

# Mackesey: Cornell In the Seventies

While the focus of attention on the Cornell campus today is largely concerned with problems of the immediate future, such as the issue of the University Senate, many plans and decisions are being made now



THOMAS W. MACKESY  
Vice President for Planning

that will take effect during the course of the next decade.

Will the University move towards the construction of more high rise buildings? Where will students, faculty and staff park their cars in 1979? At what rate will the undergraduate and graduate student enrollment grow over the next ten years, and what will be the relative size of the faculty? Will there be a subdivision of Cornell at some other location in New York State?

WHCU reporter Jay Levine asked these questions to Thomas W. Mackesey, vice president for planning, as part of the radio station's "Life in the Seventies" series broadcast Tuesday evening.

Q: Mr. Mackesey, will the pace of building be as great in the 70's as it was in the 60's at Cornell?

A: That is difficult to say. With the volume of construction that we have carried on for the last several years one would anticipate that we would have caught up on the backlog of demand, but the size of our building program is conditioned by factors over which we don't

have complete control. Federal policy with respect to grants, the money market, the interest rates on money that we borrow for buildings all have a very substantial impact on our building program. I am conscious of the fact that back around 1960, then President Malott (Deane W. Malott) announced to the Board of Trustees that the substantial building program that the University has been following during the 1950's was now drawing to a close and that the University could devote its resources to something else. It would be impossible to tell by looking at the figures when that break-point was because the building program actually accelerated during the 1960's. The best guess that I can give at this time is that we are going to slow down, that we have caught up. But I may be just as wrong as President Malott was ten years ago.

Q: What is on the drawing boards as of now as far as academic buildings go?

A: The next building that we are breaking ground for — that will be this coming summer — will be the Johnson Museum of Art. That is well along in working drawings now. Then we have in planning a major building for research in the College of Veterinary Medicine. This is state-financed under the New York State Construction Fund. We are planning also on developing a farm for large animals about 15 miles east of the campus. That will relieve the campus of a lot of farm-related uses and will make

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## CURW Considering Restructuring Proposal

After months of internal discussion and debate, the Board of Cornell United Religious Work (CURW) has prepared a restructuring proposal that is, in effect, a compromise to the controversial Konvitz Committee Report issued last semester.

The restructuring proposal, which calls for a complete

reshuffling of the CURW organizational chart, comes before the CURW board for final approval next Monday.

Under the new proposal, religious activities at Cornell will be divided into three sections: a Council of Federated Ministries, which would be made up of the various denominational clergy; an Office for the Co-ordination of Religious Affairs, replacing the present CURW staff and becoming solely an administrative body concerned with the physical operations of Anabel Taylor Hall; and a Foundation for Religion, Ethics and Social Policy, a body that would take over many of the activities presently organized by the CURW staff.

According to Tom E. Davis, professor of economics and CURW board chairman, the main difference between the present and proposed structures is that members of the Foundation staff would not be University officials and would be paid by CURW, not Cornell. Presently, CURW staff

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# CORNELL CHRONICLE

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## Trustees 'Lean Favorably' Toward Senate Approval

Cornell University's Board of Trustees is leaning favorably towards approval of some form of a University Senate at its March 17 meeting in Ithaca, according to Austin H. Kiplinger '39, vice chairman of the Board's

Executive Committee.

"My own reaction to the Senate proposal is to welcome it," Kiplinger said Tuesday. "A great many members of the Board feel similarly." He emphasized he was speaking as

an individual Board member and not as a Board spokesman.

Kiplinger and eight other members of the 13-member executive committee met in Ithaca Tuesday and discussed the Senate proposal, in preparation for the meeting of the full board on March 17.

"I don't foresee any rigid line of resistance," he said. "I sense that the Board feels that we need more inputs" from the University community.

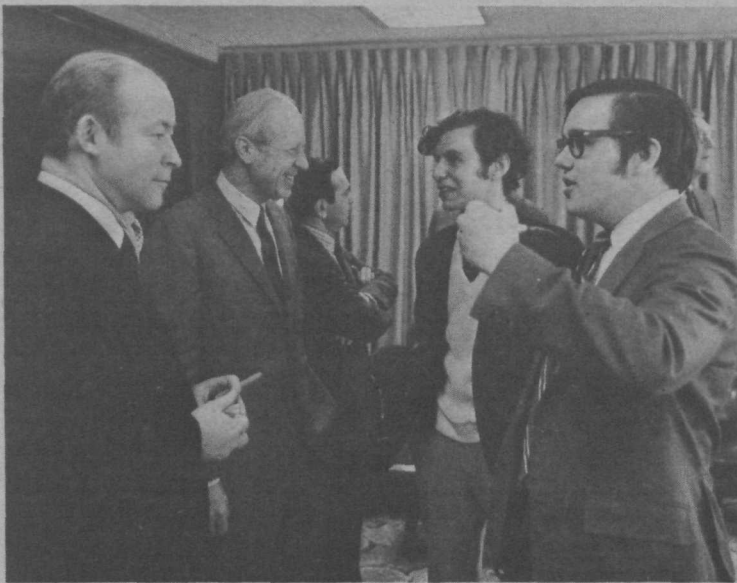
Kiplinger noted, however, that there were a number of legal and structural problems that remain to be worked out. Among those problems, Kiplinger mentioned that, while the Senate proposal calls for the minimum trustee age to be 18, state law requires trustees to be 21 years old. He also mentioned that restructuring the Board would mean that much trustee legislation would have to be rescinded — including authority delegated to the faculty, the status of many of the faculty and student boards dealing with student life, etc. The "new" Board of Trustees would then have to re-establish and reorganize these boards.

He also stated that many of the changes called for by the Constituent Assembly require action by the New York State Legislature in Albany.

"The trustees are not the ultimate authority in all matters," he said. "but we aren't squeamish about asking Albany for changes." Kiplinger noted that the structure of the Board has been changed a number of times since the founding of Cornell, especially when faculty and alumni representatives were added.

"None of these problems foreclose support action on the part of the Board," he added. "The Senate will have

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TOPIC: THE UNIVERSITY SENATE — Members of the Executive Committee of the University Board of Trustees, Samuel C. Johnson and Austin H. Kiplinger discuss proposal for a University Senate with members of the Cornell Constituent Assembly Interim Election Committee, Gary A. Richwald '70 and William B. Broydrick '70. Discussions on the Senate proposal were held as part of Executive Committee meeting in Ithaca Tuesday. Pictured, from left, are Johnson, Kiplinger, who is Executive Committee vice chairman, Richwald and Broydrick. Peter L. Auer, professor of aerospace engineering and chairman of the Assembly executive committee is in center, background.

## White Home: Humanities Focal Point

The former home of Cornell's first president, Andrew Dickson White, the University's art museum since 1953, will be preserved as a focal point for activities in the humanities at Cornell, President Dale R. Corson has announced.

The future of the ivy-covered Victorian mansion, built in 1873, has been under discussion since plans were announced to build a new art museum. Construction of the new museum is scheduled to start this summer and the building is not expected to be ready for occupancy until late fall, 1972.

"However," Corson said, "the University wishes at this time to reveal its intention to preserve the historic residence of its first president, a leading humanist of his day, and to commit its future use to the humanities at Cornell. Because of its location at the very heart of the campus, assigning it to the humanities symbolizes their central importance to the University."

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## Carter Appoints 23 To Urban Studies Group

A 23-member faculty committee has been named to consider Cornell University's teaching, service and research program in the general area of urban studies.

The committee was appointed by Lisle C. Carter Jr., vice president for social and environmental studies, who had been asked by University President Dale R. Corson to explore Cornell's role in major social and environmental issues.

Chairman of the committee, called the Committee to Review

Urban Studies, is Barclay C. Jones, acting director of Cornell's Center for Housing and Environmental Studies.

