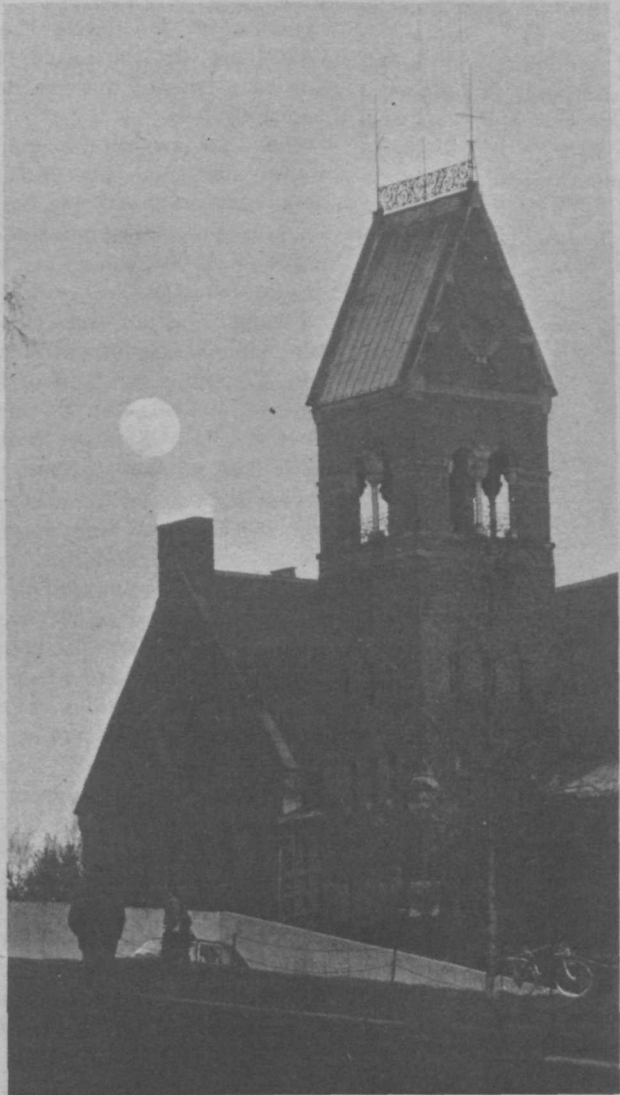




Moonshadow



Corson, Cooke Discuss Faculty Tenure, Salaries

The subject of faculty tenure (and tenure ratios), faculty salaries an affirmative action were discussed at yesterday afternoon's meeting of the full Faculty by Cornell President Dale R. Corson and Acting Provost W. Donald Cooke.

Although the meeting was opened for statements or questions from the audience after the presentations, only one Faculty member rose to give a brief statement.

Corson talked first about tenure, and noted that the

The various factors affecting the University's current and future quality were discussed by President Dale R. Corson at a special open meeting of the local chapter of the American Association of University Professors (AAUP) last Friday. A full transcript of the hour-and-a-half long meeting starts on Page 10 of this week's Chronicle. It includes all the comments and questions by some of the more than 400 faculty, students and staff who attended the session. One of the problems unique to Cornell's situation today, Corson said, is how to provide for creative change in the University's intellectual life within the boundaries of a no-growth or "steady state" situation.

Among other points discussed by Corson and faculty participants were:

- the pattern of development of the University in a tight financial situation;
- government regulation and its impositions on curriculum;
- quality of intellectual activity at the University.

whole institution is being challenged in such places as state legislatures and boards of Regents.

He said tenure systems must be developed institution by institution, and department by department within institutions, to continue to bring young faculty members into the system.

If faculties were all of uniform age distribution, he said, it would be simpler to establish systems that would give every young faculty member a reasonable expectation for tenure.

He said, "High tenure ratios do not disturb me greatly. However, ages are not distributed uniformly. Each department must plan ahead to be sure to have young faculty able to step in."

He also said that ranks in faculties have been inflated in recent years, and that very often now the beginning Ph.D. on a faculty becomes an assistant professor in his first position, and that instructors are becoming almost non-existent.

"This means," he said, "that these young people have probably only five years to make a decision that will affect their lives for the next 25 or 30 years, or more. Some institutions are making appointments to associate professor, without tenure, to deal with this problem and give young faculty a longer time to make up their minds."

On affirmative action, he said the goals are good, but the procedures that are being developed in pursuit of those goals are cumbersome and costly. He said it is clear that the University must "cast its nets more widely" in seeking candidates for faculty and staff positions, and must keep more elaborate records, including records on

Continued on Page 14

Scottsboro Case Trains Donated



The original model trains Samuel S. Leibowitz, Law '15, used in defending the Scottsboro "boys" in the famed rape case of the 1930s is being examined by Irving Younger, right, judge of the Civil Court of the City of New York, who will be a visiting professor at the law school next year and Albert C. Neimeth, assistant dean of the Law School. Leibowitz turned the trains over to the law school this spring. He used them in saving the nine black defendants from the death sentence in the case which was a judicial landmark in that it ended the exclusion of blacks from Southern juries. Leibowitz is regarded as one of the most successful criminal lawyers of all time. The Samuel S. Leibowitz Professorship of Trial Techniques was established last spring at the Law School.

Student Health Insurance Plan To Be Altered

Cornell students will purchase additional health insurance coverage effective Sept. 1, 1974, unless they specifically waive the plan on an individual basis. The new mandatory-with-waiver health insurance plan, which replaces the existing optional supplemental student health insurance, was approved by the Executive Committee of the Board of Trustees Tuesday.

Under the newly approved plan, all students will be covered and billed for the premium, subject to individual application for waiver, according to Dr. Allyn B. Ley, director of Health Services. The insurance may be waived if the student has other insurance coverage or recognizes and understands the risk and accepts the financial responsibility for his own health care beyond that provided through University Health Services, Ley said.

The plan increases coverage over the optional supplementary plan in three areas: 1) hospital room and board to be semi-private in full for 120 days (current plan allows \$50 per day for a maximum of 30 days); 2) first 14 days emergency hospitalization at Tompkins County Hospital, and 3) a major medical maximum of \$25,000 (current maximum is \$10,000).

The mandatory-with-waiver plan may cost students slightly less than the \$37 annual charge for the optional supplementary plan. Student spouses and dependents may be enrolled at rates comparable to current premiums for this coverage.

Employee Trustee A Step Nearer Due to Exec. Committee Action

Cornell employees will be able to elect one representative to the Board of Trustees as the result of a change in Board membership approved Tuesday by the Board's Executive Committee, if the change is approved by the full Board of Trustees at its June meeting.

The change, which would not increase board membership, allows for the substitution of an employee trustee to be elected in place of one of the four trustees-at-large from outside the University now elected by the University Senate. Employee trustees, who would serve two-year terms commencing March 1, would be elected by University employees at Ithaca and the New York State Agricultural Experiment Station at Geneva.

The Board of Trustees is composed of 62 members.

As a result of the substitution, three, rather than four, trustees-at-large would be elected by the Senate for staggered terms of four years each, rather than one trustee elected each year. The election of the employee trustee would be supervised by the Senate in accordance with the University Bylaws.

In other action related to this item, the Executive Committee voted to recommend that the full

Board of Trustees recognize the wording change in the Senate constitution relating to election of an employee trustee. The Committee also voted to ask appropriate University entities such as the Senate and the administration to study whether or not vacancies in faculty, student and employee trustee positions should be declared if an individual leaves the constituency which he or she represents as a trustee, e.g., should a vacancy be declared if

an employee trustee leaves Cornell to work elsewhere or if a faculty trustee joins the faculty at a University other than Cornell or if a student trustee graduates from the University.

In October 1973, the Senate voted in favor of the establishment of an employee trustee seat. As an amendment to the Senate constitution, the bill also required simple majority approval from, and was subsequently passed by a

Continued on Page 6

Colacurcio, Cooke Win Clark Teaching Awards

Five members of the faculty of the College of Arts and Sciences at Cornell have been awarded 1973-74 Clark teaching awards and grants worth a total of about \$25,000.

Given \$3,500 cash prizes as recipients of Clark Distinguished Teaching Awards were Michael J. Colacurcio, associate professor of English, and George Cooke, assistant professor of mathematics. The awards recognize outstanding undergraduate teaching.

The other three awards were Clark Grants for the Advancement of Teaching and were received by Charles Peterson, associate professor of Chinese history, Dominick La Capra, assistant professor of history, and Rupert Roopneraine, assistant professor of comparative literature. These funds are to be used for preparing courses that are new and innovative.

The Clark awards and grants were established in 1966 by John M. Clark and Emily Blood Clark to recognize demonstrated devotion to teaching by the faculty of the Arts College.

