individually and collectively in education and training in Education. The chairman of the special committee examining the various questions and issues was the Professor of Rural Sociology, Olaf F. Larson.

The President then asked the Provost to report on the budget that had been approved by the Board of Trustees at its January meeting.

The Provost stated that the budget as approved totalled approximately \$135 million (excluding the Cornell Aeronautical Laboratory), of which \$76 million was for the endowed colleges. Of this \$76 million, \$35 million consisted of unrestricted funds (from tuition, fees, endowments, gifts) and \$41 million of restricted funds (research contracts, etc.). The figures reflected an increase for next year of \$2.7 million. At such a rate of increase the budget would be doubled in eight years. The rate of increase during the past decade had, however, been faster, ranging from \$2.5 million to

\$3.8 million. Salary increases would thus add up to only two-thirds of what they were a year ago; there would be only half as many new positions. Among the reasons for this slower rate of increase were the mounting costs of instruction, the steady increase in Library expenditures, and the increase in student aid required to keep pace with the higher tuition and fees. In addition, there had had to be cuts of three-quarters of a million in current commitments, affecting maintenance and building-modification funds. The Provost pointed out that some income was inevitably lost with a tightly controlled enrollment. So long as acceptances of admission could outrun anticipation, there would be a lag in staffing (and staffing costs); now, however, the quotas that had been set were being rigidly preserved, and the budget was a deficit budget. Strenuous attempts were being made to rectify all this, but even so, it would be insufficient to satisfy everyone. To meet all wishes the budget would have to be doubled every four years.

The President at this point sounded a note of confidence in the University's future well-being. Since the 1949-50 Millett study, there had been long-range projections showing that private institutions like Cornell would be under increased demands in the future, competing successfully with state institutions for public funds. The evidence supported the projections. For example, of the 57 chairs established at Cornell, 23 had been established since 1963. At the same time, budgetary strictures on state universities were being imposed by legislatures everywhere; the University of California's problems were but the most notable. The President mentioned two studies that were now underway: (1) At a recent

meeting of Ivy League presidents there had been discussion of how inflation, special services, the government's various social programs, higher labor costs, and other financial demands were biting into university surpluses. The President had suggested that an inquiry be made, with the consequence that the study had become his task, a task he had delegated to the Controller, Arthur H. Peterson. Stanford, Chicago, and Rochester had asked to be included in the study; and the President had invited Johns Hopkins to join, too. The Secretary of Health, Education, and Welfare, John Gardner, had expressed interest in being kept informed, inasmuch as the result of the study might make it possible to develop federal legislation helpful to educational institutions; and McGeorge Bundy, of the Ford Foundation was also concerned. (2) The Carnegie Foundation for the Advancement of Teaching, under Clark Kerr, was launching a larger study of the finances, structure, and demands placed on institutions of higher learning. The President concluded by stating that Cornell's Board of Trustees was prepared to assure the University of continuing support while it worked its way out of the strictures.

The President next called upon the chairman of the Special Committee of the Faculty Council on the Selective Service Policy, the Professor of Law, Norman Penney.

Professor Penney reviewed the questionnaire and ballot that had been mailed to the Faculty; he called attention to the bibliography contained in Part Two of his committee's report, emphasizing the importance of the Trytten Report; he mentioned the forum of the preceding day, attended by some 60 persons, who participated in a

discussion of alternatives to the present system; and he stressed the value of polling the faculty on the question. The Marshall Commission would apparently be divided on the issue of student deferments. If this faculty, and other faculties, were not heard on the subject, who would be? Perhaps, the proposing of alternatives was furthest removed from the business of the educator; yet any criticism was bound to assume alternatives and be more effective if accompanied by an indication of preferences. To reach the maximum number and to avoid the question of the appropriateness of committing the Faculty at a formal meeting to a discussion of the issues, involving a *mélange* of resolutions, the use of a mailed ballot had been decided upon by the Council. The results would be tabulated and studied. If there appeared to be a significant consensus, the committee might then formulate a resolution to reflect it and present it to the Faculty at its next regular meeting. In any event, the results would be forwarded to Chairman Rivers, of the Armed Services Committee.

There being no questions, the President called upon the Dean for new business. The Dean, on behalf of the Faculty of the College of Engineering, moved approval of the following:

S-U Grading Option for Engineering Students

"An undergraduate student who is registered in the College of Engineering and has completed the first semester of his freshman year may, after consultation with his adviser, elect to receive a grade of S (Satisfactory) or U (Unsatisfactory) instead of one of the letter grades (A+ to F) in one course per term, provided that the course is not specifically required for his degree or is not in his major field, and provided that the instructor is willing to give grades of S or U. The agreement to take the S or U option must be made in writing by both the student and the instructor

before the end of the first two weeks of the semester and may not be changed thereafter. Any such course, regardless of the grade awarded, will appear on the student's record, will be excluded from the computation of semester and cumulative averages, but will be counted for credit only if a grade of S is awarded.

The Policy Committee of the College of Engineering is instructed to review the operation of this legislation and to bring to the Engineering Faculty its recommendation before the end of March 1970."

There was a second, no discussion, unanimous approval.

The meeting was then adjourned, at 5:10 p.m.

Robert H. Elias
Secretary

The President called the meeting to order at 4:30 p.m., with 64 members attending. He called for additions or corrections to the minutes of the regular meeting of February 8, and there being none, declared them approved.

He then announced the death of:

1. Otto Kinkeldey, Professor Emeritus of Musicology, on September 19, 1966; and
2. Ella Mary Cushman, Professor Emeritus of Home Economics, on February 21, 1967.

The President then commented on Dean Royse P. Murphy's decision to leave the Deanship at the end of June. Originally, he had hoped to persuade the Dean to serve a five-year term rather than a three-year one, and when he had failed to persuade the Dean to make a definite commitment to the longer term, he had agreed to a "wait and see" situation. He had hoped that the attractions and delights of the office of Dean of the Faculty would make a decision in behalf of five years inevitable. Alas, it had not worked out that way. The President had lost the gamble, and he blamed it primarily on "the bloody timing of that Agronomy building". He wished to emphasize his recognition of the high standards that the Dean had set, to acknowledge the good and timely counsel the Dean had frequently given him, to express the "enormous pleasure and debt" he felt.

The Faculty responded with standing applause.

The Dean replied by saying that his primary interest was in teaching and research. He had never been deeply committed to

administration. He was, also, drawn to the new building - which at least the pictures in architectural magazines showed to be attractive! But he had found the Deanship interesting, and he hoped soon to bring together some of the high points in his annual report, some of it to be culled from the minutes, with its account of the "February 29th" meeting of 1966 and reference to the swimming group. The work of the Commission on Undergraduate Education had been especially significant. It had been an interesting and eventful three years.

The President remarked that the mood of the moment made it appropriate for him to note that his predecessor, Deane W. Malott, was attending the meeting. His presence, the President stated, was proof that one could survive the job. He was grateful for the reminder. He could mention, too, that when he had first arrived in Ithaca, he had been asked whether he might not find it embarrassing to have Mr. Malott continuing his residence in Ithaca. Mr. Malott had, however, handled the situation admirably. Whenever in the usual cocktail-party context the former President was asked what he thought of something done by his successor, he invariably replied, "I'm not at all sure what he's doing, but in principle I'm all for it."

The President then called upon the Associate Professor of Architecture, Francis W. Saul, Chairman of the University Committee on Financial Aids, for any comments he wished to make regarding the Committee's report that had been distributed to the Faculty with the call to the meeting. Professor Saul offered to answer any questions. But there were none.