Late last year, Carter sent a letter to faculty members who have been or are involved or have an interest in urban studies asking them to meet and express their views. At this meeting of more than 50 faculty members on December 11, 1969, it was agreed that Carter would name a small committee from among those attending with Jones as

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## Chronicle Capsule

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# Bulletin of the Faculty

(Publication of this Bulletin is supervised by the Secretary of the University Faculty William T. Keeton, 304 Day Hall, 256-4843.)

## Report of the Faculty Committee on the Calendar

**To:** Members of the University Faculty, Student Organizations and Others

**From:** University Faculty Committee on the Calendar

Here is the final report of the Special Sub-Committee of the Calendar Committee whose creation was authorized by the Faculty a little over a year ago. The report consists essentially of the design of a possible quarterly calendar for the University and a discussion of its merits.

The Calendar Committee has not taken any stand for or against the proposed calendar (nor in fact did the Sub-Committee). We have, however, examined and discussed it and the Committee regards it as sufficiently interesting and also sufficiently flexible in its possibilities to merit careful consideration.

We hope that it will be read

and discussed within the various departments of the University and we urge, wherever possible, that students join together with faculty members in the discussion. We shall ask the Dean of each College (or similar administrative unit) to arrange for a meeting of the College Faculty to consider the merits of the plan as it affects them. Members of the Committee or Sub-Committee will be available for the discussions. Copies will also go to student groups and organizations wherever possible for their consideration.

The question of submitting the proposed quarterly calendar for a formal decision will not be considered until we have heard the results of the various discussions proposed above. It will also depend on the final outcome of the proposed transfer of jurisdiction over the calendar to a University Senate.

### Report Of The Sub-Committee On The Quarterly Calendar

I. The Sub-committee was charged by the University Faculty Committee on the Academic Calendar to see whether it could design a feasible quarterly calendar for consideration by the Faculty. The charge was interpreted to include concern with the pedagogical and other implications, positive and negative, of adopting a quarterly calendar at Cornell.

In this report, the terms quarterly calendar and quarter system mean the division of the academic year into three terms of equal length, i.e., roughly three times ten weeks of instruction as opposed to twice fifteen. No consideration has been given to changes in Summer operation.

The Sub-committee hereby submits to the University Faculty Committee a feasible quarterly calendar, one that the Sub-committee believes fits well the particular needs of Cornell. It must be emphasized that this proposal is without prejudice as to whether or not this quarterly calendar should replace the present semester calendar; we are not unanimous on this question nor have we formally discussed it. In general we believe the quarterly calendar extends options rather than restricts them.

II. We took as points of departure two considerations that have emerged from previous discussions of the academic calendar. Although we do not seek to establish the following propositions here, they did find further confirmation in our inquiries.

—An early start to the Fall term is inconvenient, for professional and academic reasons, to a large number of people at Cornell (by no means limited to Physics faculty!)

—Students strongly dislike a Fall term that extends past the Christmas holidays.

These two points suggest

consideration of a quarterly calendar. Certain other objectives that have motivated consideration of the quarter system elsewhere are not relevant to the present discussion. Among them are fuller (year-round) use of instructional facilities and greater opportunities for absence from a campus by students or faculty.

III. Attitudes toward the quarter system are largely based on assumptions about its implications for the organization of instruction, and it is important that the discussion at Cornell focus on the real implications of a specific system rather than on possible consequences of quarterly calendars in general. Without question, certain changes in present instructional practices are required in moving from two semesters to three quarters, and other practices are made easier or more attractive. The Sub-committee soon learned that there was little profit in trying to agree on any particular mandatory change in the format of instruction as desirable for the new calendar. In a university everyone rightly considers that he has some expertise as to what is sound educational practice, at least for his own learning and teaching. However, the diversity of views that emerged did suggest that flexibility in the academic calendar would be welcome, allowing different preferences to be implemented more easily.

The aim of the Sub-committee in designing a quarterly calendar has therefore been to **minimize imposed changes** in the way the university works and lives, while noting that the quarterly calendar as proposed seems, in fact, to make possible a greater variety of instructional practices. The specific issues are discussed in Section V.

IV. The quarterly calendar we offer for consideration has three

terms of equal length. In each quarter, the period of instruction, including independent study, is ten weeks, and examinations occupy an additional six days. The standard "module" of scheduling remains the 50-minute period. Each course can be given for the number of credits desired, and over one or more quarters. An illustrative calendar for 1971-72 is given in the Appendix. Fall registration would begin September 27 and Spring examinations be over June 10.

In a quarter system it is convenient to measure credit in quarter hours, with a normal four-year baccalaureate program involving 180 quarter credits instead of 120 semester credit hours.

V. The following discussion of issues, limitations, costs, and benefits is based on our deliberations, on discussions with others, and on communications from many people at Cornell and elsewhere. It is of necessity incomplete, and the several members of the Sub-committee do not necessarily agree on every point. A quick summary would be that the proposed quarter system is workable, flexible, and symmetrical. However, it is also choppy and probably involves more bookkeeping.

**a. Total instruction time and its allocation.** In the proposed quarterly calendar the total time of instruction, including independent study, is virtually unchanged from the present calendar. Examination periods are reduced in length to six days each, in view of the fact that fewer final examinations need to be scheduled in a single period. Registration in each of the last two quarters is limited to one day (versus three days in Fall), on the assumption that the process must be streamlined if the cost of more numerous terms is to be minimized.

Should it be deemed necessary or desirable to increase the time devoted to examinations, registration, or instruction, no great problems arise, except that the academic year is lengthened. Whereas time constraints are now sharpest in Fall (we do not make up the half-week lost at Thanksgiving, for example), under the quarter system it is the January-June period that tends to prove skimpy. In other words, a few days could easily be added to the Fall quarter, but other additions would make for a late finish in June.

**b. Vacations.** The symmetry of continuous terms each followed by a "logical" vacation has more than esthetic appeal, especially for students. Many of them feel strongly that major inter-term vacation breaks are neither productive nor relaxing. Academic pressure is merely extended to the home environment. The real problems of readjustment to home and back to campus are aggravated. The work to be done intrudes on the vacation, and the failure to do it merely compounds the intrusion with guilt.

**c. Independent Study.** The value of a period of independent study, and its optimal length where it is useful, vary greatly between courses. For this reason we propose that the period of independent study be incorporated in the period of instruction and decisions regarding it be left to each course. The resultant gain in flexibility is especially valuable under a quarter system with shorter terms and more frequent

multi-term courses. Single-term courses give up a greater proportion of their class time if independent study is scheduled and may find it less important to allow time for recalling the (less distant) beginning of the term. Multi-term courses, on the other hand, have the whole period between the end of classes and the start of instruction the following term during which students may pursue suitably low-pressure independent study. Where, on the other hand, a substantial period of independent study is valuable, it can often be accommodated in the proposed quarter system by increasing the frequency of weekly meetings during the formal part of the course.

**d. Adjustment of semester courses.** Obviously, present semester courses cannot be carried over into the quarter system without changes, but the transition may take any of several forms:

1. increase contact hours per week (more periods, and or multiple periods);

2. reduce the amount of material (and give less credit);

3. give the course over more than one term, either reducing the number of weekly meetings or adding material (with appropriate credit adjustment).

The substantive issue here is that **elapsed time** is felt by many to affect learning, in addition to contact time. There are two schools of thought. One holds that proper integration cannot take place unless sufficient time elapses between the beginning of the course and its end. Seminars in which students present the results of research are particularly difficult to organize if the span of weeks is short. The other line of reasoning holds that it is more productive for students to do fewer things intensively for a limited time. Although the semester offers a compromise between the one and two-quarter course lengths, diversity may be more satisfactory than uniformity. Depending on the mix of adjustment methods chosen, it is likely that the average amount of material covered per course under the quarterly calendar would be about the same as now or perhaps slightly less.