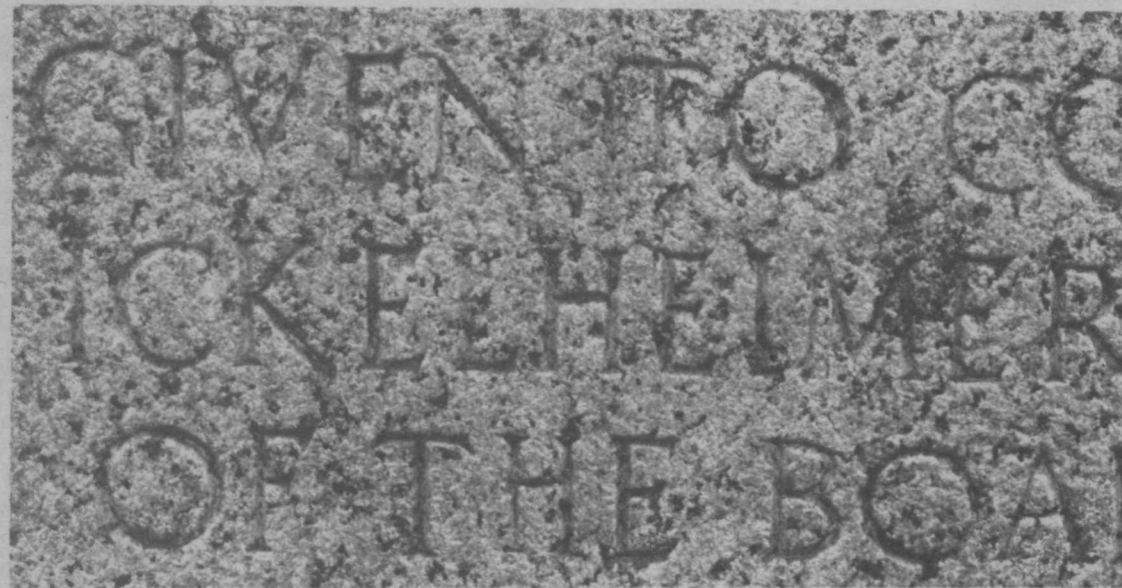
Peterson's grant will release him, with full pay, for a semester plus a summer, to prepare his course. La Capra and Roopneraine will each receive \$2,000 for summer support.

Peterson's course will involve a history of warfare and society, divided along pre-modern and modern lines, and including (a provision which may well make it unique in any American University) a study of the East as well as the West. The course would be one of the few on campus to offer a world perspective on a single subject.

Peterson cites the importance of war in the structure of societies — war as a means of preserving old elites or forming new ones — and in external policy, as in the relation of militarism to imperialism. In order to prepare the course, Peterson anticipates the need for gathering and in some cases translating materials that are not usually available. He is a contributor to a forthcoming Harvard University Press volume of studies in Chinese military history.

La Capra and Roopneraine will work on the relationship between the work of Flaubert and that of Sartre. The interest in the topic stems from Sartre's attempt to write a biography of Flaubert — with three volumes already published and a fourth promised. The two faculty members — who have worked together in teaching before — hope to pool their knowledge and develop a dialogue "at the intersection of literary criticism and intellectual history." They will spend the summer in discussion and research before preparing the actual course outline.

Can You Identify This? (See Page 6)



Barton Blotter

'Fiji Man' Scorched

Spring weekend brought its usual flurry of incidents to campus this past weekend, according to Safety Division reports for the week.

One victim was the "Fiji man" that is traditionally hung in front of the Phi Gamma Delta fraternity on spring weekend. Someone ignited the figure, which is about 25 feet tall. Fire extinguishers and a garden hose were used about 3:30 a.m. Saturday to put out the fire. The "Man" was badly scorched and

the house suffered minor smoke damage.

Sixteen thefts were reported during the week, including:

A headlight from a Volkswagen in West Dorms parking lot; a purse containing \$40 which had been dropped at the entrance of Willard Straight Hall; a purse taken during the Leon Russell concert in Barton Hall; a coat from a cloak room in the One World Room of Anabel Taylor Hall; \$5 in cash from a locked desk in the Student Housing office; eight-track stereo tapes from automobiles parked in the West Dorms parking lot and along Garden Ave.

Also: an economics textbook from the fourth floor lounge of University Halls 3; 10 to 15 gallons of gasoline from a car parked in the North Campus dorms lot; a bicycle seat from a bike parked in the corridor of Balch Hall 2; a motorcycle jacket from a coat rack in Sage dining hall; a tape recorder from an unlocked office in Stocking Hall.

Also, a wallet containing \$22 in cash from Library Slope during a street dance; a sign, "Sage Infirmary — Planned Parenthood," from the east entrance drive to the infirmary; a table clock from a room in Plant Science, and an oak door from a stall in the men's room on the second floor of Balch Hall.

Sports Scoreboard

BASEBALL — Record to date: 13-9. Last week's results: Cornell 5, Scranton 4; Cornell 15, Yale 0; Cornell 2, Brown 0; Brown 9, Cornell 0; Cornell 7, Army 6.

LACROSSE — Record to date: 11-1. Last week's results: Cornell 17, Princeton 4. This week's schedule: May 18, Virginia (NCAA quarter-final game).

TRACK — Final record: 1-2. Last week's results: Third in Heptagonals.

TENNIS — Final record: 2-10. Last week's results: Army 6, Cornell 3.

LIGHTWEIGHT CREW — Final record: 1-3.

HEAVYWEIGHT CREW — Record to date: 2-0. Next race: May 26 at Pennsylvania.

GOLF — Final record: 5-3.

Law in Society Course

The Frederick G. Marcham Program will support the development of a new year-long seminar on law and social science next year. The seminar will focus on the operation of law in society, which will be viewed from the perspectives of philosophy and the social sciences.

Three faculty members will work with eighteen juniors and seniors in tutorials and weekly seminars. Usually seminars will be conducted by all three faculty members. The seminar teachers will be David J. Danelski, Government; David Resnick, Government; and Carl Sheingold, Sociology. Each of them has worked in similar interdisciplinary programs at other universities. Danelski directed the Political Science and Economics Honors Program at Yale, and Resnick and Sheingold taught in the Social Studies Program at Harvard.

The Marcham-Program was established in 1972 from the income of the John M. Clark Endowment Fund. It was named in honor of Frederick G. Marcham, Goldwin Smith Professor of English History Emeritus, who taught at Cornell for 45 years. The Arts College's Committee on Interdisciplinary Humanistic Studies administers the program and provides summer support for faculty members who are interested in developing new interdisciplinary courses.

CORNELL CHRONICLE

Published weekly and distributed free of charge to Cornell University faculty, students, staff and employees by the Office of Public Information. Mail subscriptions \$12 per year. Make checks payable to Cornell Chronicle. Editorial Office 110 Day Hall, Ithaca, N.Y. 14850. Telephone 256-4206. Editor, Randall E. Shew. Managing editor, Barry Strauss. Photo editor, Russell C. Hamilton.



SRA

A TIAA-CREF representative will explain the Supplemental Retirement Annuity (SRA) program to interested employees at 3:30 p.m. and at 7:30 p.m. today (May 16). The afternoon meeting will be held in G-1 Uris Hall and the evening meeting will be held in 120 Ives Hall. Both sessions are open to all faculty and staff members, according to the Office of Personnel Services.

Work Planned In Exxon Shareholders' Vote On New Lab At Appledore

A \$175,000 appropriation for the fourth year of construction at the Shoals Marine Laboratory on Appledore Island, one of the Isles of Shoals, has been approved by the Executive Committee of the Cornell Board of Trustees, subject to approval by the Building and Properties Committee.

The action came at the meeting of the committee here Tuesday.

The Executive Committee also authorized the University administration to enter into a negotiated construction contract on a time-and-materials basis, within the authorized funding.

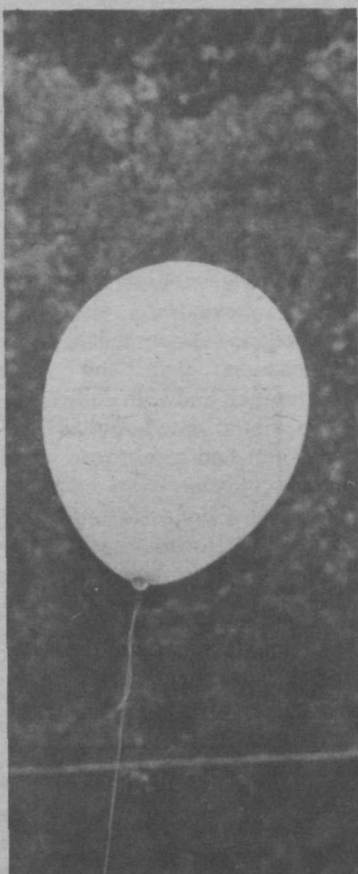
The proposed construction program for 1974 will be limited to the commencement of construction on the Palmer-Kinne Laboratory and necessary work in the development of salt water, diesel fuel and sewerage utilities systems, according to Thomas W. Mackesey, Cornell vice president for planning.

The Palmer-Kinne Laboratory was made possible by a gift from James B. Palmer, Cornell Class of 1921, and his wife, Martha Kinne Palmer, Class of 1924.

Supported by Cornell, the University of New Hampshire and the State University of New York, the Shoals Marine Laboratory is the home for the Summer Program in Marine Science — an integrated introduction to biological, geological, physical, economic and commercial aspects of the marine sciences.

The program was operated on nearby Star Island, another of the nine Isles of Shoals, from its inception in 1966 until last year. The Isles are located 10 miles offshore from Portsmouth, N.H.

Free



Cornell to Support Proposal on Guinea Bissau

The Investment Committee of the Cornell Board of Trustees announced Tuesday that it will vote for a shareholder proposal calling for Exxon Corp. to suspend its operations in Guinea Bissau (Portuguese Guinea), but will vote against other Exxon shareholder proposals. The committee will also vote against two shareholder proposals at the upcoming General Motors Corp. (GM) annual meeting.

In making its decision, the committee took into account recommendations of the Joint

University Senate-Trustee Investment Advisory Committee.

During a news conference Nelson Schaenen Jr., '50, chairman of the Investment Committee, announced that Cornell will vote for a shareholder resolution that calls for Exxon to suspend exploration, mining, oil drilling or oil production activities in Guinea Bissau or its adjacent waters under concessions obtained from the Portuguese government.