The President next called upon the Professor of Business Economics and Policy, Melvin de Chazeau, Chairman of the University Committee on Nominations, for a report from his committee.

Professor de Chazeau, explaining that his committee had carefully considered all names sent to it and tried to provide appropriate balance of disciplines and interest on the various committees, moved that the following constitute the slate of candidates for the Faculty Council, four of whom should be elected for three-year terms:

Edmund T. Cranch and Benjamin Nichols
 John G. B. Hutchins and Chandler Morse
 Gordon M. Kirkwood and Nelson Pike
 William W. Lambert and John M. Roberts

There was a second. Thereupon, the Professor of Industrial and Labor Relations, Isadore Blumen, rose to express his dissatisfaction with the composition of the slate. Despite his confidence in the integrity of the committee and his awareness of the difficulties facing them, he felt that the slate of Council nominees posed "a major issue of principle" and that it, therefore should be returned to the committee for reconsideration. The principles supposed to govern the composition of the Council required that the Council should be "broadly representative of all segments of the University community"; election of four of the present nominees would "lead to a Council...greatly at variance with the composition of the Faculty." He emphasized the value of having a body "whose members were widely connected in the Faculty and broadly based among the colleges." To assure "Faculty support in challenging situations" the Council needed members aware of "attitudes in the Faculty as a whole" and sensitive to "problems found in various parts of the University." The proposed slate undercut the broad principles:

All of the candidates are from only three endowed colleges (and if one of the nominees were not a joint appointment this would read only two.) There are none from the statutory colleges. There are no scientists.

Acknowledging that the imbalance might be defended as designed to correct existing imbalance on the Council, he challenged the argument. Nine colleges were presently represented on the Council; the new Council would have only seven or eight at the most, if joint appointments were included. Eight of the sixteen members of the Council would come from the Arts College, whose delegation would have three members from Economics and only one from the sciences. He questioned the absence of representatives from Government or History, and the presence of only one from the large English Department, and that one by virtue of the ex-officio position as Secretary. Professor Blumen stated that although additional nominations could be made from the floor, he felt that the delicacy and deliberation called for made it more appropriate for reconsideration by the Nominations Committee. With a definite charge by the Faculty, the Committee he was sure, would bring in the desired slate. That it should do so was especially important in a time when "illiberal forces of both the left and right...(were) endangering one of the great state universities in the West, a university whose problems have frequently presaged ours." The Council should be so constituted as to be able to feel that it spoke "for the entire faculty." He, therefore, moved "that the report be referred back to the Nominations Committee with instructions to bring about the balance set forth in the Faculty legislation governing the composition of the Council."

The Professor of Poultry Science, J. H. Bruckner, rose to second the motion. He had intended offering some of the same criticisms. In addition, he pointed out, of the 34 nominees for all positions, 12 were from the College of Arts and Sciences. He felt, moreover, that a range of ranks should be represented on committees. Of the 34 candidates, 23 were full professors; the rest were associate professors. There was no assistant professor at all. It was ironic that at a time when there was widespread sentiment for giving undergraduates more of a say assistant professors should not have any. The members of the Nominating Committee, he noted, were all full professors.

Professor de Chazeau stated that the sort of balance discussed was not the sort that the Nominations Committee had understood as an objective. "Broadly representative" meant to the committee that the candidates should have had wide experience in the University, had served on various committees concerned with University problems, and in various ways or positions come to be aware of many aspects of University life. The Committee had not classified candidates by schools or divisions or looked at their status.

The Professor of Sociology, Robin M. Williams, Jr., a member of the Committee, said that the choice was to have either a committee that could use its judgment or a committee that was required to produce a balance each time. He would not care to serve on a committee whose judgment would be called into question on every occasion.

The Dean reminded the Faculty that there had recently been a time when candidates were not even paired. Pairing assured some

control. He also explained that some committee work required of Council members arose out of their Department's interests.

The Professor of Industrial and Labor Relations, Maurice F. Neufeld, another member of the Committee endorsed what Professor Williams had said and asked the Faculty to realize that the Committee was well aware of the legislation, was presenting a slate of what it believed to be the best candidates, and was sometimes likely to fall short of an ideal slate when its first choices were not available.

The Susan Linn Sage Professor of Philosophy, Max Black, recalled the development of the original legislation. The alternative plan had been for some kind of federal representation, and that had been rightly rejected; for the Council should represent the Faculty as a whole not separate colleges or divisions. If other candidates were now added to the present slate, they would be in an anomalous position, knowing that they were there not because they were thought best but because they were from a particular school or department. The Nominations Committee was itself broadly based. A vote to recommit their slate was a vote to censure.

The Professor of Vegetable Crops, John D. Hartman, although he had not studied the report in detail, was persuaded by the arguments advanced by Professors Blumen and Bruckner. He thought it unwise to choose an Arts-centered Council. Here was a condition that should be corrected. He could not see that any censure was involved. The Committee had overlooked something, and the Faculty should correct it.

The Charles A. Alexander Professor of the Biological Sciences, Frederick C. Steward, stated that the Council represented the

Faculty. To be truly representative of the University as a whole, it was clearly too small. The candidates should simply be voted on as people.

The motion to recommit was then put to a voice vote, and lost.

The motion to accept the slate of candidates for the Council was then put to a voice vote and carried with but two or three dissents.

The President asked whether anyone wished to make additional nominations from the floor. No one did.

Professor de Chazeau then moved the acceptance of each of the following slates, in turn; each was seconded; none was enlarged by nominations from the floor; all were approved without dissent: For the Committee on Academic Freedom and Tenure, two of whom should be elected for four-year terms:

Sara Blackwell and Ethel L. Vatter
Norman Penney and Gray Thoron

For the Committee on the Economic Status of the Faculty, one to be elected for a five-year term:

Henry P. Goode and William G. Tomek

For the Committee on Nominations, three of whom should be elected for three-year terms:

George P. Adams and Henry Guerlac
Carl S. Herz and Kermit C. Parsons
Byron W. Saunders and George Winter

For the Committee on Student Affairs, two of whom should be elected for three-year terms:

Douglas F. Dowd and James R. McConkey
A. Gerd Korman and Gerald W. Lattin

For the Committee on Student Conduct, two of whom should be elected to four-year terms:

Harry Bitner and Faust F. Rossi
Kenneth W. Evett and Alain Sez nec

For the Board on Physical Education and Athletics, one is to be elected for a three-year term:

Ronald E. Anderson and Thomas R. Dyckman

For the University Board of Health, one is to be elected for a three-year term:

John Doris and Jerry M. Rivers

For the Committee on Academic Integrity, one is to be elected for a three-year term:

Ralph N. Campbell and George Gibian

The President now called upon the Dean for a Report from the Faculty Council.

The Dean first set forth the procedure to be used for selecting his successor. He quoted from the By-Laws, which provided:

1. Selection of a Dean

By-Laws Article XIII. 4.

There shall be a Dean of the University Faculty who shall be elected by the Board upon the recommendation of the President and who shall hold office at the pleasure of the Board. In recommending a candidate for the deanship the President shall report to the Board the opinion of the University Faculty concerning such recommendation - such opinion shall be ascertained as that Faculty may determine.

The Dean shall be the chief administrative officer of the University Faculty.

A canvassing committee representative of the Faculty, had been selected by the Council, and they were free to find the three candidates they were required to find in any way they chose. The

members of the committee are: Ernest N. Warren, Chairman; Gordon P. Fisher, Robert D. Miller, David Novarr and Henry N. Ricciuti. Names of candidates would be sent to them.