One department faculty (Agronomy) was polled as to how they would handle the changeover. All three of the ways envisaged above were mentioned, with none predominating. Twenty-seven semester courses (seven of them graduate) were to be transformed into thirty-four quarter courses, and the opportunity taken to add three entirely new courses. This last tends to confirm what outsiders have said, namely that a mild tendency to course proliferation must be resisted during the changeover.

To sum up, the quarterly calendar would provide greater diversity in the intensiveness of courses and in the credits earned per course. The student would therefore have more choice as to the pace of work in each course and the variety of subjects to be studied at once. In single-quarter courses procrastination would be more severely punished. However, in the process of learning this, students may be less likely to complete their work on time (and thus more likely to appeal for an unjustified Incomplete grade).

**e. Length of class periods.** Longer class meetings appear to offer a way of adapting to the

quarter system with minimal change, as the amount of material covered and the frequency of meetings can stay the same. However, the elapsed-time question suggests that the change is more substantial than may at first seem. Beyond this, there is considerable diversity of opinion regarding the value of longer class sessions.

Moreover, this is a case where flexibility is costly, as a 70-minute period, for example, pre-empts two one-hour slots. Such sessions therefore appear to be feasible only in the evenings. We do definitely envisage the use of multiple periods, for example two fifty-minute sessions back-to-back with a short break in between. Finally, the special nature of the sixth day suggests that the predominant habit of thrice-weekly meetings is not worth preserving.

**f. Sequences and scheduling.** Here the quarter system's increased flexibility seems to provide real advantages. Sequences of related courses and prerequisites are easier to arrange with a three-fold division of the academic year. Students contemplating a personal experiment in course choice, or deciding they have chosen inappropriately, commit a smaller fraction of the year (unless the course is multi-term). Finally, freshmen get a meaningful progress report earlier.

**g. Transition.** There is no question that the changeover to a quarter system involves considerable costs, including, but not limited to, revision of all course offerings and curricula. By the same token, the changeover also offers a great opportunity for review and reorganization. We have not made a systematic survey of academic departments regarding the changeover process, but in two cases, the Agronomy poll and discussions in Physics, it was not viewed as burdensome. It goes without saying that administrative changes will be required outside the academic departments as well. Should the quarter system be adopted at Cornell, guidance is available on the transition, in particular from a report on Berkeley's experience in switching from semesters to quarters.

**h. End effects and costs.** Beginnings and endings of terms are costly for everyone, and the quarter system increases their frequency. Among the functions in the university directly affected are registration, advising and counseling, testing and record-keeping, and scheduling. Under present methods all of these would require additional man-hours, as the work load depends on the number of decisions to be made, rather than merely on the number of students involved in the decisions. The Sub-committee feels that a realistic cost appraisal should not take present practices as given in all these areas, but should include more attention to streamlining. We recommend the principle of annual registration at the beginning of the Fall quarter, with one day at the beginning of each Winter and Spring quarter reserved for intra-year changes. Similarly, multi-term courses and course sequences need not require a formal grade report for each quarter.

As regards costs, the greater volume of administrative work

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# Malcolm X, DuBois Tribute Starts Today

David Hilliard, chief of staff of the Black Panther Party, will come to the Cornell University campus this weekend to participate in the commemoration/tribute to Malcolm X and W.E.B. DuBois sponsored by the Black Liberation Front (BLF) and the Africana Studies and Research Center.

Hilliard will lecture in Bailey

Hall Sunday at 8:30 p.m. Admission is one dollar. An open discussion will follow the Hilliard lecture.

The commemoration/tribute weekend opens today, the anniversary of the first Pan-African Conference organized by DuBois. It ends Monday, DuBois' birthday. Saturday is the anniversary of Malcolm X's assassination.

The topic for today is "The Student Role in the Pan-African Struggle". At 10:30 a.m., Ann Cools and Roosevelt Douglas, West Indians now under Canadian indictment for a Pan-African struggle waged at Sir George Williams University, will lecture. At 1:30 p.m., there will be workshops on the topic and a film, "Come Back Africa" will be shown at 7:30 p.m. All of today's commemoration/tribute events will take place at the Africana Studies Center, 103 Wait Avenue.

Tomorrow, under the topic "Report from Africa", Ethel Minor, former Student Non-Violent Coordinating Committee (SNCC) organizer and secretary of the Organization of Afro-American Unity under Malcolm X, will lecture at 10:30 a.m. in the Africana Studies Center. Workshops will follow at 1:30 p.m.

At 6 p.m. tomorrow, there will be a buffet dinner at the South Side Community Center, 305 South Plain St., followed by a lecture at 8 p.m. by Milton Henry, vice president of the Republic of New Africa. Following the Henry lecture at 9 p.m., there will be a music and dance performance by the Harambee Sisters of Atlanta and the Mojo Logo Dancers from Harlem Preparatory School in New York City. The evening's activities at the South Side Community Center will close with a party starting at 11 p.m.

Saturday's events fall under the topic, "The Meaning of Malcolm X". At 10:30 a.m., in

## White- Humanities

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Details of exactly how the building will be used, Corson said, have not been worked out. These details, he said, will be discussed with the various units within the University concerned with the humanistic disciplines such as the Society for the Humanities and the Humanities Council of the College of Arts and Sciences. The humanities departments at Cornell are English, the foreign literatures, the classics, philosophy, history, history of art, theater art, and music.

It is expected the building could provide as many as ten rooms for both large and small seminar groups, offices for visiting humanist scholars, a residential suite for visiting lecturers, and a lounge for informal gatherings.

# Report of the Office of the Ombudsman

After a semester of investigating grievances and inequities within the University, the Office of the University Ombudsman has issued a report to the community summarizing five months of operation.

Since September, when Mrs. Alice H. Cook, professor of industrial and labor relations, was appointed the first University Ombudsman, her office has handled nearly 200 cases and inquiries. Complainants have come to the office, in 287 Ives Hall, from all sectors of the University community — alumni to undergraduates, professors to non-academic employees.

According to the report, Mrs. Cook has interpreted her role as one of an investigator of complaints, within the concept of a "court of last resort." "A complainant will have done all he can for himself before the Ombudsman intervenes," the report states.

The Office of the Ombudsman itself cannot set aside decisions of other offices of the University, but instead brings "to their attention the problems and the circumstances" of the issue, seeking "reconsideration or review."

If this avenue fails, Mrs. Cook's office will, if the facts warrant it, call the case to the attention of the next highest administrator in the chain of University authority. Mrs. Cook reports that several cases have gone as far as the Provost, while many have been decided by a vice president or dean.

The report states that "it is extremely doubtful that anyone seriously wants a single individual" to have the power to order changes across the University.

In addition to investigating complaints, the Office of the

## Trustees On Senate:

*Continued from Page 1*

enormous labors to perform."

Kiplinger cautioned that much of the proposed Senate's duties will be the "burdensome, exhausting work of management — setting priorities, dealing with the 'nitty-gritty'."

As far as he is concerned, the Senate proposal is particularly valuable because it may "create a climate of community for Cornell."

Kiplinger said that since the abolition of student government in 1968, there has been no "focus" for the various student, faculty, administration and trustee opinions.

"It is important to have a forum which can lead to action. We've been without that and I think we've all missed it," he said.

Kiplinger concluded that the mood of the Board is "constructive, one of accommodation and serious consideration."

Ombudsman has initiated several investigations on its own — most notably, a summary of University policy on the confidentiality of student records.

The office also runs an "information center" to answer

Office of University Ombudsman and sent to then Provost Dale R. Corson on August 26, 1969.

In this respect the Cornell Ombudsman's jurisdiction is somewhat broader than that at a number of other universities



**OMBUDSMAN STAFF** — The University Ombudsman, Mrs. Alice H. Cook, chats with her assistants, Alan L. Sapakie, administrative assistant (left), and Steven W. Telsey (center), assistant for information.

questions about various services available to Cornellians.