Schaenen said Cornell will send Exxon a detailed letter

explaining the University's position and including the following 4 caveats:

1) Cornell's vote on this issue in no way reflects on the conduct of Exxon in this particular area.

2) It is the committee's interpretation that in voting for this resolution that it would not call for Exxon to terminate its concessions, but merely suspend its operations in this area while it endeavors to discuss these concessions with the independent government of Guinea Bissau.

3) The committee believes that the recent change in government in Portugal seems to be an important factor in this matter and may presage a major change in all of Portugal's relations with its South African territories.

4) The committee also notes that there has been strong concern expressed in the University community regarding any support of the Portuguese government versus its relations with any of its territories in Africa.

Cornell will vote against a shareholder resolution which would require that "the Exxon Corporation Board of Directors include 3 public members, either by increasing the total number of directors or reducing the number of employee directors."

The University will also vote against an Exxon shareholder proposal which would require a "full written report to the shareholders within four months of the date of the 1974 meeting on basic information concerning the corporation and the energy crisis."

In addition Cornell will vote against a shareholder resolution which would require a full report to Exxon shareholders within four months of the 1974 annual meeting regarding the company's involvement in relation to strip mining in the Northern Plains area.

The Investment Committee reported that it would not support a resolution which would affirm the political nonpartisanship of GM.

Cornell will also vote against a resolution which would require that GM not "establish or substantially discontinue the use of any significant business or plant facility until the Board of Directors has received a written report of a detailed study on the economic and environmental consequences of the proposed action upon the affected neighborhood and community."



VICTORY — Jubilant players give lacrosse coach Richie Moran a lift after winning the national championship in 1971. The lacrosse team hopes to head towards a championship again this year, starting with the quarter-final game against Virginia here Saturday.

Cornell Begins Lacrosse Title Quest In Game With Virginia Here Sat.

Winner of the first NCAA lacrosse championship in 1971, Cornell makes its second appearance in the national championship tournament here Saturday when the fourth-seeded Big Red plays Virginia on the Schoellkopf Poly-Turf at 4:45 p.m. Tickets are now on sale at the Teagle Hall ticket office. Tickets are priced at \$3 for adults and \$2 for students.

In other quarterfinal games Saturday, Maryland, seeded first, is at home to Rutgers; Johns Hopkins, seeded two, hosts Hofstra, and Washington & Lee, third, meets Navy at Lexington. The semi-finals will be played May 25 and the finals June 1 at Rutgers.

This will be only the second meeting of the Big Red (11-1) and the Cavaliers (5-3). In Cornell's opening game of 1971, the teams met at Charlottesville; Virginia won a 10-9 decision. Cornell's lone setback of the season, Cornell won its next 13 games, culminated by a 12-6 victory over Maryland at Hofstra for the national title. In 1972, Virginia won the NCAA championship and Maryland won it last season.

Cornell, with its highest

scoring team in history, has lost only to Johns Hopkins by 13-8 at Baltimore. Victories were over Adelphi 14-10, Navy 17-11, Syracuse 27-4, Rutgers 17-6, Dartmouth 22-3, Harvard 20-1, Brown 17-4, Pennsylvania 12-8, Yale 20-4, Hobart 17-12 and Princeton 17-4. In sweeping the Ivy League for the fourth time in Richie Moran's six years as head coach, the Big Red set numerous individual and league records.

Two of the nation's leading scorers have paced the Big Red. Mike French, a sophomore from St. Davids, Ont., has 84 points on 55 goals and 29 assists and Jim Trenz, a senior from Oceanside, has 80 on 40-40. Excellent goaltending has been provided by senior Mike Emmerich of Westbury. In 11 games he's made 137 stops against 61 goals for a save-percentage of .692.

Virginia, coached by Glenn Thiel who is in his fourth season, defeated Johns Hopkins 15-10, Penn State 13-4, North Carolina 17-11, Duke 19-5 and Navy 13-9 while losing to Maryland 15-13, Washington & Lee 13-11 and Towson State 18-14.

High scorers for the Cavaliers are senior Barry Robertson and

Deerfield Beach, Fla., and sophomore Stan Dorney of Baltimore. Robertson has 46 points on 20-24 and Dorney 34 on 20-14. Junior goalie Rod Rullman of Freeport, N.Y. has made 108 stops against 77 goals.

Sage Notes

If you plan to be on campus this summer, please fill out a non-credit registration form. This permits use of campus facilities (including Clinic) and costs nothing if you have been enrolled as a full-time Cornell Student at least one semester this academic year. Forms are available in the Graduate School, Sage Graduate Center; they may be turned in on or after May 28.

Graduate students who are Ph.D. candidates currently in their third year are reminded that they are required to attempt the Admission to Candidacy Examination before they may register for the fall term starting their fourth year. This is particularly important for prospective fellowship holders since fellows must be making satisfactory progress to be eligible to hold their fellowship. In addition to satisfactory grades in courses, satisfactory progress requires that fellows must have passed their Admission to Candidacy Examination before the start of their fourth year.

Degrees will not be awarded to students who owe funds to the University. All degree candidates should check their accounts with the Student Account Section of the Bursar's Office, 260 Day Hall, between May 13 and 24, 1974. Since mistakes can be made in the rush of commencement activities, all candidates should check even if they are sure there are no outstanding charges due the University.

Chronicle Comment

Chronicle Comment is a forum of opinion for the Cornell Community. Comment may be addressed to Barry Strauss, managing editor Chronicle, 110 Day Hall.

Another Look at Liberal Studies

Following is an open letter to Professors Werner J. Dannhauser and L. Pearce Williams:

As a representative of the approximately 3600 undergraduates in the College of Arts and Sciences, I cannot allow the second question you asked President Corson in your most recent letter (Chronicle, May 9) to stand unchallenged.

Although figures are

unavailable, it is probably true that most Arts students have not been and will not be required to read a single line of Plato, the Bible, Shakespeare, Marx or Einstein (as you mentioned), or any of the so-called "classic" or "great" writers of Western civilization. My claim is that it is an important, but apparently unnecessary part of a liberal education.

Why apparently unnecessary?

Because if students wanting a liberal education felt that such study were necessary, the enrollments of history, sociology, anthropology, literature, classics and philosophy courses, among others, would be filled to overflowing. Because if the faculty of the College of Arts and Sciences felt that it were necessary, it would already be required. Because if prospective freshmen felt that such study were necessary and should be required, Cornell's enrollment would drop dramatically.

Besides, the wealth of courses at Cornell and the cultural atmosphere existing here provides an amazingly diverse education to everyone here who wants to absorb it. Through my own readings and activities outside of courses, I have obtained a better liberal education than I could have had if I had had to groan through required courses where one can't choose what to study. I'm sure that many other Arts students feel that way.

Whom, then, are you blaming for the alleged "crisis in education at Cornell" you imply results from the non-requirement of Plato, etc.? Arts students, who have been so bored to death in high school and college by teachers who failed to instill the proper interest and perspective in these matters in their pupils? Arts faculty, who with your two exceptions, have not discussed this "crisis" vehemently enough to get something done about it or to at least intensify their efforts to encourage more students to take "liberal arts" courses? The growing attitude toward a more professional education?

Or perhaps there's no one to blame. Maybe your definition of what constitutes a liberal education is too narrow; that which constitutes a liberal education seems to have expanded both within and outside the classroom to include newer thoughts and philosophies, based on the old ones perhaps, but with their own perspective.

I welcome the idea of an FCR investigation into the quality of education at Cornell. The only problem with that is that the FCR has a nasty habit of conducting all its proceedings in closed session, and this is one controversy that *must* be opened to the campus community, because it affects everyone here. (In case you forgot, there are students here at Cornell). I therefore recommend that you take your investigation to the University Senate's Committee on Academics, which I assure you will be interested in the matter, to provide such an open public forum. I hope you will also

J. Congress Mbata
Robert W. Beggs

Continued on Page 6

Innovation Supported

Editor:

We delivered the following letter to President Corson's office in the hope that he might see it before his discussion on "The State of the University" last Friday. It is our belief that the contents of our epistle demonstrate that the administration has supported innovative and far-reaching programs that will prove to be fruitful in the future. And we invite your readers to get in touch with us if they would like to play a part in the direction and development of "The Center for World Community at Cornell."

Dear Mr. Corson:

We wish to thank you for your encouragement and the grant from your discretionary fund which made possible the recent international colloquy entitled "Toward World Community" through the philosophy and practice of world education.

The colloquy gave us during the past year both the opportunity and the rationale for organizing and recruiting students and faculty to form a residential college, The Center for World Community at Cornell.

We officially inaugurated the Center at the conclusion of the colloquy. And we hasten to add that the response of our visiting participants from many countries and universities was most encouraging. For instance, Morris Mitchell who founded The Association of World Colleges and Universities said that he felt the inauguration of our Center was more important than the recent founding of the United Nations University. He argued that our new residential college would inspire similar experiments within the established universities around the globe. He saw our program as more future- and globally oriented because it will try to transcend religions, ideologies, and the nation-states. But at the same time it would apply the emerging concepts and values of the world's great religions, ideologies, sciences, and the humanities to the world's problems for the enhancement of world community. And all the

Corson Thanked For Having Aided Recent Colloquy

participants felt that our nine different approaches to the subject of future world community were not only innovative and unique but they encompassed nearly all the facets relevant to this most important direction which education must take in the future. We all reasoned that if the goal of mankind is world community, then so is the goal and role of education. And we see a major publication growing out of the colloquy which will compare the psychology and philosophy of the world's ideologies, religions and sciences in their relation to the future of world community.