The Dean next brought the Faculty up to date on the subject of its legislation concerning human rights. He referred back to the decision of May 24, 1966, and subsequent resolution by the Trustees in setting up its commission to study the residential environment and by the Faculty Council to ask him to clarify any obstacles to immediate implementation of the May resolutions. He had conferred with the chairman of the appropriate Faculty committees, Faculty Committee on Student Affairs and the Student-Faculty Committee on Human Rights, with the Vice-President for Student Affairs, and with the Council and the President. He cited the nature of Faculty jurisdiction over student affairs - a jurisdiction delegated by the President - and reminded the Faculty that where such jurisdiction affected housing it impinged on an area that the Trustees were responsible for, insofar as financial considerations were involved. To clarify what steps could be taken pending the report of the Trustees' commission in June, the President had made the following statement:

Statement by the President

"After discussions with the Executive Committee of the Board of Trustees, the Faculty Council, the Student-Faculty Committee on Human Rights, the executive staff, and other members of the faculty and administration, I should like to make the following statement:

The students, the faculty, the administration, and the Board of Trustees are determined to eliminate any categorical discrimination at this university. We are as one on this point. To reach

this goal as quickly as possible, we must all act in concert.

The process of achieving this goal is necessarily a joint responsibility of students, faculty, administration and the Board of Trustees. The trustees and the president have delegated to the faculty the authority to regulate student organizations, to issue rules for their governance, and to extend or withdraw recognition. No one has any intention of withdrawing or weakening that authority. The ultimate responsibility for over-all university policy and its implementation rests with the Board of Trustees.

The faculty has been properly concerned with legislation in the area of human rights and took a strong initiative last Spring. The Board of Trustees in turn has expressed its concern by appointing the Commission on Residential Environment composed of faculty, administration, and trustees, which will make firm recommendations to the Board of Trustees in June.

Very shortly, the fraternities, sororities and other residential associations will be asked to indicate the extent to which they can comply with the intent of the faculty legislation of last Spring and to indicate other areas of difficulty they may have in eliminating vestiges of discrimination in their organizations. I expect complete cooperation in this inquiry. This information is of great importance to everyone in establishing the criteria for determining compliance and in developing effective procedures for enforcement.

In the interim and before the commission reports to the Board of Trustees, I will expect that the responsible student and faculty committees, as well as appropriate administrative officers, will deal with all cases of alleged discrimination which come to their attention.

The goals we seek can best be achieved if we act as one community."

This statement, embodying some revision proposed by the Council, had received the Council's unanimous approval. Further suggestions and steps toward implementation were proceeding through the Vice-President for Student Affairs.

The Dean finally called attention to the new calendar that would go into effect with the next Fall term. After briefly reviewing the principal features of the changed schedule, he discussed the problem of the intersession, about which he had received some letters and telephone calls. It would be a time when the University was open, when the dormitories would be open, when special programs could be organized, when even off-campus events could be arranged; it was a part of the regular academic year.

The Professor of Industrial and Labor Relations, Alice H. Cook, asked whether any plans had yet been made for the intersession.

The Provost, Dale R. Corson, said that a committee was in existence to see whether anyone on the Faculty had anything to suggest. Suggestions had been made for special seminars and for trips with students interested in certain activities that could not be undertaken during other periods of the school year.

The Professor of Physics, Jay Orear, asked whether the tradition governing the intersession and Spring vacation would apply to the new intersession. Could a professor without academic responsibilities for that period leave Ithaca without going through the procedure of filling out leave-of-absence forms and leaving forwarding addresses? Could that tradition be continued - or at least tried at first?

The Provost replied that probably no pattern could be made compelling. The period was not, however, a vacation period, and leave procedures were available. Faculty on University business or University-related business were covered by accident insurance and the like, and might be better off leaving forwarding addresses.

The Vice-President for Public Affairs, the Associate Professor of Government, Steven Muller, asked the Faculty to consider ways in which Cornell might serve during the intersession as a place for meetings that could not be held at any other time. Distinguished visitors might be brought to the campus; it was a period when the students and staff would have more free time than during any other period.

The President commented that as he recalled the discussion at the time the revised calendar was adopted there was a sense "that intellectual inventiveness would fill the period."

The Dean of the College of Arts and Sciences, the Professor of Philosophy, Stuart M. Brown, Jr., said that the intersession differed from a vacation period inasmuch as the students would be here and the dormitories would be open.

There was some agreement that no one could presently predict how full those dormitories would be, though.

The meeting was adjourned at 5:43 p.m.

Robert H. Elias
Secretary

The President called the meeting to order at 4:30 p.m., 183 members attending. He called for additions or corrections to the minutes of the meeting of March 8, 1967. The Professor of Poultry Science, J. H. Bruckner, proposed that the remarks attributed to him on the third page, second paragraph, would be clarified if the minutes were revised in a fashion that he had already discussed with the Secretary; he briefly paraphrased what follows:

The Professor of Poultry Science, J. H. Bruckner, rose to second the motion. Remarking that he had intended offering some of the same criticisms, he quoted a portion of the legislation relative to the Council that stated: "The membership of the Council shall be broadly representative of the faculty at large, being composed of persons from a variety of schools and colleges, and having varying lengths of service at Cornell." This provision seemed to have been ignored. Moreover, breadth and variety were missing from the slate generally, as well as adequate representation of a range of ranks. Of the 34 nominees for all positions, 12 were from the College of Arts and Sciences; 23 were full professors; the rest were associate professors. There was no assistant professor at all. During 1966-67, he added, 57 of the 62 elected committee members were full professors, 4 were associate professors, 1 only was an assistant professor. It was ironic that at a time when there was widespread sentiment for giving undergraduates more of a say, associate and assistant professors should have little or none. The members of the Nominating Committee, he noted, were all full professors.

The Faculty accepted Professor Bruckner's proposals and approved the minutes with the understanding that they would embody the desired revisions.

The President then announced the death of:

1. Paul P. Bijlaard, Professor Emeritus of Theoretical and Applied Mechanics, on March 9, 1967, and
2. John Alban Finch, Assistant Professor of English, on April 5, 1967, who lost his life while assisting students from the Residential Club during the tragic fire.

Following the moment of silence, the President called upon the Dean, who moved the following resolution:

The University Faculty wishes to express its grief and sorrow over the loss of nine Cornellians in the tragic fire which occurred at the Residential Club in the early morning of April 5. We extend our deepest sympathy and compassion to the families and friends of

Martha Susan Beck
 Meimei Chung Cheng
 Peter Cooch
 John Alban Finch
 Carol Lynn Kurtz
 Anne Catherine McCormic
 Jeffrey William Smith
 Jennie Zu Wei Sun
 Johanna Christina Wallden

The motion was seconded and passed unanimously. The Dean said that he would communicate the Faculty's action to the families concerned.