The full text of the Ombudsman's report follows:

## Report of the Ombudsman

The office was established on September 15, 1969 when the President (Dale R. Corson) asked Mrs. Alice H. Cook to serve as the University's first Ombudsman. She began operations on September 22 and was joined within a short period by two assistants, Alan L. Sapakie and Steven W. Telsey. Mrs. Danilee Spano who is the secretary in the office completes the staff. The office has been operating in temporary headquarters in Mrs. Cook's quarters in Room 287 of the School of Industrial and Labor Relations (ILR) while Sapakie and Telsey are housed in the Publications Center of the ILR School.

## Volume of Work

A total of 136 cases and 52 inquiries came into the office between September 22 and January 30. (These two categories are meant to distinguish between requests for help in problem-solving and requests for information.)

The office was established to investigate "at the request of members of the community ... any grievances that may arise against the University or against anyone in the University exercising authority."

All quotations are from the report prepared by Alfred H. Kahn, Robert Julius Thorne Professor of Economics and chairman of an ad hoc committee on Constituting an

which have established such an office, where complaints come only from students. Complaints have come to the Ombudsman from every quarter of the university.

## Procedure

The Ombudsman was directed "to investigate," "to raise questions," and "to make recommendations." On this latter point, he was given "wide latitude in making public his findings and recommendations" at the same time respecting "requests of complainants that their anonymity be preserved." He was to have "access to such official files and information as he feels is required to fulfill his function. Any requests for information from him must receive the highest priority from every member of the community."

With one minor exception, the office has met no difficulty whatever in getting information it needed and indeed can report that officials of the University have been extremely cooperative and forthcoming.

The Ombudsman has found on the whole that complainants want to know how they can handle their own problems and a good deal of time goes in a discussion of available channels and referral to them. In fact, the Ombudsman has come to apply what the lawyers and labor relations people call "exhaustion of remedies," namely the assumption that a complainant will have done all he can for himself before the Ombudsman intervenes.

Thus, the Ombudsman usually

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## Van Riper Vows Mail Ballot Secrecy

The secrecy of each ballot cast in the University Senate mail referendum will be preserved, Paul Van Riper, secretary of the Cornell Constituent Assembly said, even though each ballot and signed ballot envelope will be marked with the same identifying number.

The ballots and envelopes will be numbered so that if a member of the Cornell community reports his ballot stolen and questions whether somebody forged a ballot under his name, the envelope and ballot can be checked and matched.

Van Riper said the numbering is just a precautionary measure being taken to avoid fraudulent votes in the election. No ballots and envelopes will have to be compared unless a complaint is brought to the attention of the election staff.

"Nobody can violate the secret ballot without the Ombudsman's permission," Van Riper said. He explained that as the ballots are opened and numbered, the ballots and envelopes will be immediately separated. The envelopes will go to Mrs. Alice H. Cook, University Ombudsman, and will never be seen without her permission.

"A member of the Ombudsman's staff will always be present during the counting operation and the tallying of the 'yes' and 'no' votes," Van Riper said. The counting is expected to begin February 25.

Van Riper emphasized that the ballots must go through the United States mail and must be postmarked no later than midnight February 23. Also, the back of each envelope must contain the signature and printed name of the voter whose ballot is enclosed.

"We hope to have a result by March 1," Van Riper said, "but the final result could be as late as March 5."

## Senate Group Picks Likens

A Cornell University professor has been named to a panel of expert consultants to advise the U.S. Senate Committee on Public Works.

Gene E. Likens, associate professor in the Section of Ecology and Systematics in the Division of Biological Sciences, was recently named to the environmental advisory group by Senator Jennings Randolph (D-W.Va.).



# The Best In Indoor Track . . .

Wendell Mottley of Yale set the world indoor record of 1:09.2 in the 600-yard run at the 1964 Heptagonals in Barton Hall.



The panorama of the Heps. This year will mark the 18th year the Heptagonal Games have been held in Cornell's Barton Hall. Some of the changes over the years have included transfer of the pole vault from the west to the north side of the hall, switching the high jump from the north to south side and the installation of the Tartan surface.

*Chronicle Staff Photos  
By  
Sol Goldberg*

Cornell's Bill Bruckel wins the 600-yard run from Yale's Mark Young in the 1966 Heptagonals. Bruckel was the last individual winner for Cornell in a Heps flat race.



The 23rd annual Heptagonal championships will be held at Barton Hall on February 28th. Participating teams will be the eight Ivy League schools: Columbia, Cornell, Dartmouth, Pennsylvania, Princeton and Yale. Coast military academies, Army, Navy and Harvard have dominated the indoor crown. Army has the most wins with seven for Harvard. This is the first time Cornell has won the team title four times. Cornell tied Columbia in 1955. The games were held in Barton Hall in 1955 and 1958.

Some 4,000 persons are expected to attend the 1970 Heps which start at 6:30 p.m. The first running event is the 600-yard run. It will see seven defending champions perform.

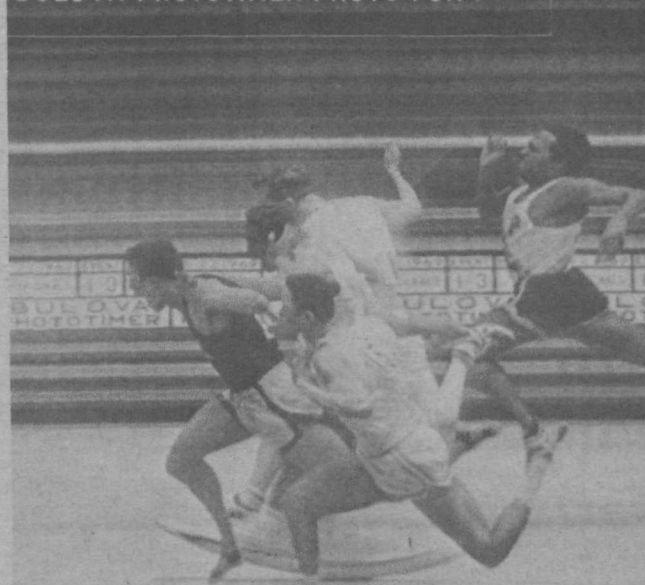


# 1969 Heptagonal Highlights



It's all a matter of perspective. From straight-on, it looks like Cornell's Walt Jones (third from right; above) might be the 1969 Heptagonal champion in the 60-yard dash. However, the victor, according to the Bulova Phototimer, was Yale's Don Martin.

BULOVA PHOTOTIMER-PHOTO FOR 1ST



The closest finish in the 1969 Heps saw Keith Colburn of Harvard nip Steve Bittner of Yale in the 1,000-yard run. His time was 2:12.6. Defending champion Colburn will back in Barton Hall for this year's Heps.

Glen Fausset of Cornell was second in the 1969 Heptagonal indoor long jump with a jump of 23'10". He was beaten by Cornell teammate Walt Jones who leaped 23'10 1/4".



How sweet it is . . . victory, that is. Members of Harvard's 1969 Heptagonal indoor champions savor a victory cigar.



gonal indoor track  
Cornell on Saturday.  
in the Heptagonals  
institutions—Brown,  
mouth, Harvard,  
ale—and the two East  
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the Heps in recent  
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individual champions



## Ombudsman's Report

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inquires where the complainant has been before coming to the office. If, as in many cases, he has already undertaken a good deal without getting satisfaction either in information or in remedy, the Ombudsman accepts the complaint, checks the reported facts with the office or individual responsible for decisions, calls to their attention the problem and the circumstances surrounding it and asks for reconsideration or review. Where the responsible office replies that it has already considered all the facts and that its decision stands, the Ombudsman will, if the facts and equities seem to warrant it, call the case to the attention of the next highest administrator in the university's chain of command. A few cases have gone as far as the provost; a good many to one of the vice presidents or the controller or a dean.