Many of our participants offered to return to Cornell without remuneration to live in the Center for a few days or weeks with the twenty one students. And some of them have invited our students to visit their campuses, centers and to join their travel-study-work programs. They represented such universities and global organizations as The Woodrow Wilson School at Princeton, The Center for Human Potential at the University of Massachusetts, The Association of World Colleges and Universities, The Friends World College, Union College, The Center for World Order, The Temple of Understanding, Institute for Policy Studies, The University of Pittsburgh, The United Nations Environmental Agency, Universities in the Quest for Peace, Dag Hammarskjöld College, and others.

And we would like to add the names of some Cornell Professors who participated in the Colloquy and would like to participate in the Center's programs in the future: Professor L. Pearce Williams, J. Bruce Long, Richard McNeil, Tom Davis, Frank Ahimaz and many more.

Season's Greetings



On the Hayes Study

Editor:

We feel we must react to certain inaccurate statements made by Nancy Elliot in the May 9 Chronicle interview on the Hayes Study of Exempt Employees. She states (page 8), "In some instances Judy and I, in reviewing the total array of positions, had some suggestions of particular jobs we wanted the Functional or Benchmark Committee to look at. It was up to each Committee to make a change. Judy and I did not feel we had the liberty to be able to make adjustments without the knowledge of the Committee. The Functional Evaluation Committee results and our recommendations were presented to the Benchmark Committee..."

We feel that this is a misrepresentation of what happened.

Certain of the evaluations made by the Counseling Functional Evaluation Committee were changed by Judy Onken without our knowledge. She then presented these altered results to the members of the Benchmark Committee without apprising them that they differed from the results obtained by the Functional Evaluation Committee's use of the Hayes instrument. Since the reasons for, and the fact of these alterations were not discussed with either our Committee or the Benchmark Committee, the

Some Procedures Of Study Stated Inaccurately

result is that no Cornell Committee has approved the changes in our Committee's evaluations made by Judy Onken.

Despite the difficulty of applying the management-oriented Hayes instrument to a number of professional positions which focus on educational programs and processes, we feel that we applied it as accurately, fairly, and consistently as possible. We believe that the unilateral actions taken by Judy Onken were unprofessional. We have previously raised our objections about these Hayes procedures with the Policy Committee and with Judy Onken in a memo dated April 15. We have not had a response to our communication.

Nancy Elliot's description of the Hayes procedure as it related to the Counseling Functional Evaluation Committee was inaccurate. We wish to alert the Cornell Community to this inaccuracy.

The Counseling Functional Evaluation Committee — Pam Curry, Ruth Darling, Del Hunter, Jim Lyon, Tucker McHugh, Bobbie Morse, Jim Palcic, Marie Rivera.

Drake, Hammes to Be Members Of Academy of Arts, Sciences

Two members of the Cornell faculty have been elected to The American Academy of Arts and Sciences.

Frank D. Drake, professor of astronomy, and Gordon G. Hammes, professor of chemistry, were among the 117 outstanding scholars, scientists, public figures, artists and writers honored at the Academy's 194th annual meeting in Boston May 8.

Founded in 1780 by John Adams and other intellectual leaders prominent in laying the philosophical foundations of the new American nation, the Academy today is a national honorary society with an active center on the west coast in addition to its offices in Boston. Its membership of 2,300 includes representatives from the mathematical, physical and biological sciences, as well as law, administration, public affairs, theology, fine arts and the humanities. It carries on an active program of study and publication on major national and international problems which require the expertise of several disciplines, and it recognizes outstanding contributions through a series of prizes which, along with the new Social Science Prize, include the Rumford Medal, America's oldest scientific prize, the Emerson-Thoreau medal for literature, and the Amory Prize for Medicine.

Drake is director of the National Astronomy and Ionosphere Center (NAIC), a national research center operated by Cornell under contract with the National Science Foundation, which administers the Arecibo Observatory in Puerto Rico and the Danby Dish near Ithaca.

He was director of the Observatory in 1968 when British astronomers first detected strange pulsating objects in the skies. He led a team of Cornell astronomers in studying the mysterious

signals, called pulsars, and contributed much to knowledge about them. Pulsars now are generally believed to be neutron stars, swiftly rotating remnants of once-large stars which exhausted their nuclear fuel and collapsed into compact spheres of neutrons.

Drake is widely known for his work in Project Ozma 12 years ago, in which a radio telescope in Green Bank, W. Va., was used to search for extraterrestrial life. The project was the first organized search for extraterrestrial intelligent radio signals.

A native of Chicago, Drake received a bachelor of engineering physics degree, with honors, from Cornell in 1952. He earned a master of arts degree from Harvard University in 1956 and a doctor of philosophy degree from Harvard in 1958.

Hammes, who has been chairman of the Department of Chemistry since 1970, was elected a member of the National Academy of Sciences in 1973.

Hammes received his bachelor's degree from Princeton University in 1956 and doctor of philosophy degree from the University of Wisconsin in 1959.

He studied with Manfred Eigen at the Max Planck Institut, Göttingen, Germany, as a National Science Foundation (NSF) postdoctoral fellow in 1959-60, and with Arthur Kornberg at Stanford University as an NSF senior postdoctoral fellow in 1968-69.

Hammes was the recipient of the 1956 McKay Prize in Physical Chemistry and the 1967 American Chemical Society award in Biological Chemistry. His other honors include Phi Beta Kappa, Sigma Xi and Phi Lambda Upsilon.

Student Project

Nature Trail Built Behind Warren

Like mushrooms popping up after spring rains, 20 hand-crafted signs appeared along the paths behind Warren Hall over the weekend. They answer questions for students and visitors that no other campus signs answer. What is the name of that bush? Is that tree useful to man? What kinds of birds live in these woods? The signs represent what environmental educators call a NatureTrail — a self-guiding tour providing information and asking questions about the environment and how it functions.

They are the visible part of a course project executed by Woodward Bousquet, a junior majoring in the Agricultural College's Environmental Education Program. "The idea for a nature trail in that wooded area had been growing with me ever since I entered Cornell," he recalled. "Having spent five summers as an interpretive naturalist at the Pleasant Valley Wildlife Sanctuary in Lenox, Mass., I knew how well nature trails could tell people things they wanted to know. Although I had many ideas for the trail design, there were two problems: time and money."

He solved the first problem by proposing the nature trail as his project in Prof. Richard B. Fischer's Education 404-405 course. Working with Fischer, he selected a series of natural history and environmental



AT WORK — Angelica Leubner and Woodward Bousquet, two of the Environmental Education students who built the nature trail in the woods behind Warren Hall.

situations that would fit a nature trail format. Each had to involve a discrete idea capable of brief treatment on a small sign. And each "station" had to be visible

from the next in line so a visitor would not lose the trail. Then Bousquet drafted the text and designed illustrations for each

Continued on Page 7

Job Opportunities At Cornell University

The following are regular continuing full-time positions unless otherwise specified. For information about these positions, contact the Personnel Department, B-12 Ives Hall, N.W. Please do not inquire at individual departments until you have contacted Personnel. An equal opportunity employer.

POSITION (DEPARTMENT)

Sr. Administrative Secretary, A-17 (Learning Skills Center)
Administrative Secretary, A-15 (MCST) (University Senate)
Administrative Secretary, A-15 (Law School)
Administrative Secretary, A-15 (Policy Planning & Regional Analysis)
Administrative Secretary, A-15 (Chemistry)
Administrative Secretary, A-15 (University Registrar)
Administrative Secretary, A-15 (Public Affairs)
Department Secretary, A-13 (Law School)
Department Secretary, A-13 (Johnson Art Museum)
Department Secretary, A-13 (Dean's Office - Arts & Sciences)
Steno A-11 (Hotel Administration)
Steno II, NP-6 (Planning & Development)
Steno II, NP-6 (Agronomy)
Steno II, NP-6 (Education)
Steno II, NP-6 (Cooperative Extension Administration)
Administrative Secretary, NP-8 (Veterinary Physiology, Biochemistry, & Pharmacology)
Administrative Secretary, NP-8 (Veterinary Microbiology)
Records Clerk A-11 (University Unions)
Clerk I, NP-3 (Office of Resident Instruction)
Senior Clerk, A-12 (University Development)
Principal Clerk, A-14 (Registrar)
Principal Clerk, A-14 (Graduate School)
Principal Clerk, A-14 (Career Center)
Principal Clerk, A-14 (CIUE)
Keypunch Operator, A-13 (Computer Services)
Keypunch Operator, A-13 (Student Information Services)
Library Assistant II, A-12 (Library)
Library Assistant III, A-15 (2) (Library)
Administrative Aide I, NP-11 (Finance and Business Office)
Administrative Assistant (Geneva)
Administrative Aide II, NP-14 (Personnel Services)
Administrative Officer I, A-26 (Endowed Payroll)
Senior Auditor (Auditor's Office)
Assistant Counsel (University Counsel)
Area Manager (Dining Services)
Personnel Office, P-20 (NAIC (Arecibo Observatory))
Compensation Manager (Personnel Services)
Director of Information Services (Communication Arts)
Director (Public Information)
Assistant Librarian (Library)
Librarian (Geneva)
Cooperative Extension Specialist (2) (Cooperative Extension Administration (Chazy))
Director (Safety Division)
Manager-Systems Programmer (OCS)
Assistant Coach of Football and Instructor in Physical Education (Physical Education and Athletics)
Assistant Coach of Track and Instructor in Physical Education (Physical Education and Athletics)
Assistant Dean of Students - Director of Student Activities & Orientation (Office of the Dean of Students)
Craftshop Director (University Unions)
Traffic Manager, Radio (WHCU Radio)
Director of Intramurals (Physical Education and Athletics)
Counselor (NYSSILR (NYC))
Assistant Dean for External Affairs (B & PA)
Business Manager (University Unions)
Vice President for Planning (Executive Staff)
Related Activities Accountant (Accounting)
Chilled Water Plant Operator (B & P)
Resident Director (3) (Dean of Students (10 month positions))
Residential Area Coordinator (Dean of Students)
RN (University Health Services)
Lab Technician, A-15 (Genetics, Development & Physiology)
Lab Technician I, NP-8 (Vet College)
Lab Technician II, NP-11 (Vet College)
Lab Technician II, NP-11 (Animal Science)
Research Specialist (Agricultural Economics)
Research Technician II, NP-10 (Plant Pathology)
Research Technician III, NP-12 (Plant Pathology)
Research Technician III, NP-12 (Animal Science)
Research Technician V, NP-17 (Agricultural Economics)
Research Technician, A-21 (Biochemistry, Molecular and Cell