The President commented briefly on the events of the preceding week. He knew that all must regard the disaster as one of the most tragic events in Cornell's existence, and he could only commend the way the entire community had rallied in response to the emergency. As he had stated at the memorial service, great tragedy produces great hearts, and there had been heroes whose acts would not be forgotten. Regarding the future, it was clear that controls would have to be infinitely tighter than they had been in the past. The immediate task was to rally to help the survivors. Although the names of all who, in addition to Professor Finch, had distinguished themselves might have to await a full report, there were some who should be named at this time as authentic heroes: Sergeant Arthur S. Graham, who, out on his rounds, had arrived within two minutes of the alarm and risked his life to help bring out students; Dr. Henry D. Humphrey and David Abbott, who likewise had risked

themselves in the building and brought many of its residents to safety; and finally Professor Finch's sister, Miss Veronica Finch, who had been located in Nigeria, flown to Ithaca, and proved a most extraordinary and compassionate person: she had lived with the students through the weekend, talked with them, stayed two extra days to do so. The students' morale would, the President said, have been far different and poorer today had it not been for her. He would write her to say that he had publicly spoken of her to the Faculty. He then called upon the Provost for a report. The Provost had been in charge and borne the brunt of the responsibility for the University.

The Provost explained that he would necessarily have to speak in relatively general terms. There had been a lot of hearsay, full information was not yet available, and some matters might be inappropriate to discuss at the moment. In a brief summary, he stated that Professor Finch had called in the alarm at 4:08 a.m., that Sergeant Graham had reached the scene at 4:10, that the fire seemed to have started in the basement, and that the deaths were from asphyxiation. Press reports of the event had not been wholly accurate in their details. The building was of concrete block construction, with brick veneer; the ceilings concrete core. The building had five exits. A number of studies and investigations were now in progress. The fire itself was being investigated by the Cayuga Heights Fire and Police Departments, with the cooperation of the University, the State Police, and a variety of experts, including some from the National Board of Fire Underwriters. Laboratory tests in connection with that investigation were not yet completed. Nor had all the

conflicting testimony been sifted. There had been talk of arson, and such a possibility was always considered in investigations of this sort. At the same time, the Provost, on behalf of the University, had asked for a report on safety conditions at the Residential Club preceding the fire, as well as a report on the safety systems throughout the dormitories. Three or four years ago, as a result of the passage of new state laws concerning dormitory safety, the University had expanded its efforts and appropriated some \$635,000 to improve conditions on the campus: \$250,000 for alarms and sprinklers in the endowed colleges' buildings; \$170,000 to supplement existing systems; \$215,000 for fire-safety improvements in the state-supported colleges. Since the fire an hourly night-watch inspection of all living areas had been instituted; in the larger dormitories this meant a visit to each floor; in the smaller units, a visit to the ground floor and basement. In addition, the President had appointed a committee, under the chairmanship of former vice-president Theodore P. Wright, whose charge was to look to the future; it was to assess the condition and needs of the University's fire-protection systems, and recommend specific measures. The members of the committee were: Theodore P. Wright, retired Vice-President for Research at Cornell; Mrs. Laura H. Holmberg, attorney, Ithaca; Seth S. Goldschlager, class 1968; A. W. Laubengayer, Professor of Chemistry Emeritus; Norman S. Moore, Chairman, University Health Services; Ray Forrester, Dean, Law School; George Winter, class of 1912 Professor of Engineering; and Donald H. Moyer, Assistant to the Provost, Executive Secretary of the Committee. This committee had been assured of all necessary technical help and logistic support and

would be expected to report to the Board of Trustees at the June meeting. Finally, the Provost announced, the Coroner's inquest had been postponed until April 19th because of the need to complete all phases of the investigation.

The Professor of Economics, Alfred E. Kahn, asked how students could be reassured. Girls who lived on the fifth floor of Balch were worried because they had no way of escape. What could be said to them?

The Provost replied that the report on fire protection in the dormitories would soon be made public and prove reassuring. He thought, though, that it would be appropriate if, through the office of the Dean of Students, discussions were organized in the various units to consider what steps to take in emergencies. One of the points Miss Finch had emphasized was that an attempt should be made to dispel the "They" philosophy prevalent among the students, who kept asking, "What have they done?" She had told students to ask themselves, "What have you done?" Mechanical systems could fail, after all.

The President reminded the Faculty that the Provost had spoken of the hourly nighttime checks. In addition, someone was on duty throughout the night in all the buildings. He, too, wished to stress the importance of self-help, and the value of learning that games with fire were not just fun. He then mentioned some of the ways fire was continually used in so-called pranks (waste-basket weenie roasts, flaming notes pushed under doors, ignited toilet paper), and said that there had been two such incidents since the Residential Club disaster. Pranks, he suggested, should take a holiday. He

recognized, of course, the interest in knowing the details of the Residential Club fire, but these were still being sifted, and besides, the University could not properly make any statement preceding the inquest lest it have a damaging effect on innocent persons.

The President now called upon the Secretary of the Faculty for a report from the Committee on Elections. The Secretary, having distributed the report, asked whether there were any questions. There being none, he moved acceptance of the results. There was a second. The Faculty without dissent then approved the following:

Report of the Committee on Elections

There were 697 ballots cast of which 694 were valid and the following were the results:

1. For a member of the Faculty Council for a three-year term, 624 ballots were cast, of which 313, a majority, were cast for the Professor of Electrical Engineering, Benjamin Nichols;
2. For another member of the Faculty Council for a three-year term, 661 ballots were cast, of which 352, a majority, were cast for the Professor of Economics, Chandler Morse;
3. For another member of the Faculty Council for a three-year term, 614 ballots were cast, of which 338, a majority, were cast for the Professor of Classics, Gordon M. Kirkwood;
4. For another member of the Faculty Council for a three-year term, 593 ballots were cast, of which 325, a majority, were cast for the Professor of Anthropology, John M. Roberts;
5. For a member of the Committee on Academic Freedom and Tenure for a four-year term, 572 ballots were cast, of which 369, a majority, were cast for the Professor of Home Economics Education, Sara Blackwell;
6. For another member of the Committee on Academic Freedom and Tenure, for a four-year term, 602 ballots were cast, of which 348, a majority, were cast for the Professor of Law, Norman Penney;

7. For a member of the Committee on the Economic Status of the Faculty for a five-year term, 597 ballots were cast, of which 321, a majority, were cast for the Associate Professor of Agricultural Economics, William G. Tomek;
8. For a member of the Committee on Nominations for a three-year term, 635 ballots were cast, of which 395, a majority, were cast for the Goldwin Smith Professor of the History of Science, Henry Guerlac;
9. For another member of the Committee on Nominations for a three-year term, 646 ballots were cast, of which 470, a majority, were cast for the Professor of City and Regional Planning, Kermit C. Parsons;
10. For another member of the Committee on Nominations for a three-year term, 602 ballots were cast, of which 322, a majority, were cast for the Professor of Industrial Engineering and Operations Research, Byron W. Saunders;
11. For a member of the Committee on Student Affairs for a three-year term, 658 ballots were cast, of which 436, a majority, were cast for the Associate Professor of English, James R. McConkey;
12. For another member of the Committee on Student Affairs for a three-year term, 596 ballots were cast, of which 356, a majority, were cast for the Professor of Hotel Administration, Gerald W. Lattin;
13. For a member of the Committee on Student Conduct for a four-year term, 542 ballots were cast, of which 310, a majority, were cast for the Associate Professor of Law, Faust F. Rossi;
14. For another member of the Committee on Student Conduct for a four-year term, 597 ballots were cast, of which 322, a majority, were cast for the Professor of Art, Kenneth W. Evett;
15. For a member of the Board of Physical Education and Athletics for a three-year term, 548 ballots were cast, of which 402, a majority, were cast for the Associate Professor of Plant Breeding, Ronald E. Anderson;
16. For a member of the University Board of Health for a three-year term, 520 ballots were cast, of which 275, a majority, were cast for the Associate Professor of Child Development and Family Relationships, John Doris; and
17. For a member of the Committee on Academic Integrity for a three-year term, 613 ballots were cast, of which 361, a majority, were cast for the Professor of Industrial and Labor Relations, Ralph N. Campbell.