### Types of Complaints

The complaints which have been received run the scale from trivial to extremely serious; from simple and direct matters of information to complicated issues involving University policy and administration. Frequently, however, the relatively direct and simple matters which have discommoded an individual will have a general application. The Ombudsman has endeavored to call to the attention of the appropriate University official the substance of such individual complaints in order to forestall a repetition of an error. Particularly when the remedy for a complaint may affect a good many other people than the individual who came to the office, the Ombudsman has endeavored to consult with a spokesman or representative of the group which might be affected. When a teaching assistant raised the question of load of work under the agreement negotiated last spring on wages and hours, the Ombudsman sought to consult with the organization of teaching assistants. Since that organization seemed to have disintegrated, the Ombudsman discussed the problems raised with the heads of the Graduate Student Coordinating Committee. When a single complaint brought out the information that the University's insurance does not cover personal losses, the Ombudsman asked both the dean of the faculty and the dean of students to convey this information to their constituencies.

Most complaints come from individuals, but a certain number of groups have brought grievances to the attention of the Ombudsman. The Cuban students was one such group who came for guidance and assistance in their endeavor to establish a new course in one of the departments. Similarly, a group of teaching assistants raised a problem on withholding taxes. A fraternity brought up questions on maintenance and upkeep. A group of demonstrators consulted the

office about their plans and strategies.

Faculty as well as students have raised problems with the office. One faculty member raised questions about the procedures and jurisdiction of a faculty-student committee. Another asked for help in matters of scheduling. Still another sought advice on the reception of students in a course with a limited enrollment.

While many questions have to do with non-academic matters—such as housing and dining, athletic facilities, financial aid, and discrimination—academic matters of grading, admission to courses, programs and schools, transfers and class assignments make up an important part of the case load. Again it should be emphasized that the Ombudsman's major concern in these matters is whether the complainant has received fair treatment—have all the factors in the case been taken into consideration by the committee or professor or faculty making a decision; were fair rules applied and were they administered uniformly; and did students—or others concerned—have full and timely notice that the rules existed and would be applied.

A number of University employees have come to the office. In a number of instances they say, in effect, "Employees have no channels at the University for making their wishes or views known and we should like to use your office to do that." Where they have grievances including the grievance of dismissal they are referred to the Personnel Department's grievance procedure. The Ombudsman is concerned that this procedure shall be used and that the employee shall understand how it operates and what his rights are within it.

### The Power and Powers

Some students coming to the office have been disappointed that the Ombudsman does not have the power to order change—to convert the bus system from one set up mainly to transport university employees who must park off-campus to one designed to transport students around the campus; to change grades; to reinstate dismissed employees; to lower prices in the student dining halls; or to countermand the decision of an academic records committee to drop a student. However, it is extremely doubtful that anyone seriously wants a single individual to assume and exercise such powers. The function of the Ombudsman is to make the University administration work and work fairly. Where procedures are faulty, the fault should be made evident and the persons responsible for correcting it reminded of their responsibilities. The Ombudsman rarely closes a case without notifying the administrators concerned of the shortcoming or injustice which the case exemplifies.

Continued on Page 7

## Cornell In the '70's

Continued from Page 1

available some excellent building sites provided we have something to put on them. We will be starting soon, I hope, planning for the first phase of a group of buildings for the biological sciences. The act of planning has not yet started. We have not gotten these financed, but the first phase has been programmed and we are now seeking financial support. Other construction in the same area, that is the area of programming but not yet financed, would include a teaching facility for the College of Veterinary Medicine (which is going to expand its enrollment), and some additional buildings replacing obsolete buildings for the New York State College of Agriculture. Again, these are not yet funded but they are in the works as far as our thinking program goes.

*Q: You seem to have many of the sites on the lower campus pretty well used up. The new social science building across the street from Day Hall is being erected on a parking lot site. The Johnson Museum, about which you spoke, is also going to be erected on a parking lot site. Where are you going to park?*

*A: We are not going to be parking as much as we have in the past in the center of the campus. This has been a conscious policy that we have been following and we are well aware of the fact that almost every building that we have built, on the lower campus at any rate, not only displaces existing parking but also creates an additional parking load that has to be taken care of someplace. We did start, just a few years ago, with the development of a scheme of peripheral parking lots. It was at that time that we purchased buses to provide a shuttle service in from the peripheral lots. The answer, certainly as far as I am concerned, and I think the answer that others thinking about the problem arrive at, is that parking must be on the edges of the campus and that we can no longer afford to turn over for dead storage of automobiles valuable space for academic operations in the middle of the campus. Incidentally, a professor's automobile is allotted more space than a professor is allotted for his office and this gives some indication of the problems that we are up against. We are going to further extend, I am sure, peripheral parking. There is a committee that is now working on investigating alternative solutions to what is admittedly a very serious problem.*

*Q: Buildings are going up, so space is not going to be very readily available on campus. Has this growth reached the point where some daring innovation may be in prospect? Might there be underground parking, say, on the central campus, or higher buildings?*

*A: We have considered underground parking, as well as parking structures. One of the problems with underground*

parking is the cost. It is by far the most expensive way to park vehicles. Structures above ground are also costly, much more costly than surface parking. We are investigating the possibility of some structures, but they would not be in the center of the campus either. They would be on the fringe of the campus and the only reason we would go into structures at all would be to conserve land and those parts of the campus where land is in really short supply.

*Q: Will those academic buildings you mentioned be high rise buildings?*

*A: The multi-categorical research building for Veterinary Medicine is a high rise building. The Johnson Museum is a high rise building. The others are not in planning stage yet so I cannot say, but it is certain that, in the future, we will be building more high rise buildings primarily in order to preserve the openness of the campus. It is a very simple kind of choice of alternatives. We can either spread out with three and four-story buildings and eat up open land or we can go high rise and try to preserve as much open space as possible. We will have a combination of both, but certainly there will be more high rise buildings in the future.*

*Q: You talked about the availability of space. Is there a possibility of the development of a new campus somewhere else in the state?*

*A: This is a very interesting question. I myself am certain that we must address ourselves to some general long-range thinking about the future of a large university like Cornell and its relationship to other universities and to other liberal arts colleges within a sphere of influence. We must think hard about the next generation or two and how Cornell University might best serve not only its immediate constituency but perhaps a broader constituency than we now recognize. This may well mean some sort of arrangements with other universities, with other liberal arts colleges, where the University would provide some central service that can be used by all. As far as developing a completely new campus that would be strictly at Cornell, this is a little difficult for me to say at the present time.*

## Straight Scoop

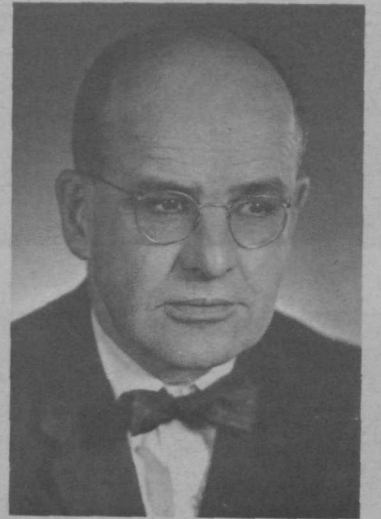


The Department of University Unions announces the following event:

*Genesis II*, film, February 25, 26 at 8 p.m., February 27, 28 at 7 p.m. and 9:30 p.m. Willard Straight Hall Memorial Room. Sponsored by the Willard Straight Fine Arts Committee. \$1.50 per person.

## Morison Named

Cornell University President Dale R. Corson has announced the establishment of a new endowed chair, the Richard J. Schwartz Professorship, and the election of its first holder, Dr. Robert S. Morison, director of the Division of Biological Sciences.



DR. ROBERT S. MORISON  
Named to New Chair

Dr. Morison, who is leaving his post as director of the Division of Biological Sciences at the end of this academic year, will assume the professorship on July 1 as a member of the University's new Program on Science, Technology and Society. The Program focuses on the relationship between science, technology and public policy, including defense policy, world food supplies, ecology, population growth and increased urbanization.