Continued on Page 6

Essay on Women in Colonial Times Wins Tyler Competition for Salmon



Marylynn Salmon

The American woman's history as subservient helpmate has many of its roots in legislation passed in colonial times, concludes Marylynn Salmon '74, in a 100-page essay for which she won this year's Moses Coit Tyler Essay Competition in history, worth \$500.

The essay makes an original contribution to the understanding of women in colonial America, according to Mary Beth Norton, assistant professor of history and chairman of the committee that judged the essays in the competition.

Salmon points out that life in 17th and 18th century America was not particularly conducive to maintaining a strong family structure with the woman's exclusive role as wife and mother. This stress on the traditional patriarchal organization brought from Europe was a result of the life in the wilderness, the availability of land and the scarcity of labor, according to one historian, she writes.

In order to counter these stresses on the colonists' desire for a strong family structure she writes that "within a decade of their founding all the colonies passed laws demanding obedience from children and established penalties for contempt and abuse. For filial disobedience in Massachusetts and Connecticut the punishment was death . . .

"Colonial lawmakers were, then, very concerned with maintaining stable family relationships, and their rulings on the rights and liabilities of women reflect this attitude. Statutes were written not so much to establish a legal position for women as individuals, but to place them firmly and without choice into a strong familial structure. Society viewed women as extensions of their husbands and children. The law did the same."

Pointing out that there was little change in colonial women's legal status, she writes that "for the period of time covering the first two centuries of American life, no major changes in legal theory concerning women occurred. The common law principles of union of person, guardianship, and male coercion were accepted throughout this period and established the base for practical application . . .

"It appears that even the American Revolution wielded no significant influence on the legal status of women. Although the war required greater independence of action from women, it provided them with few additional legal supports for their new role."

"Organizations designed to produce home manufactures or collect donations for the soldiers 'provided women with a sphere of action independent of their husbands and outside their homes' for the first time."

Get Your Tickets!

Bailey, Statler Concerts

Concert selections for the Bailey Hall Concert Series and the Statler Concert Series have been announced for the 1974-75 season by the Cornell University Faculty Committee on Music.

The announcement follows one of the most successful concert seasons in the history of the two series.

"Responding to your wishes, we are bringing great vocal music to Cornell in the coming season, in the form of a complete production of 'La Traviata' by the Goldovsky Opera Theatre, and in a recital by the famed Joan Sutherland," according to Jeffrey Frey, chairman of the faculty committee on music.

"We are sure," he said, "that the superb ensemble playing of the Stern-Rose-Isomin Trio and of Jean-Pierre Rampal and Robert Veyron-Lacroix will also please our subscribers, and we are proud to be able to bring both the Moscow Chamber Orchestra and the widely respected Boston Symphony Chamber Players to round out our selection of orchestra, string-quartet, and solo virtuoso performers."

Six concerts will be presented in the Bailey Series and four in the Statler. All concerts will begin at 8:15 p.m.

Concerts in the Bailey Hall series are:

—The Czech Philharmonic Orchestra under the direction of its principal conductor, Vaclav Neumann. The New York Times described the orchestra as "...certainly among the foremost dozen orchestras in the world."

—The trio formed in 1964 by the American virtuosos, Isaac Stern, Leonard Rose and Eugene Istomin.

—Australian soprano Joan Sutherland.

—The Goldovsky Opera Theatre.

—The Moscow Chamber Orchestra. The New York Herald Tribune said of the orchestra, "It is a perfectly wonderful ensemble. Its style is robust; its ensemble is impeccable; its tone is heavenly."

—Israeli pianist-conductor Daniel Barenboim.

The four Statler Hall concerts are:

—The Boston Symphony Chamber Players, an ensemble of first-chair players from the Boston Symphony Orchestra.

—The French masters, Jean-Pierre Rampal, flutist, and Robert Veyron-Lacroix, harpsichordist.

—Israeli violinist Pinchas Zukerman.

—The Guarneri String Quartet.

Each subscriber to the 1973-74 series will enjoy a priority over nonsubscribers in placing orders for the upcoming series tickets, according to the faculty committee. This priority will expire on May 18.

All students in the area may purchase a maximum of two subscription tickets at a discount. Cornellcard holders may charge subscriptions to their accounts by presenting the card to the Lincoln Hall Ticket Office.

The Lincoln Hall ticket office is closed during July and August.

Comment

Continued from Page 4

attempt to answer your own questions to President Corson and forward those answers to the committee.

Thank you for voicing your concerns. I hope you can listen to mine.

Phil D. Hernandez Arts '75
Cornell University Senator

Job Opportunities

Continued from Page 5

Biology)

Experimentalist I, NP-11 (Genetics, Development & Physiology)

Experimentalist II, NP-15 (L.H. Bailey Hortorium)

Greenhouse Superintendent, NP-12 (Agronomy)

Research Associate (2) (Vet College)

Research Associate (3) (Agricultural Engineering)

Research Associate (CRSR)

Research Associate (Natural Resources)

Research Associate (Vegetable Crops)

Research Associate (Agricultural Economics)

Research Associate (LASSP)

Research Associate (Applied and Engineering Physics)

Research Associate (Division of Nutritional Sciences)

Research Associate (Plant Pathology)

Research Associate (2) (Poultry Science)

Extension Associate (Division of Nutritional Sciences)

Extension Associate (Agronomy & Plant Breeding)

Postdoctoral Associate (LASSP)

Postdoctoral Associate (Ecology and Systematics)

Extension Aide (Agricultural Economics)

Computer Operator, A-17 (Computer Services)

Programmer C, NP-13 (Physical Biology)

Medical Technologist, A-18 (2) (University Health Service)

LPN (University Health Service)

Cook I, A-17 (Dining Services)

Cook, A-16 (Phi Gamma Delta)

Cook (Delta Gamma Sorority)

Dining Supervisor, A-18 (2) (Dining Services)

Dining Manager, A-21 (Dining Services)

Executive Dietician (Dining Manager, A-21) (Dining Services)

Jr. Maintenance Mechanic, A-14 (Real Estate)

Senior Lab Technician, A-18 (Chemistry)

Electrical Engineer, A-28 (B & P)

Mechanical Engineer, A-28 (B & P)

Boiler Operator, A-18 (B & P)

Assistant Foreman (Heating Plant) (B & P)

Research Engineer I, A-26 (Lab of Nuclear Studies)

Research Engineer II (NAIC)

Sr. Electronic Technician, A-19 (Biological Sciences)

Synchrotron Operator (Lab of Nuclear Studies)

Custodian, A-13 (2) (B & P)

Custodian, A-13 (University Unions)

PART-TIME AND TEMPORARY POSITIONS (All temporary and part-time positions are also listed with Student Employment)

Steno A-11 (Ecology and Systematics (perm. p/t))

Temp. Service - Clerical (SASS/Sociology (temp. p/t))

Temp. Service - Clerical (NYSSILR (NYC))

Senior Account Clerk (Library (perm. p/t))

Recorder (University Senate (temp. p/t))

Administrative Secretary, NP-8 (Communication Arts (perm. p/t))

Laundry Worker, A-11 (General Services (temp. f/t))

Library Assistant, A-10 (2) (Library (perm. p/t))

Searcher I, A-13 (Library (perm. p/t))

Lab Technician II, NP-11 (Vet Pathology (temp. f/t))

Research Technician II, NP-10 (Agricultural Engineering (temp. f/t))

Cook (Delta Delta Delta (perm. p/t))

Acting Sea Grant Program Leader (Water Resources & Marine Sciences, Research Center (temp. p/t))

Judicial Advisor (Judicial Administrator (perm. p/t))

Extension Aide (Agricultural Engineering (temp. f/t))

Research Associate (Applied and Engineering Physics)

Research Associate (5) (Lab of Nuclear Studies)

Research Associate (Plasma Studies)

Sr. Research Associate (Education)

Postdoctoral Associate (2) (LASSP)

Extension Associate (Design and Environmental Analysis)

Preston H. Thomas

Preston H. Thomas architecture '74 of Auburn, was killed May 4 in a three-car accident on North Triphammer Road. A memorial service was held last Wednesday in the Anabel Taylor Chapel.