The President next called upon the chairman of the Faculty Committee on Student Affairs, the Professor of Electrical Engineering, Ralph Bolgiano, Jr., for a resolution in regard to Spring Day. Professor Bolgiano, assuring the Faculty that the "S" and "A" of his committee still referred to "student affairs", proceeded to recall that with the adoption of the new calendar, the Faculty had removed Spring Day from special consideration in the future. He expatiated briefly on the irrelevance of the annual holiday, and the glories of that irrelevance, and inasmuch as the present year was the last one in which such a holiday might be declared, and inasmuch as there was some benefit to be derived from affirming the presence of Spring, even if its arrival was later than the President might wish, he moved on behalf of his committee that May 13th be designated Spring Day, and be declared a holiday, and that classes be cancelled throughout the University, except in the Law School, with provision for making up the cancelled classes. There was a second, no discussion, and approval without dissent.

The President now called upon the Dean for a correction in reference to the dates for orientation in September. The Dean announced that the dates were to be September 7-10 and that he would send the Faculty a notice to that effect.

The President called next upon the Susan Linn Sage Professor of Philosophy, Max Black, for a report in regard to the Professors-at-Large. Professor Black reminded the Faculty that the Professors-at-Large were meant to be distinguished men and women who would enjoy the status of full members of the Faculty during their visits to Cornell, whether long or short, and who would be paid only while

actually in residence. The program had, he felt, met the preliminary tests. It had elicited funds from the Lilly Foundation sufficient to sustain the program; it had appealed to highly eminent candidates, almost none of which had declined appointment; it had permitted the appointees to perform a variety of valuable functions in numerous ways that students and other members of the Faculty had already found helpful. Future appointments would strengthen the impression.

The Vice-President for Research and Advanced Studies, the Professor of Chemistry, Franklin A. Long, asked whether there was a goal, or limit, as to numbers.

Professor Black said that it was, perhaps, 18, but although that was a multiple of 6, and six years was the term of appointment, there was nothing necessarily final about 18. He added that there was some confusion in distinguishing between the Professors-at-Large and the Fellows appointed by the Society for the Humanities. The Society was for the humanities; its Fellows worked in the humanities; their visits were long -- sometimes for a term, often for a year. The Professors-at-Large, on the other hand, could contribute to any part of the University and represent a much broader range of interests, talents, and qualifications than the Fellows, and visited the campus for only brief periods.

The President informed the Faculty that Sir Eric Ashby might prove an exception to this, since as soon as he had completed his current administrative commitments he planned to spend a full semester at Cornell.

There being no further reports, or unfinished business, the President turned to new business and called upon the Dean for the

report from the Faculty Council's Committee on the Relations between Cornell University and the Cornell Aeronautical Laboratory.

The Dean introduced the report by explaining that, because of the events of the preceding week, the Council had been unable to complete its discussion of the report. The appendix had, moreover, not been prepared in time for distribution prior to the Faculty meeting. The report from the President's committee had only lately come to hand and needed to be studied, too. And inasmuch as interests in the question varied considerably and all sides should have a chance to be heard, the Council had decided that the report should be offered at the present meeting only for discussion and that a vote on the proposed resolutions should await the May meeting. Such a vote, the Dean noted, would, however, have no binding force. The University Faculty could simply make its views known by addressing them to the President. Although the Laboratory's Director, Dr. Ira Ross, was an ex officio member of the University Faculty, there was no other link, and the University Faculty had no jurisdiction over the Laboratory. He then asked the Committee's chairman, the Walter S. Carpenter, Jr., Professor of Engineering, Engineering Physics and Solid State Studies, Henri S. Sack, to comment on the report.

Professor Sack apologized for the length of the report, for its delay, and for the lack of unanimity; but he felt that these conditions indicated the difficulties that had been faced. Political conditions had put the basic issues in the limelight and made objective judgment difficult, especially in regard to classified work. He did wish to stress that in the matter of banning classified work from the campus the committee had been unanimous, and had

thus unanimously endorsed Resolution #1. The committee had been unable to find any formal statement by the Faculty concerning such a position; the opposition to classified work on the campus had been embodied in policy statements by the administration. But the committee had felt that freedom of inquiry, of communication, and of outside judgment were educational essentials and should remain unfettered. The committee had held to a strict definition in this area; for classified work, in their opinion, meant not only work in the security category but also work requiring delay in publication for the sake of private exploitation or profit. By "campus" the committee had meant all units of the University that had educational functions. At best, though, a Faculty resolution could only provide guidelines. Enforcement would be impossible without infringing upon academic freedom. Where the committee had disagreed was in regard to off-campus activity. Sub-committee A had concluded that classified work should not be permitted there under any conditions; sub-committee B had concluded that classified work could be permitted there under some conditions. He then asked the Associate Dean of the College of Agriculture, the Professor of Agronomy, W. Keith Kennedy, to present the views of sub-committee A.

Professor Kennedy quoted page 6 of the report as best summarizing the view of his sub-committee. Although there might be some differences as to what weight should be given each of the factors, it was the sum of all the factors that was cogent and that argued for the University's divesting itself of responsibility for the Laboratory. The principal factors were the placing of unwarranted restraints on the Faculty, the difficulty or impossibility of

exercising firm control over so distant a laboratory, the impossibility of reducing the significance of classified work at the Laboratory without the Laboratory's ceasing to be self-supporting, the excessive financial commitment that would be required, and the presence of acceptable alternatives for Faculty and students to gain the sort of experience that connections with such a laboratory would be expected to provide.

Professor Sack then, in turn, summed up the position of sub-committee B. His sub-committee believed that there could be educational and public-service benefits that might justify exceptions to the principle of opposing classified work and that might warrant confronting the difficulties and expenses entailed. The University should not turn its back on urgent problems. Indeed, the question was how could the University bring the standards of academia to classified work? Positive action was called for. Cornell's name would be involved, to be sure, but its name was just as much affected by what any individual did on his own as by what he did as part of an organization supervised by Cornell. Professor Sack would expect that Cornell's high ethical standards would prevail no matter what the individual's role was. He then went on to say that although one member of the sub-committee felt that present arrangements were satisfactory, the other two were not convinced, and all three agreed that there could and should be improvement. If there had been no such improvement in the past, it was simply because there had been no pressure on the Laboratory to modify its procedures. A chance should be provided to develop better relations between the University and its affiliate in the interest of enhancing the flow of

technical knowledge. Sub-committee B was in no position to spell out details; the means would have to be worked out after a further study. Nor could success be guaranteed; the Faculty might wish to impose restrictions unacceptable to the Laboratory. But the Laboratory was worth working with. Arrangements and cooperation with private or government laboratories had not proved feasible. The basic issue was, Professor Sack emphasized, classified work. Without it, the Laboratory could not exist; and if the Faculty disapproved of its being done at CAL, then the ties would have to be severed. If, on the other hand, the Faculty approved Resolution II-B, then a resolution to create a committee to study implementation would be presented.

The President now invited discussion.

The Professor of Neurobiology and Behavior, Richard D. O'Brien, chairman of the Faculty Council's Committee on Research Policy and Personnel, questioned the implications of Professor Sack's strict interpretation of Resolution #1. His committee did not regard the sort of publication delay often required by donors of manuscripts, private papers, and other literary collections as serious restraints. He would prefer that the meaning of classified work should be restricted to bans on publication related to security or industrial interests. There were admittedly some gray areas, but he would favor a broad interpretation, an ad hoc approach, and the encouragement of consulting when in doubt.