The Schwartz chair was established by the University's Board of Trustees with gifts from Richard J. Schwartz, a member of the Cornell Class of 1960 and president of Jonathan Logan Inc., one of the nation's largest apparel manufacturers.

An active Cornell alumnus, Schwartz established the Jonathan Logan Scholarships at Cornell in 1965, has been a member of the Cornell Fund Policy Board of Metropolitan New York and is a member of the Cornell University Council. The Council is an alumni group involved particularly in the fields of student recruiting, fund-raising and public relations.

Dr. Morison was appointed the first director of Cornell's Division of Biological Sciences in 1964. He headed a committee named in the fall of 1963 to review teaching and research in biology at Cornell. The recommendations of the Morison Committee led to the reorganization of basic biology at Cornell.

In 1968-69, he headed the University's President's Commission on Student Involvement in Decision-Making.

## FCSA Meeting

The first meeting of the Faculty Committee on Student Affairs (FCSA) for 1970 will be held Monday in 133 Day Hall at 4:30 p.m.



## Faculty Committee

Continued from Page 2

would be offset, to what extent we do not know, by a slightly more compact academic year, essentially the result of eliminating the present term break. Our illustrative quarterly calendar for 1971-72 yields an academic year six days shorter than the projected semester calendar for the same year.

i. **Phasing.** In most cases it seems to be possible for schools with close ties, athletic and otherwise, to operate on different calendars. Within the Ivy League there is at present one school on the quarter system and one on an early-semester plan. However, a quarter system at Cornell would make it more difficult for students to transfer in during the year from schools in the SUNY system, for example.

VI. As part of our investigation, we obtained reports from a number of colleges and universities across the country. Some of what we learned has been incorporated in the above discussion. Beyond this, we would generalize as follows from the sample of circa 35:

—The academic calendar is a troublesome subject. Few schools and no calendars are free of periodic calls for revision, although the status quo survives many such calls.

—Beyond the fact that we found no school that had moved away from quarters, we could not discern either a pattern or a trend.

—The incidence of "lame duck" periods of time is very high in January.

—Only a 54-week year, with two extra weeks in Autumn, satisfies everyone's needs.

—Urban schools seem to adapt better to early-start calendars.

—Only small homogeneous colleges have tried to make revisions in the academic calendar an integral part of major educational innovation, although Stanford is considering it.

Members of the Sub-committee:

**Paul M. Hohenberg**, Chairman  
**Richard Arnold**, Agr. '72  
**Malcolm Burton**  
**Richard Darlington**  
**William Fisher**  
**Lawrence Jackson**, Arts '70  
**Stuart Lemle**, Arts '70  
**Anne McIntyre**  
**Robert D. Miller**, ex officio  
**Paul Olum**, ex officio  
**Lyman G. Parratt**  
**Donna Proppis**, Hu Ec '71  
**Lemuel Wright**

## Don't Even Wink . . . Or Blink



**FOR FAME OF ALMA MATER** — Severin A. Drix, a graduate student and captain of the Cornell team in the fifth annual Continental Tiddlywinks Championships, tiddles his wink toward the pot during last weekend's tourney at Willard Straight Hall. Drix's effort was in vain as Cornell dropped the finals, 43-20, to the Somerville (Mass.) team.

## Ombudsman

Continued from Page 6

The Ombudsman has power to uncover the facts through interview and investigation. He has the responsibility to determine whether an injustice has been done and a remedy ought to be applied. He can do this by interviews and by search of the records. He does not have the power to hold adversary proceedings or to make judgments. If the parties wish him to, as they have in two or three cases, he can be a fact-finder making recommendations. Thus the job is mainly one of fact-finding, advocacy when the complainant needs an advocate, and negotiation with the authorities to work out an equitable adjustment of a complaint or dispute.

In addition the Ombudsman has the power to undertake investigations at his own initiative. The office has published a summary of university policy and practice on the confidentiality of student records (Cornell Chronicle, January 29, 1970) and is nearly ready to publish a report on Housing and Dining. Within the limits of staff time, the office will continue to initiate its own investigations where problems and questions indicate the need for information both on policy and practice.

In one case the two parties to a dispute asked the Ombudsman to act as fact-finder. Having received the report, the parties agreed that their interests would be served by publication of the

report (Cornell Chronicle, November 20, 1969).

As in this case, the Ombudsman stands ready at the request of parties to a dispute to act as fact-finder, mediator or arbitrator, or to suggest a panel from which such a person might be selected to handle a dispute, with the understanding that the parties would in advance agree as to the role the Ombudsman is to play and the powers he will exercise.

In cases where the dispute does not yield to negotiation or mediation, the Ombudsman is empowered "to press, through publicity to the extent that seems necessary" in formulating or bringing about change. The Ombudsman would see this as an extreme remedy and is happy to report that it has not yet been necessary to consider employing it.

The Ombudsman was asked "to serve as a general information center about all situations and University procedures concerning which grievances may arise," and "... to direct during emergencies ... 'rumor clinic' services." One member of the staff working half time, Telsey, operates these services and is available to answer questions about on- and off-campus services for students and other members of the community. Many of the inquiries directed to the office have been referred to his service for answers. He is prepared in case of emergency to set up a staff of volunteers who will operate a rumor clinic.

## Malcolm X

Continued from Page 3

the Africana Studies Center, Henry and James E. Turner, director of the Africana Studies and Research Center, will lecture, followed at 1:30 p.m. by workshops. There will be an Archie Shepp concert, "Semper, Semper Malcolm", at 8:30 p.m. in Bailey Hall. Admission is \$2.50. A party at the Africana Studies Center at 11 p.m. will follow the concert.

"Our Role in South African Liberation" is Sunday's topic. Lecturing at 10:30 a.m. in the Africana Studies Center will be Aggrey Mberere, a South African refugee and J. Congress Mbata, a South African exile and associate professor of black studies at Cornell. Following the 1:30 p.m. workshops, there will be a 4 p.m. dramatic presentation at the South Side Community Center in which black children will present a dramatic portrayal of the life of Malcolm X. At 8:30 p.m., in Bailey Hall, Black Panther Hilliard will lecture.

Monday, the final day of the commemoration/tribute, will carry as its topic, "The Meaning of Brother W.E.B. DuBois". The 10:30 a.m. lecture at the Africana Studies Center will be given by Lerone Bennett, author, historian and publisher. There will be workshops at 1:30 p.m. and a general session at 4 p.m., both in the Africana Studies Center.

The Africana Studies Center and the BLF invite the campus as a whole to join them in the Malcolm X/DuBois tribute.

## CURW Restructuring

Continued from Page 1

members are appointed and paid by the University, and W. Jack Lewis, CURW staff director, is a member of the faculty.

The Konvitz Committee, chaired by Milton R. Konvitz, professor of industrial and labor relations and law, recommended last December that the University sever its official ties with CURW and "return to the students and the denominations responsibility for religious interests on campus." The committee also suggested that the University end financial support for the CURW staff, and that any such staff should be hired by CURW and not the University.

Davis feels that his proposal represents a compromise in that activists will no longer be direct University employees. He feels that CURW will still be able to continue many of its present activities, but will be independent of the University. "What the Konvitz report said," Davis said, "was that some members of the community were disturbed by certain positions staff members were taking which were offensive to them, and they felt, detrimental to the University. "We are willing to restructure to avoid that awkwardness," he continued, "but not to change the basic concerns of CURW."

## Sage Notes

Some graduate students are registering for courses and taking the option of S-U grades assuming that this means that they have to do less work in the course. A registration under an S-U option still means the course is for credit and not for audit, and consequently the work involved should be expected to be the same as for a letter grade registration.

A student should also realize that in taking an S-U option, he is reducing his chances of winning a fellowship. The amount your chances for a fellowship are reduced is hard to say, but a grade of S is seldom regarded as an A by a fellowship review board.