Trustee

Continued from Page 2

referendum of, all registered students together with all Cornell employees excluding faculty, and by a meeting of the University faculty.

The Senate may adopt further qualifications for both voters and candidates consistent with appropriate University Bylaws and Regulations, and for the nomination and election of candidates.

Guess It?

The full inscription reads "Given to Cornell University by Henry Rubens Icklehelmer of the Class of 1888 and a member of the Board of Trustees — 1915." The location? Engraved in the back of the statue of Andrew Dickson White, on the Arts Quad.

Trustee Exec. Committee Summary Journal

SUMMARY JOURNAL For the meeting of the Executive Committee of the Board of Trustees of Cornell University held May 14, 1974 in Ithaca, N.Y.

(NOTE: This summary journal, as released for publication, does not include confidential items which came before the meeting.)

1. The minutes of the Executive Committee meeting held April 17, 1974, as amended, were approved.

2. University Treasurer Arthur H. Peterson reported on the status of the current (1973-74) budget. He was pessimistic about certain budgetary items such as gift income and public appropriations but said he was generally hopeful and anticipated that the endowed colleges at Ithaca would end the current fiscal year in a nondeficit position.

3. Vice President for Administration Samuel A. Lawrence reported to the Executive Committee the allocations from the Undistributed Reserve for Academic Support Functions included in the 1974-75 budget for the endowed colleges at Ithaca. He said the allocations totalled \$248,000 and went to the Division of Campus Life, student academic services, the University Senate, funding of an operations review, life-safety projects and other work-related expenses such as summertime programs in athletics and health services, central processing of course-change fees, state relations activities, faculty handbook, personnel data file maintenance and services to the Medical College.

4. University President Dale R. Corson recommended, and the Executive Committee approved, the appropriation of

funds from the University Health Services Reserve to finance repair of stonework at Gannett Clinic, repaving of the driveway and parking area at Sage Infirmary and painting at the Sage House. The President reported that the stonework repair and paving work is necessary to overcome safety hazards and the painting is to preclude further deterioration of Sage House, the wooden structure next to Sage Infirmary. (See story below for additional details.)

5. The Executive Committee approved the President's recommendation that the Liddell Laboratory (located on Freese Road and occupied by the Division of Biological Sciences) be altered to provide additional office and laboratory space. The President further recommended that the project be financed from an appropriation from the I. Ellis Behrman Fund which was bequeathed to the University for Biological Sciences construction purposes. This recommendation was also approved. (See story below for additional details.)

6. There was a discussion of proposed capital projects and policy questions associated with their financing. The Executive Committee heard reports on this matter from the Buildings and Properties Committee and the Investment Committee. The Executive Committee voted to ask Trustee Board Chairman Robert W. Purcell to appoint an ad hoc Trustee committee, including representatives from the Buildings and Properties and Investment Committees and whomever else the Chairman may deem appropriate, to study capital priorities.

7. The President recommended, and the

Executive Committee approved subject to approval of the New York State Dormitory Authority, that the capacity of Parking Lot B be expanded by some 125 spaces. He further recommended appropriation of funds from the reserve accounts of the University Office of Transportation to finance this project. The Executive Committee approved the appropriation. (See story below for additional details.)

8. The Executive Committee approved the President's recommendation that a fourth phase of construction on Appledore Island in the Isles of Shoals be authorized. He further recommended, and it was approved, that the project be partially financed by an advance from Current Fund balances subject to repayment at interest from gifts and other income. Finally, the President recommended that the University administration be authorized to enter into a negotiated construction contract on a time-and-materials basis within the authorized funding. This was also approved. The proposed construction program for summer 1974 will be limited to necessary work in development of salt water, diesel fuel and sewage systems and a start on the Palmer-Kinne Laboratory Building which is the gift of James B. Palmer of the Class of 1921 and his wife, Martha Kinne Palmer, Class of 1924. (See story, page 3, for additional details.)

9. The Executive Committee heard a report from the chairman of the Buildings and Properties Committee, Trustee Bruce Widger.

10. The President presented a recommendation from the Board on Student Health, which has his approval,

that the existing optional supplemental student health insurance plan be replaced by a mandatory health insurance plan with a "waiver option" effective Sept. 1, 1974. The Executive Committee approved the recommendation. The President reported that, under the new plan, all students would be covered and be billed for the premium subject to individual application for waiver. The bases for waiver would be 1.) that the student has other insurance coverage or 2.) that the individual student recognizes and understands the risk and accepts the financial responsibility for his own health care beyond that provided through University Health Services. (See story, page 1, for additional details.)

11. There was a discussion of a request from the March meeting of the full Board of Trustees that the Executive Committee consider undertaking an effort to seek rescission or revision of the New York State Legislation of 1971, the so-called Chapter Amendment, which deals with the 40 per cent electoral representation in University Senate Trustee elections. The Executive Committee took no action on the matter.

12. The President presented for approval and recommendation to the full Board of Trustees recommendations concerning the membership of the Board. These recommendations deal with the substitution of an employee trustee elected by University employees at Ithaca and Geneva for one of the four trustees-at-large from outside the University elected by the University Senate. This substitution was approved by the University Senate, by the Faculty Council of Representatives and by a referendum of employees and students. The Executive Committee approved the recommendations and will recommend their approval by the full Board of Trustees. The Executive Committee also voted to ask for a study, on the part of appropriate University agencies such as the University administration and the University Senate, into the matter of whether or not student, faculty and employee trustee positions should be declared vacant in the event an individual leaves the constituency which he represents as a trustee. Also, the Executive Committee voted to recommend to the full Board of Trustees for recognition the wording change in the University Senate constitution dealing with election of an employee trustee. (See story, page 2, for additional details.)

13. The President recommended a series of personnel actions.

14. The President recommended adoption of guidelines concerning the awarding of the Cornell Medal. The guidelines which were adopted by the Executive Committee are: a.) The Cornell Medal will be awarded by action of the Board of Trustees to persons who have rendered unusually distinguished service to the University or who have made historically important contributions to society. b.) Nominations for the Cornell Medal will be submitted to the Board of Trustees by the President based upon recommendations by a selection committee appointed by the President. c.) To ensure the prestige of the Cornell Medal, no more than three may be awarded in any one academic year.

15. A report of construction contracts awarded during the period Oct. 16, 1973 to April 16, 1974 was presented for information.

16. The proceedings of the meeting of the Joint Administrative Board of the New York Hospital-Cornell Medical Center held April 11, 1974 were presented for information.

Improvements, Repairs Approved

Gannett, Sage

The Executive Committee of the Cornell University Board of Trustees approved Tuesday several repairs to University Health Services buildings and properties.

The improvements, financed by a \$12,000 appropriation from the Health Services Reserve, consist of repairing stonework at Gannett Clinic, repaving the driveway and parking area at Sage Infirmary and painting at the Sage House.

'B' Lot

Cornell plans to add 125 parking spaces this summer to its Parking Lot B at the east end of the campus off Route 366. Some \$85,000 was appropriated for the project by the Executive Committee of the Board of Trustees at its monthly meeting here Tuesday.

The project, expected to be completed in time for the 1974 fall term, is still subject to the approval of the New York State Dormitory Authority. Currently there are 888 spaces in Parking Lot B.

Liddell Lab

Interior alterations to provide 1,000 square feet more office and laboratory space in Cornell's Liddell Laboratory have been approved by the Executive Committee of the University's Board of Trustees at its May meeting. The work is expected to be completed by September at an estimated cost of \$10,000.

The improvements in the lab, located on Freese Rd., will make room for Prof. William Dilger and his graduate students in the Section of Neurobiology and Behavior.

Money for the alterations will come from the I. Ellis Behrman Fund, set up in 1970 by the bequest of Mr. Behrman for the construction of buildings in the Biological Sciences Division.

Trail

Continued from Page 5

sign. "I can draw a straight line with a ruler," he confided, "but that's the extent of my artistic ability. So I got assistance from other students in the course. They even helped me dig the holes and erect the signs."

Where did the money come from? "Since the trail would be on land under Cornell Plantations, we asked the Plantations Committee for permission... and \$50," he said. "They gave us both, and they lent us tools also."

Bulletin of the Faculty

Nominations For Faculty Dean, Sec'y.

At the spring meeting of the University Faculty May 15, the Nominations and Elections Committee announced the following nominations:

For Dean of the Faculty:

Ralph Bolgiano, Jr., Professor of Electrical Engineering.

Byron W. Saunders, Professor and Director, School of Industrial Engineering and Operations Research.

Peter C. Stein, Professor of Physics.