Professor Sack agreed that it should be up to the individual, and Vice-President Long added that in working with Professor O'Brien's committee he had concluded that there were really not many gray

areas, and that an ad hoc approach would work well.

The Dean of the College of Arts and Sciences, the Professor of Philosophy, Stuart M. Brown, Jr., stated that to interpret the resolution as in any way preventing the acceptance of a statesman's papers with conditions attached would be disastrous. This was a problem that was not a matter of individual conscience.

The Professor of Physics, Jay Orear, asked Vice-President Long about a seeming inconsistency in the report of the President's committee. On page 15 the committee was reported divided over the acceptability of classified work, but on page 20 it was apparently agreed in proposing closer ties with the Laboratory.

Professor Long explained that the matter of classified work had not been brought to a vote; there was simply a range of views about it. The committee had, though, agreed to a recommendation that relations with the Laboratory should be made more fruitful.

The Associate Professor of Sociology, Rose K. Goldsen, asked Professor Sack whether the committee members who were contemplated in Resolution #3 would have to be cleared or whether any member of the University Faculty would be eligible even if uncleared.

Professor Sack replied that any member would be eligible.

Professor Orear asked whether there was not already sufficient information to make a further prolonged study unnecessary. For example, in the matter of chemical weapons, the Faculty might ask the Laboratory to discontinue research. Had the Laboratory been asked how they would react to such a request?

Professor Long answered No. A more extensive study needed to be made on many levels. Engineering had some positive ones in mind.

A more active consideration of the Laboratory's program, which included ordinance research, was wanted, but it would be impossible to presume to answer what the outcome would be. In any event a Faculty communication to the Laboratory would not take the form of an ultimatum.

Professor Orear, however, noted that the Sack committee's report recorded a lack of enthusiasm in Buffalo for increased control by the Cornell Faculty.

Professor Black challenged Professor Sack's statement that there was no fundamental difference between what an individual did on his own and what he did when engaged in a project run by the University. Professor Black contended that any professor engaged in a project made a distinction whether he did so as an individual or as an agent of Cornell University. CAL was an agency of some size, with a high representation from Cornell University in the directorship. Whatever CAL did was what Cornell did. One of the precious things about a university was that it was one of the last institutions to claim independence as an intellectual agency. Even if there were financial advantages, the connection should be entered into reluctantly. Work was being carried on for the government, for military purposes. The University was, therefore, acting as an agent of the government and could not be a free intellectual agent.

The President called attention to the time - 6:05 p.m. - and asked whether the Faculty wished to carry on the discussion another fifteen minutes or preferred to defer further consideration until the May meeting. A show of hands strongly favored deferment, and the meeting was accordingly adjourned.

Robert H. Elias, Secretary

3380
Room M
Olin Hall
May 10, 1967

The President called the meeting to order at 4:35 p.m., with 360 members attending. He called for additions or corrections to the minutes of the regular meeting of April 12, and there being none declared them approved.

He then commented briefly on several matters. First, he noted the gift by Mr. H. F. Johnson, a member of the Board of Trustees and a graduate of the class of 1922, of \$4 million toward the construction of a new art museum. Alluding implicitly to the incidents attending the dedication of the addition to Baker Laboratory, the President expressed his eagerness at the prospect of an opportunity to please the community. He also called the Faculty's attention to the \$6 million grant from the Ford Foundation for increased support of the Center for International Studies. Next he indicated his pleasure at the award of a Pulitzer Prize to David B. Davis, the Ernest I. White Professor of American History, and stated that if the Faculty agreed he would write a letter to Professor Davis to say that he had mentioned the award before the Faculty and everyone was pleased. There was a round of applause. The President concluded his comments by assuring the Faculty that newspaper rumors of his plans to leave Cornell were unfounded - he very much intended to stay, but if the stories persisted he might become suspicious. There was another round of applause. He now turned to the matter of the drug investigation and called upon the Dean of the Faculty for an announcement.

The Dean informed the Faculty of the formation of a University Commission on the Interdependence of University Regulations and Local, State and Federal Law. Its purpose and concerns were set forth as follows:

"The Commission named at the recommendation of the Faculty Council and the Faculty Committee on Student Affairs is asked to report to the President of the University, the Dean of the University Faculty, and the President of Student Government. Its report should include findings and policy recommendations in the broad area of student affairs and conduct, law enforcement on campus, the interdependence of university regulations and local, state and federal law, and university procedures in all these areas. The reports of the committees who are considering judicial procedures and freedom of expression and artistic standards should be integrated into the committees' recommendations.

Among the questions which the Commission is asked to consider and react to are:

1. The role of the University in the enforcement of local, state, and federal law with particular consideration for matters of academic freedom, individual freedom of speech and political action;
2. The interdependence of university procedures and local law enforcement agencies;
3. The role and responsibility of university officers and committees in the investigation and enforcement of university regulations and local law, particularly the office of the Proctor and the patrolmen and detectives in the Safety Division;
4. The role of the students, the faculty and the administration in all these matters with emphasis on the structure and procedures which will best serve to maintain law and order on the campus in an academic climate which promotes learning and the search for knowledge with a concern for individual freedom and responsibility.

The Commission will be at work this summer and is requested to make a report in September.

The President and the Dean of the Faculty announced the appointment of the Commission on May 10, 1967. The members of the Commission include Allan P. Sindler, Professor of Government, chairman; William W. Austin, Professor of Music; Ralph Bolgiano, Jr., Professor of Electrical Engineering; Herbert L. Everett, Professor of Plant Breeding and Director of Resident Instruction, College of Agriculture; Stuart M. Brown, Jr., Professor of Philosophy and Dean of the College of Arts and Sciences; Mark Barlow, Jr., Vice-President for Student Affairs; Neal R. Stamp, University Counsel; Thomas W. Mackesey, Professor of Architecture and Vice-Provost; C. David Burak, I L R '67; Catherine L. Forrester, Arts '68; Arthur C. Kaminsky, Arts '68; Reeve D. Vanneman, Arts '67; and Stanley R. Levy, Assistant Professor of Education and Associate Dean of Students, Executive Secretary."

The Dean recommended that anyone having communications or proposals or requests to be heard should address the Executive Secretary. The President added a word, emphasizing the value of the Commission; the problems to be confronted were important, subtle, and complex. He then asked the Provost to report on the state of the investigation of drug traffic in the dormitories.

The Provost related the University's present effort to the continuing desire to keep the City police off the campus. He explained that following the development of strained relations over the Trojan Horse he had had a series of conversations with city and town officials to clarify what appropriate relations should be and that there was agreement that, except in case of major crimes and suicides, the City police would not assume any jurisdiction. Following the Police raids in March in connection with traffic in LSD and marijuana, the University had agreed that it would investigate complaints based on its own evidence, the objective being to control traffic in drugs on the campus. During the past two weeks the

Proctor had proceeded to make such an investigation and to question students whose names he had been given. The result had been to turn up some \$100 worth of traffic in marijuana; the drug had been turned over to the police, together with the names of three students. Subpoenas had been issued to others on the Police's own evidence. The Faculty Committee on Student Affairs had then developed a statement of policy, announced in the Sun on May 8, defining the role that it was appropriate for the Proctor to play. The President had agreed to implement that statement, and the Provost had talked with the Proctor to be sure that the policy was carried out. The policy statement was as follows:

"Representatives of Student Government, the FCSA, and the Administration met to discuss the current drug investigations and to consider the role of the University in this matter. A drug problem exists in the community. There is evidence of drug traffic within university buildings and involving Cornell students. It is a deep institutional concern that not only Cornell students are involved but also students from other colleges and the local high school as well.