## Urban Body

Continued from Page 1

chairman.

The Committee to Review Urban Studies tentatively is scheduled to make preliminary recommendations next month and to come up with final recommendations for the fall of 1970 sometime in April.

As a first step in reviewing urban studies at the University, a letter and questionnaire has been sent to more than 100 faculty identified by committee members as having concerns in urban studies. The letter asked for detailed information on their interests in teaching, research, field work and service.

Five sub-committees have been established to gather and review information on urban studies programs at other institutions and to develop recommendations for expanded and new efforts by Cornell in urban affairs programs.

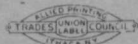
The sub-committees and their chairmen are: Committee on Teaching Programs, Edward S. Flash Jr., associate professor of business and public administration; Committee on Field Work, Paul R. Eberts, assistant professor of rural sociology; Committee on New York City Programs, Dalton C. Jones, research associate and lecturer in black studies and psychology; Committee on Service Programs, Christopher Lindley, senior industrial and labor relations extension associate; Committee on Research, George M. von Furstenberg, assistant professor of economics.

Committee staff members are Robert L. Mann, assistant director of the Office of Regional Resources and Development, and Miss Yvette Bradford, assistant to Carter.

Carter said the committee openly seeks suggestions, information and other evidences of interest by the Cornell community in urban studies. Individuals should feel free to communicate directly with the chairmen of the sub-committees relevant to their interests.

## CORNELL CHRONICLE

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# Calendar

## February 19-25

### Thursday, February 19

4:30 p.m. Lecture. "The Relationship between Philosophy and Literature in 18th Century France." Herbert Dieckmann, Avalon Foundation Professor in the Humanities and Faculty Fellow, Society for the Humanities. Society for the Humanities, sponsor. Ives 110.

4:30 p.m. Microbiology Seminar. "Killing and Maceration of Plant Cells by Pectic Enzymes." Durward F. Bateman, professor of plant pathology. Stocking 204.

7 and 9:15 p.m. \*Cornell University Cinema *Voices*, documentary on Jean-Luc Godard, and *Sympathy for the Devil*, directed by Godard, with The Rolling Stones and Dick Gregory. Goldwin Smith D.

7 and 9:15 p.m. \*Films. *Smiles, Two Virgins*, and *Rape*, by John Lennon and Yoko Ono; plus *The Beatles at Shea Stadium*. Cornell Cinema Society, sponsor. (Attendance limited to Cornell community.) Ives 110.

7:30 and 9:15 p.m. \*Films. *The Producers* (7:30 p.m.) and *The Graduate* (9:15 p.m.). Cornell Cinema Society, sponsor. (Attendance limited to Cornell community.) Ives 120.

8 p.m. Lecture. James E. Turner, director, Africana Studies and Research Center, and associate professor of sociology. Interfraternity Council, sponsor. Memorial Room, Willard Straight Hall.

8:15 p.m. \*Cornell University Theatre production. *Narrow Road to the Deep North*, by Edward Bond. Kaufmann Auditorium, Goldwin Smith Hall.

8:15 p.m. \*Concert. The Murray Louis Dance Company. Cornell Dance Club, sponsor. Statler Auditorium.

8:30 p.m. Film. *B&W, Hooked*, a film about drug addiction. Sponsored by and held in The Commons, Anabel Taylor Hall.

### Friday, February 20

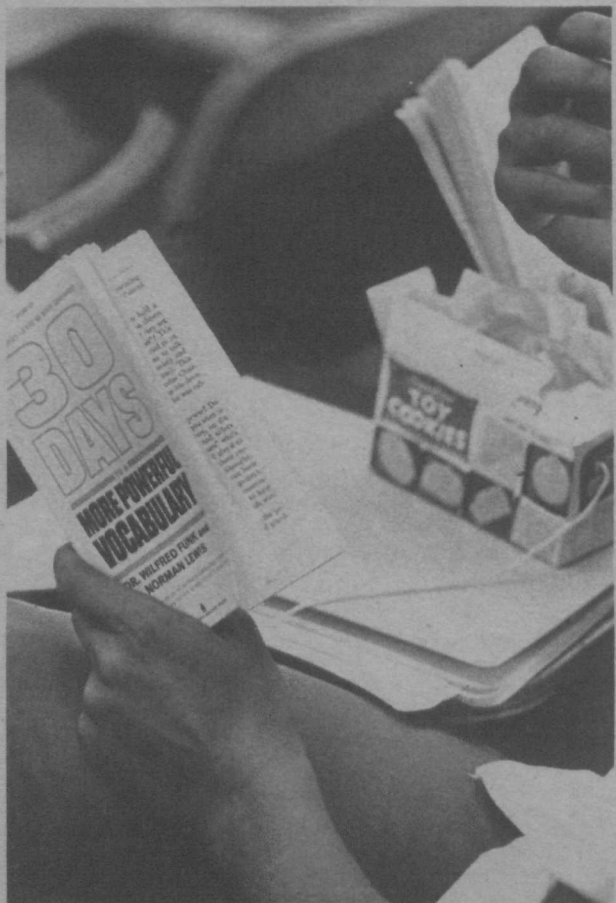
4 p.m. Lecture Series. Perspectives on Poverty: Solutions to Welfare. "From the Perspective of the Southern Christian Leadership Conference." The Reverend Hosea Williams, Southern Christian Leadership Conference. Interdepartmental Research Group on Poverty, College of Human Ecology, sponsor. Ives 120.

4:30 p.m. Lecture. "The Orphic in Mallarmé and Rilke." Walter A. Strauss, professor of French and comparative literature, Emory University. Department of Comparative Literature, sponsor. Ives 110.

6:15 and 8:15 p.m. \*Basketball. Freshmen vs. Ithaca College. Varsity vs. Harvard. Barton Hall.

7 and 9:15 p.m. \*Cornell University Cinema. Jean-Luc Godard's *Sympathy for the Devil*, with The Rolling Stones and Dick Gregory. Statler Auditorium.

7 and 9:15 p.m. \*Films. *Smiles, Two Virgins*, and



*Rape*, plus *The Beatles at Shea Stadium* (see Feb. 19). Ives 110.

7:30 and 9:15 p.m. \*Films. *The Producers* and *The Graduate* (see Feb. 19). Ives 120.

8:15 p.m. \*Cornell University Theatre production. *Narrow Road to the Deep North* (see Feb. 19). Kaufmann Auditorium, Goldwin Smith Hall.

### Saturday, February 21

2 p.m. Fencing. Freshman and Varsity vs. Columbia. Teagle Hall.

2 p.m. Freshman Squash. Hamilton. Grumman Courts.

6:15 and 8:15 p.m. \*Basketball. Freshmen vs. Hartwick. Varsity vs. Dartmouth. Barton Hall.

7 p.m. \*Freshman Hockey. R.P.I. Lynah Rink.

7 and 9:15 p.m. \*Cornell University Cinema. *Sympathy for the Devil* (see Feb. 20). Statler Auditorium.

7 and 9:15 p.m. \*Films. *Smiles, Two Virgins*, and *Rape*, plus *The Beatles at Shea Stadium* (see Feb. 19). Ives 110.

7:30 and 9:15 p.m. \*Films. *The Producers* and *The Graduate* (see Feb. 19). Ives 120.

8:15 p.m. \*Cornell University Theatre production. *Narrow Road to the Deep North* (see Feb. 19). Kaufmann Auditorium, Goldwin Smith Hall.

8:15 p.m. \*Varsity Polo. University of Virginia. Cornell Riding Hall.

8:30 p.m. \*Concert. Archie Shepp. Africana Studies and Research Center, sponsor. Bailey Hall.

### Sunday, February 22

11 a.m. Sage Chapel Service. The Reverend Ralph H. Elliott, minister, Emmanuel Baptist Church, Albany.