For Secretary of the Faculty:

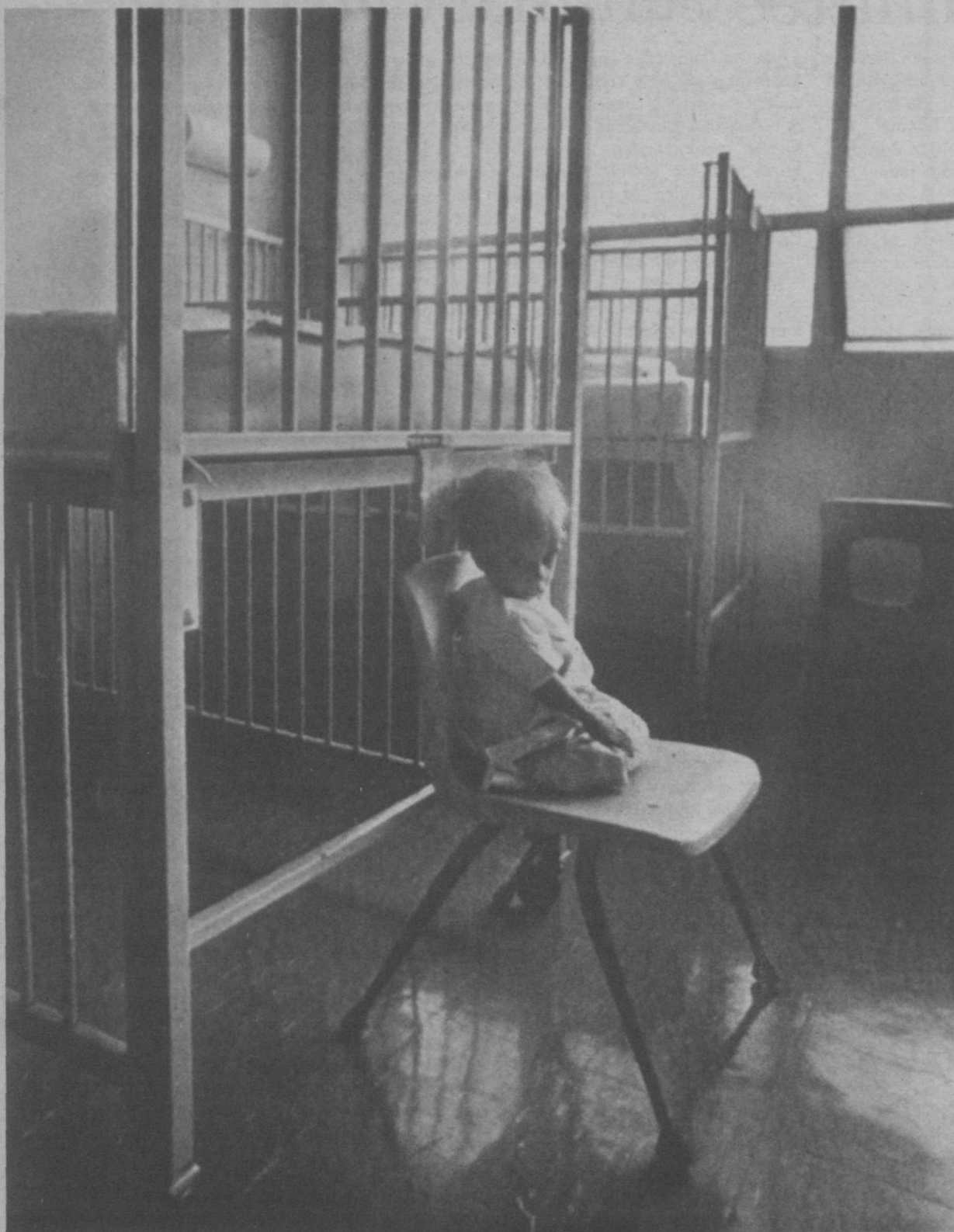
Russell D. Martin, Professor of Communication Arts.

Richard M. Phelan, Professor of Mechanical Engineering.

SRA

The Report of the May 8 FCR Meeting in last week's Chronicle should have stated that all regular Cornell University employees are eligible for SRA, the TIAA/CREF Supplemental Retirement Annuity Plan. The report incorrectly implied that only those persons under the TIAA/CREF retirement plan would be eligible. Also, a change has been announced in scheduling of the informational sessions. The afternoon session today, May 16, is in room G-1 of Uris Hall at 3:30 p.m. The evening session is in 120 lves at 7:30 p.m.





The Margin of Life

Just imagine this being said at a cocktail party or afternoon tea:

"My children don't ask for food if I haven't sold anything during the day. They don't bother me with 'Mama, I'm hungry. Mama, I'm hungry.' Of course, when meal time comes they begin to come around and the little girl says, 'Are we going to eat, Mama?'"

"'No,' I say.

"'Why not?'"

"'I have no money today.'

"Then later, she says to me, 'Mama, if there's nothing today, they we're not going to eat.'

"'That's right.'

"'Oh, well, then I'm not going to ask any more.'

"They are good children. They accept it."

These words of a Salvadoran mother are hauntingly present at an increasing number of cocktail and coffee hours. Unspoken and unheard, they lie there in the pages of a book created by photographer Cornell Capa and the Cornell authority on population, J. Mayone Stycos.

The book is designed to fit in among the picture albums and multi-colored art books that grace coffee tables. Titled the "Margin of Life" its stark black and white tones tell in pictures and words the story of life in underdeveloped countries. The specific focus of the

volume is Honduras and El Salvador. The work is the result of a collaboration between Cornell's International Population Program, headed by Stycos, and the International Fund for Concerned Photography, Inc. headed by Capa.

Published this spring by Grossman Publishers, the book costs \$7.50 in paperback and \$15.00 in hardback — a book for the affluent — a kind of extension course in sociology, an example of applied humanities.

More often than not, while the Salvadoran mother's words lie unperceived on the coffee table, a great deal of the cocktail hour buzz, at least in academia, will be about the need for extending extension and applying applied humanities and the need for a clearer definition of both.

The Capa-Stycos book opens and closes with a quotation from a slum dwellers' petition in El Salvador:

"It's not the slums that are marginal,

It's the people, it's us...