We cannot overlook this problem. The University has made and will make every effort to suppress traffic in drugs on the university campus. It was agreed that in its continuing investigations the University will follow the procedures stated below.

- (1) The Proctor will serve as the University's investigatory officer but neither in the role of nor through the exercise of his powers as a deputy sheriff.
- (2) The information obtained in current or subsequent investigations is for University use. However, the University will refer evidence of trafficking to local law enforcement agencies.
- (3) The Proctor will advise students of their constitutional rights and legal liabilities if there appear to be possible violations of criminal law.

The entire community now recognizes that the problem of law enforcement on the campus involves a variety of sensitive issues, including those referred to above. Many of these issues require further clarification. To this end the student-faculty-administration commission, which FCSA requested after the SCARB-SDS controversy, will be asked as part of its mandate to study the problem of law enforcement, to define appropriate university policy, and to recommend operating procedures."

The objective of the University's efforts was, the Provost said, to maintain in the dormitories an "atmosphere conducive to learning and study." Today, another objection to the University's position had been made in the form of a resolution on the procedures for appointing a Dean of Students that had the implications of an ultimatum. It had been addressed to the Administration by the new Executive Board of Student Government and was as follows:

"We wish to bring to your attention the concern of many students for the selection of the Dean of Students. On Thursday, May 11, 1967, a referendum conducted by Student Government indicated that 65% of the electorate supported formal student participation in the selection of the Dean of Students. The proposal for a community committee of three students, three members of the faculty and three administrators won 54% of the support. Executive Board of Student Government therefore DEMANDS that the administration take immediate steps to implement this procedure."

Richard G. Birchall

The implicit threat was that unless the University agreed, the students would take appropriate action. In this context the newly appointed commission clearly had an important function.

The President added that he was not frightened by ultimata. He knew that the community was not likely to tolerate the demand by any minority that the consensus should be overturned by "escalated difficulties." As chief executive officer of the University, with the cooperation of the Faculty Council, the Faculty Committee on

Student Affairs, and the rules evolved by the FCSA and the new student government, he did not propose to let a minority overturn the consensus; he assumed that the Faculty wished him to take this position. (Here he was supported by extensive and vigorous applause.) He trusted that it was generally recognized that the laws here were being supported by people who were not without humane considerations and sympathies. He felt that it was his responsibility to see to it that the community stayed on an even keel, with a chance for all to speak their minds and with the rules and regulations not to be overturned by violence. Discussion was part of the educational process; opportunities for talking with anyone who wanted to talk were always to be available - in fact, Professor Bolgiano and Vice-President Barlow were engaged in running an almost continuous seminar. He believed that everyone would think hard before trying more direct means to effect change.

The Professor of Astronomy, Thomas Gold, asked why the resolution of the Bolgiano Committee was so mild. If a violator of criminal law was detected, he should be turned over to the authorities, not simply warned and enabled to get away. There was an obligation to hand him over. Moreover, Professor Gold stated, the drug traffic was more serious than had been indicated; he believed that more serious drugs were involved and that the amounts reached thousands of dollars. He wished the meeting would go on record as supporting the President's strong suppression of such traffic.

The Professor of Art, H. Peter Kahn, alluding to an article in the New Republic in which Vice-President Barlow and others in administrative positions had been quoted, questioned whether the

Administration was as firmly committed as had been said. A clearer stand by the University would dispel some of the confusion that now existed. (The above as corrected in the September 13, 1967 Minutes).

The President discounted the significance of the New Republic article. The remarks attributed to Mr. Barlow had been made to the author in a whimsical tone in a social situation in which there was no reason to assume that material was being seriously sought for an article. Mr. Barlow's ironic quip had been translated by the New Republic into deliberate policy.

The Director of Cornell United Religious Work, W. Jack Lewis, confessed concern and some confusion about the problem. He had always assumed marijuana to be harmful and addictive; now it appeared that he might have been mistaken, but he believed in respect for the law. He recalled how it was in the Twenties, in regard to alcohol, about which, at the time, he had "inside information". In the present situation he was less certain of the answer. He had attended a midnight meeting at the Commons. He did not understand all that was said. He did think that the group's resolution was too strong; he believed that the law must be honored. Marijuana simply "muddies the water". He had, however, left the Commons with two clear ideas: (1) "In loco parentis is dead"; (2) the separation of academic and civil jurisdiction was the central problem.

The Professor of Economics, Alfred E. Kahn, brought the discussion to a conclusion by stating that the issues were complex, that legislation on the floor was never wise. The members of the Commission trying to work out the problem were sensitive and aware. He believed that there was no need to respond formally to the

Provost's and President's statements by seeking a vote. The President knew that everyone was behind him.

The President then called upon the Dean for a presentation of motions in reference to the relationship between Cornell University and the Cornell Aeronautical Laboratory.

The Dean acknowledged that the issues were complex but hoped that prolonged debate would not be necessary. He briefly summarized the powers and functions of the University Faculty as defined in the By-Laws, reminded the Faculty of the extensive treatment of the issues in the two reports previously distributed, and called attention to his memorandum of May 3, 1967, that had been developed at the Council's instance to facilitate action. He then moved, on behalf of the Faculty Council "that the University Faculty receives with thanks and appreciation the Report of the Faculty Council's Special Committee on Relations between Cornell University and the Cornell Aeronautical Laboratory and transmits it to the President for information and use."

There was a second, no discussion, and approval without dissent.

The Dean now presented the question of free and open research on the campus. Although a general commitment to such research had been in effect since 1946, no statement had ever been formally adopted by the Faculty. The following definition of policy had been prepared by the Council's Committee on Research and Personnel for inclusion in the next edition of the Handbook:

"It is Cornell policy that the results of research carried out by Cornell students and faculty shall be freely accessible to all interested scholars. As a specific component of this policy, all graduate research shall be carried out in an unrestricted environment and the resulting theses

shall be available in the open literature. This policy reflects the conviction of the Cornell faculty that the essence of a university is the acquisition and dissemination of knowledge, and that these are processes which flourish best in an atmosphere of free exchange of ideas and information. As one consequence, the Cornell policy of open research precludes the carrying out on its academic campuses of classified research, where the word classified is used in the government security sense.

This policy does not imply restrictions on Cornell faculty doing work individually, on a consulting basis, with governmental agencies and other sponsors on classified matters. These consulting arrangements will necessarily be developed on an individual basis and should, of course, be in accord with general Cornell policies on consulting. They can involve receipt and storage of classified documents with only the proviso that the consultant himself is responsible for the security matters which may arise from such arrangements. Assistance on security matters is, however, offered by the University Security Officer, currently Mr. Jack Lowe, extension 5014. (Further details on Cornell's policy on classified research and the handling of classified material are to be found in Section V of the Sponsored Research Manual.)"

The Council felt, however, that a formal affirmation of such a definition should be made a matter of record. Accordingly, the Dean offered the following:

RESOLVED, that the University Faculty affirms the policy that classified activities in teaching, research, and public service remain banned from the Ithaca and Geneva campuses, and that no classified work be acceptable in satisfaction of the requirements for any degree.

There was a second.