4 p.m. Concert. Late 18th Century piano music. Malcolm Bilson, piano (reproduction of a J.A. Stein fortepiano, 1773). *Twelve Variations en "Ah, vous dirai-je, maman," K. 265*, Mozart; *Rondo in C Minor, from the Fifth Collection of Sonatas, Rondos, and Free Fantasies for Connoisseurs and Amateurs (1787)*, \*Carl Philipp Emmanuel Bach; *Sonata quasi una Fantasia, Opus 27, No. 2 in C-sharp Minor*, Beethoven; *Sonata in B Minor (1776)*, Haydn; and *Sonata in D Major, K. 311*, Mozart. Statler Auditorium.

7 and 9:15 p.m. \*Cornell University Cinema. *Sympathy for the Devil* (see Feb. 20). Statler Auditorium.

8-11 p.m. Live WVBR broadcast. *Bound for Glory*, with Phil Shapiro and special guest, Charisse du Borgel. Sponsored by and held in The Commons, Anabel Taylor Hall.

8:15 p.m. \*Cornell University Theatre production. *Narrow Road to the Deep North* (see Feb. 19). Kaufmann Auditorium, Goldwin Smith.

8:30 p.m. \*Lecture. David Hilliard, chief of staff of the Black Panther Party. Africana Studies and Research Center, sponsor. Bailey Hall.

### Monday, February 23

4:30 p.m. Informal Concert. Elaine Sisman, piano. Memorial Room, Willard Straight Hall.

4:30 p.m. Technology in Education Colloquium. "Computer Aided Instruction." Donald Bitzer, professor, Computer Education Research Laboratories, University of Illinois. Kimball B-11.

7 p.m. \*Freshman Hockey. Ithaca College. Lynah Rink.

8 p.m. \*Film. *The Blue Max*, with George Peppard, James Mason and Ursula Andress. Cornell Cinema Society, sponsor. (Attendance limited to Cornell community.) Ives 120.

8-11 p.m. Folk Singer, Charlie Starr. Sponsored by and held in The Commons, Anabel Taylor Hall.

8:15 p.m. Lecture Series. *Biology & Society*. "Physiological Problems: Consequences on Infant Malnutrition - The Biology of Poverty." Richard H. Barnes, dean and professor, nutrition. Statler Auditorium.

8:30 p.m. Lecture. Lerone Bennett, Jr., historian. Africana Studies and Research Center, sponsor. Bailey Hall.

### Tuesday, February 24

7 and 9:15 p.m. \*Cornell University Cinema. Joseph Losey Film Series. *The Servant*, with Dirk Bogarde. Goldwin Smith D.

8 p.m. \*Film. *The Blue Max* (see Feb. 23). Ives 120.

8 p.m. Discussion. "Israel and The Third World." Amos Kenan, Israeli journalist. Sponsored by Issues Committee of Willard Straight Hall, Cornell Forum, and Hillel Foundation. Memorial Room, Willard Straight Hall.

8 p.m. Lecture. "Enemies of Revolution." Jonathan Kozol, author of *Death at an Early Age*. Interfraternity Council, sponsor. Bailey Hall.

### Wednesday, February 25

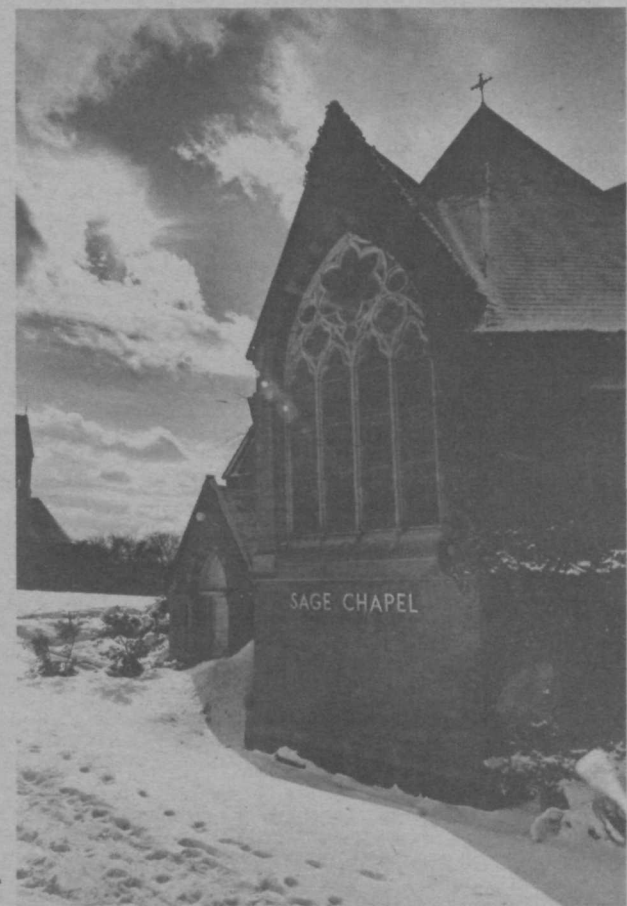
7 and 9:15 p.m. \*Cornell University Cinema. Buster Keaton Film Series. *Steamboat Bill, Jr.* and *Balloonatics*. Goldwin Smith D.

8 p.m. \*Varsity Hockey. Harvard. Lynah Rink.

8 p.m. \*Film. *The Blue Max* (see Feb. 23). Ives 120.

8 p.m. \*Film. *Genesis II*. Fine Arts Committee of Willard Straight Hall, sponsor. Memorial Room, Willard Straight Hall.

8:30 p.m. \*Film. *Myths and the Parallels*. Sponsored by and held in The Commons, Anabel Taylor Hall.



### Exhibits

ANDREW DICKSON WHITE MUSEUM OF ART. *Paintings and Graphics of the German Expressionist Movement Brucke* (closes Mar. 22). Hours: Tuesday through Saturday, 11 a.m. - 5 p.m.; Sunday 1-5 p.m.; closed Monday.

JOHN M. OLIN LIBRARY. Rare Book Room, Gallery and Lower Level: *Librarians as Book Collectors and Bookmen*. History of Science Collections: *Cannabis Sativa*.

URIS LIBRARY. *Michael Faraday 1791-1867: Sponsored by the American Institute of Physics* (closes Feb. 24). *Vietnam: Art From The National Liberation Front* (opens Feb. 26).

LAW LIBRARY, MYRON TAYLOR HALL. *Exhibit of works on Abraham Lincoln*.

McGRAW HALL. Department of Geological Sciences (first floor, center hall). *Fossils: Edible and Unusual Mollusks; Mineral Deposits: Ore Minerals from Ferroalloy Metals; Interglacial Deposits along Cayuga Lake*. Department of Geological Sciences, Room 130. Special Exhibit from the U.S. Geological Survey (closes Mar. 29). *The Alaskan Earthquake, March 1964: Effects of Waves and Land Level Changes. Geologic Investigations for Tunnel through the Rocky Mountains*.

VAN RENSSLAER ART GALLERY. *Three Dimensional Design: A Cellular Approach* (experiments in paper board), by Richard K. Thomas, research designer (closes Feb. 25).

GOLDWIN SMITH GALLERY. Photographs by Joseph Stycos (closes Feb. 27).

### Cornell University Press

*Kant's Moral Religion*, by Allen Wood (Feb. 20).

*Irish Art in the Romanesque Period (1020-1170 A.D.)*, by Francoise Henry (Feb. 27).

PAPERBACKS

*Viet Nam — The Unheard Voices*, by Don Luce and John Sommer (Mar. 27).

*One Man's Initiation*, by John Dos Passos (Mar. 27).

\* Admission charged.

Attendance at all events limited to the approved seating capacity of the hall.

The Cornell Chronicle Calendar is jointly prepared by the Office of the Secretary of the University, 312 Day Hall, and the Office of Public Information, 110 Day Hall.