The Professor of Civil Engineering, Arthur J. McNair, asked what was meant by "classified". Did it refer only to government (military and civil) matters, or did it include work for private industry and privileged private documents.

The Dean replied that all three categories were included. The criterion was whether the material would become freely available for publication and discussion with colleagues.

The Vice-President for Research and Advanced Studies, Professor Franklin A. Long, pointed out that the resolution did not affect the medical school inasmuch as the University Faculty's jurisdiction did not extend to that school.

The question was then called for and passed without dissent.

The Dean then turned to the question of whether the Faculty wished to recommend severance of ties with the Laboratory. The motions to be offered were not exactly the same as those proposed by the Sack Committee, which had favored making the issue of classified work in off-campus facilities the first item of business. But the Council had felt that the Committee's alternatives had not been clear enough and that there had been inadequate opportunity for those who might favor continuing relations on the present basis to express themselves. The most concerned segment of the Faculty, sections of the College of Engineering, had not fully set forth their position. The Council had, therefore, approved the procedure and flow-chart previously explained in the Dean's memorandum. The Dean reported that the Faculty of the College of Engineering at its meeting on Monday had adopted the following resolution, copies of which were then distributed:

WHEREAS, the Cornell Aeronautical Laboratory is an outstanding research laboratory in the fields of aerodynamics and gas dynamics as well as in other areas, and renders effective public service in the name of Cornell,

AND vital cooperation between the Cornell Aeronautical Laboratory and certain departments of the College of Engineering in areas of mutual interest would be greatly impeded if the Cornell Aeronautical Laboratory were an independent laboratory,

AND the Cornell Aeronautical Laboratory provides substantial help to the educational program of the College of Engineering,

AND since the College of Engineering has benefited in the past and has much to gain from continuing association with the Cornell Aeronautical Laboratory and is unique in this respect among the divisions of Cornell University;

The Faculty of the College of Engineering, therefore, supports the retention of the Cornell Aeronautical Laboratory by Cornell University and expresses the desire to increase the educational interaction with the Laboratory.

The Dean now moved "that the University Faculty recommends that Cornell University take steps to end its formal affiliation with the Cornell Aeronautical Laboratory." There was a second.

The Associate Professor of Entomology and Limnology, Donald J. Lisk, asked the Faculty to consider the consequences of severance as against non-severance. If the ties were severed, the work would continue to be done, probably in Rand-type laboratories and under greater wraps. Such an agency would offer salaries that would compete with Cornell. Environmental research on water and air pollution was ideally suited to the Buffalo-Lake Erie area; C.A.L. was concerned with such research; Cornell, with its staff of biological experts, could cooperate and help interpret data that C.A.L. was not staffed to interpret. If ties were severed, C.A.L. would surely develop links with the University of Buffalo and offer real competition.

The Professor of Industrial and Labor Relations, William F. Whyte, argued for severance. Continuing connections with C.A.L. threatened the University's other activities, especially those overseas requiring international cooperation - and especially in Latin-America, where social resistance was already toughened in reaction to American intervention in the Dominican Republic and the various activities of the C.I.A. The work at the Laboratory fit the pattern

(reinforced by the use of napalm in Peru), and Cornell was identified with destruction. What an individual member of the Faculty might do apart from institutional ties would, of course, reflect on the University, but at least there the principles of academic freedom could be invoked to contribute to an answer. No answer could be made to defend institutional involvement.

On behalf of the Graduate School of Aerospace Engineering, the Associate Professor of Aerospace Engineering, Donald L. Turcotte, read the following resolution:

One obvious contribution of C.A.L. to Cornell is the total of \$300,000 worth of fellowships provided to our School. These fellowships have allowed Cornell to remain competitive with the Guggenheim-supported aerospace schools at Princeton and Cal Tech.

While such monetary contributions have been important to this School, technical interaction has been even more important. Much of this interaction occurs on a day to day basis, and is hard to document. Examples are: visits of up to a year by staff members in both directions, exchanges of designs, joint conferences, summer employment of Cornell graduate students, staff members at Buffalo have been sent to Cornell for full time graduate work. This interchange has resulted in providing thesis topics for Cornell graduate students and the ideas for some of the largest test facilities at C.A.L. have come from Cornell. Much of this interchange would not have been possible without the present direct relationship. Also the interchange is not limited to the Aero School.

It is important to note that in engineering the discovery of a fact or phenomenon is insufficient - applicability is essential. The engineering school of necessity rejects the notion that the university can act independently of its environment. An engineering school must react to the technological needs of society. The interaction between MIT and the industrial complex on Route 128 is an example. Cornell is in a rural location; this is a real disadvantage for an engineering school. The relations with C.A.L. have been the largest single link with society for the College of Engineering. To sever this link would be a severe loss.

He stressed the advantages of the C.A.L. ties in competing for fellowships and the use of C.A.L. as linking the University with the real world.

The Walter S. Carpenter, Jr., Professor of Engineering, Engineering Physics, and Solid State Studies, Henri S. Sack, said that he would say that Cornell's role was to help guide and control research at C.A.L. There might be some disadvantages, but so far there had not been any.

The Professor of Physics, Edwin E. Salpeter, explained that he had visited C.A.L. and would continue to visit C.A.L., not as a member of the Faculty but as a consultant for the Defense Department on classified matters. He felt that cooperation with C.A.L. was useful on unclassified matters. But he believed that owning and operating such a laboratory was impractical and was no more necessary there than it was in, say, Boston to permit interchange with other laboratories, like that in the Boston area. As to disadvantages, he could state that Cornell's ownership had hurt him because in working for the government it was an advantage to be independent, and the University's ties with C.A.L. implied involvement. As to the ability of the University to coerce and control, there again, it was impractical. The Laboratory was too far away and too big. To try to assume firmer control would simply cause more bad feeling. He recommended, instead, that the University give up outright ownership and try to set up some non-profit, collective ownership of the Laboratory.

The Professor of Economics, Alfred E. Kahn, was disturbed by the evident conflict of interests within the University. He suggested that the incremental advantages to Engineering - those consequent on

ownership - be weighed against the greater total disadvantages to the University. He especially was concerned that the University's political neutrality would be threatened, since to keep the Laboratory would be less neutral than to relinquish it. Moreover, he was sure that Vice-President Long would agree that the control that the Faculty could exercise would be "precious little", and would it be politically desirable or neutral to debate the details of specific projects?

The Professor of Vegetable Crops, John D. Hartman, rose to say that he did not know that "defending ourselves was a political matter." He asked how much the Economics Department controlled the Medical College.

The J. Preston Levis Professor of Engineering, Herbert J. Carlin, said that he found the advocates of severance addressing themselves to hypothetical and ephemeral issues; those against severance were specific and could give evidence of useful interaction.

The Professor of Neurobiology and Behavior, Richard D. O'Brien, suggested that to recommend disengagement without a prior study of the consequences was premature.

The Professor of Mechanical Engineering, Machine Design, and Materials Processing, Richard M. Phelan, asserted that there was no question that the quality of C.A.L. had benefited Cornell. Despite the appeal of maintaining a pure university in a vacuum, the issue was clouded because after twenty years it was suddenly a burning issue. The real issue, he declared, was not classified work but political - a way of opposing the duly elected government of

the United States. He urged that the resolution be considered on a non-political basis and therefore recommended that the Faculty support Sub-committee B's original motion to investigate in depth the ways of improving relations with C.A.L.

The question was now called for and lost, 133 to 164.

A motion for adjournment was recognized, seconded, and passed, at 6:10 p.m.

Robert H. Elias,
Secretary

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