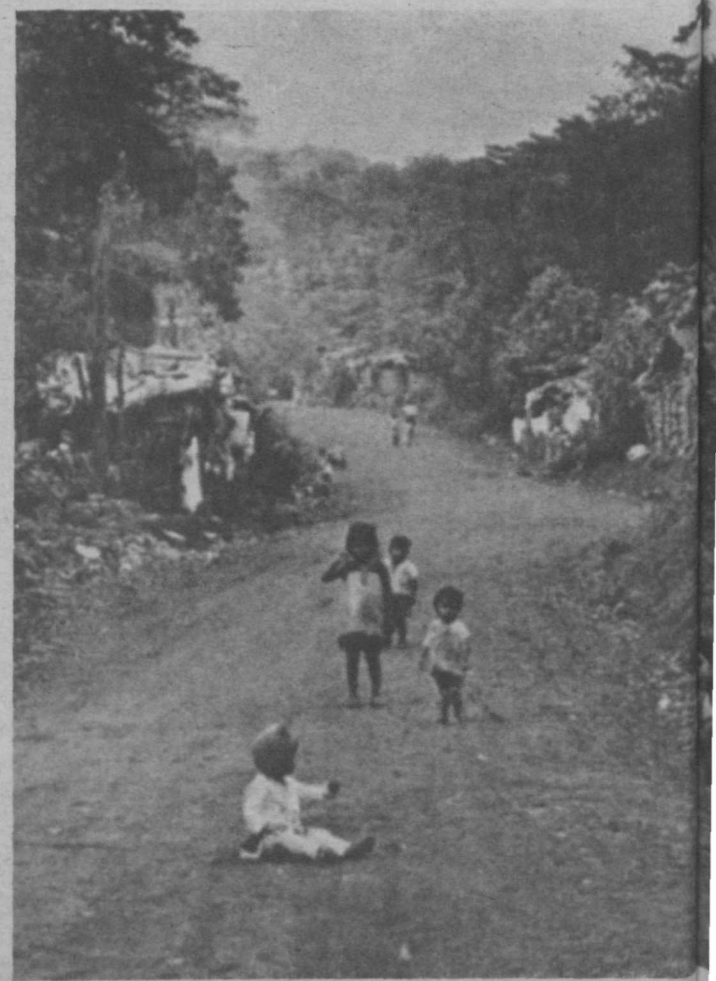
We are on the margin of health,

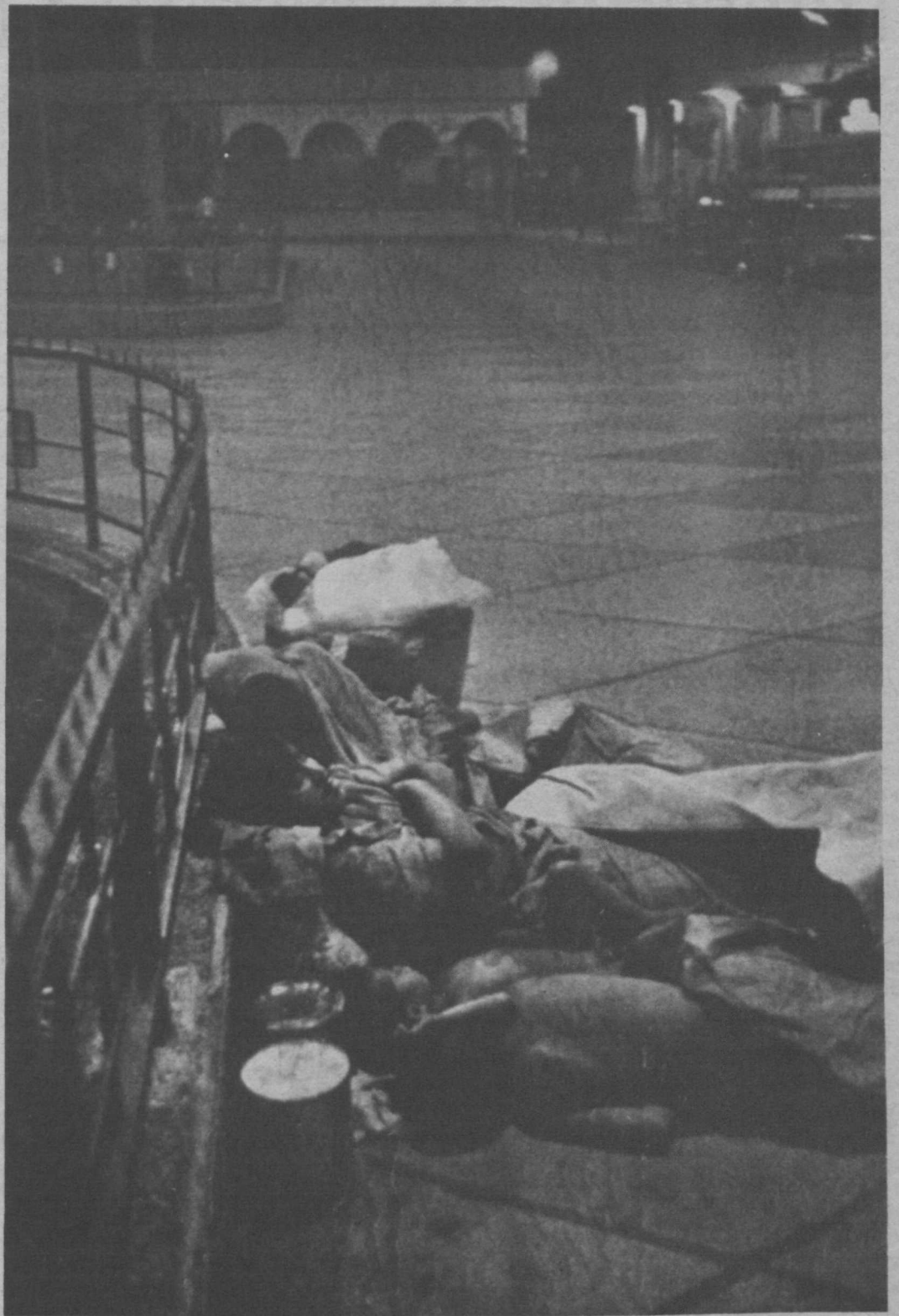
The margin of education,

The margin of work.

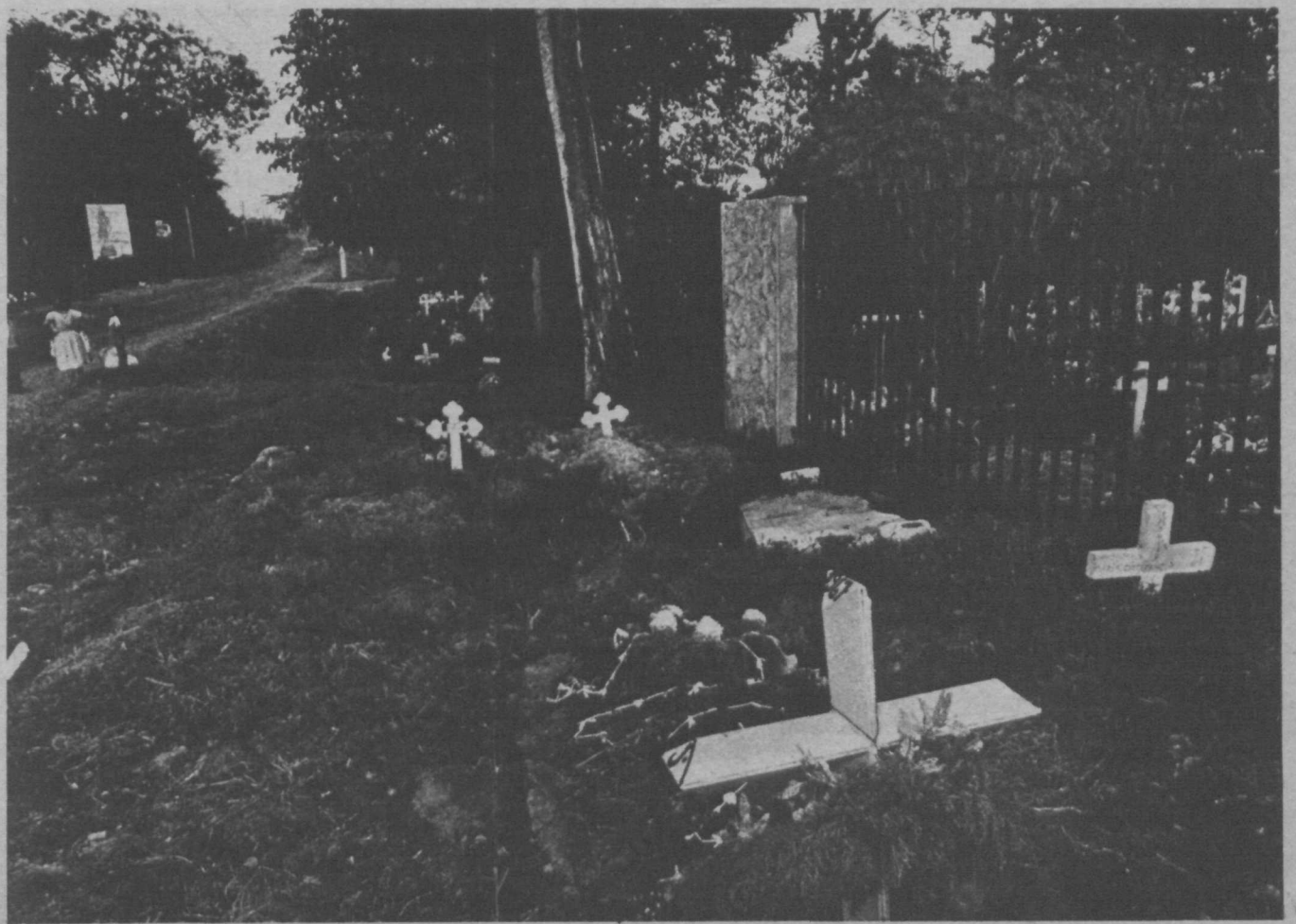
We cry to the four winds

That we don't want to be marginal..."





Photographs by Cornell Capa From Book *The Margin of Life*, written by Cornell Sociologist J. Mayone Stycos.



Transcript of May 10 Corson-Faculty

OPENING REMARKS by Albert Silverman, professor of physics and president of the Cornell Chapter of the A.A.U.P.:

I think there's a very good reason for having this meeting.

Cornell is very dear to all of us. We're all anxious that Cornell be the best possible university that we know how to make it. The purpose of this meeting is to try to move us along in that direction.

Let me say just one or two words about the ground rules we agreed on. We've agreed that, in the interest of having as diverse an expression as we could, that nobody would speak more than five minutes (except President Corson, of course, in his reply) and nobody would speak more than twice. If the conversation languishes, then I suppose people can come in again. The meeting will be opened by a brief statement by Professor Kahn, dean of the Arts Faculty, to which President Corson will reply and then the floor will be open for general discussion. I've also asked Professor Olum to chair the meeting, and he's kindly agreed to do it. So, I'd like to turn the meeting over to him.

PROF. PAUL OLUM (professor of mathematics): One additional thing that Professor Silverman didn't mention (I think it wasn't anticipated that the meeting would turn out quite the way it has) this was intended to be a meeting of President Corson with the members of the University Faculty. There are a lot of guests and visitors also. I will attempt in organizing the discussion to recognize members of the Faculty to have the discussion with the President. We'll see how all of that goes. But, this was intended to be a discussion between — actually, I shouldn't even say a discussion between the President and the Faculty — it's an opportunity also for the Faculty to speak, to make statements, not only to hear what the President has to say but for the President to hear what the Faculty has to say — their views on the nature and future of the University. It's intended to be a general discussion. I hope we can have a fruitful, civil, reasonable discussion of issues that seriously concern the University. Let me call first on "still" Dean Kahn to speak.

A.E. KAHN (dean of the arts college): I feel that it is extremely presumptuous of me to try to do what Professor Silverman asked me to do, which is to try in some way to characterize the concerns that are felt generally in our entire body about the present condition of the University. All I can say in my defense are two things: First, I tried desperately hard to get out of the assignment; and second, I have had a kind of unique experience in the last five years. It has been my rare privilege to have tried to live between two millstones — the millstone represented by the University administration in Day Hall on the one hand (of which I am a part in a sense) and the millstone represented by the Faculty and the student body on the other hand (of which I am also a part).

Incidentally, and I do this analogy not in order to explain my own situation, but because I think it is illuminating, I think I'm awfully well prepared for my new job where the analogy is a good deal closer than going into the frying pan from the fire (as some of my friends have suggested), but because again I think one can think of President Corson and Acting Provost Cooke as Consolidated Edison (I don't intend that analogy completely, as I'll explain) and the Faculty and the students as analagous to the irate consumers of electricity and telephone service. And, I'm in between them.

Now, it is generally believed that Consolidated Edison is abysmally managed as an operation, and I truly do not intend to apply that part of the analogy to Day Hall. But, Consolidated Edison, if it is badly run and only diplomacy prevents me from expressing an opinion about that now, has always been badly run. Therefore, the cause of the present difficulties of what makes the consumers of electric service irate have to be sought elsewhere. I suspect that it has to be sought in the impact of such exogenous factors as inflation. Look what's happened to the cost of fuels and think of the analogy of that to the situation of the University. On the other side, we have a public (I'm sure that I will confront a public) that's just mad. It's simply looking for somebody to vent its anger on, which is concerned about rising prices, about deteriorating quality of service, which blames the regulators whom they believe to be corrupt or inept, and Consolidated Edison's management which they accuse of exaggerating its financial problems and of simply

managing very, very badly at their cost.

So, in this experience that I've had in the last five years, to jump away to what I'm going to do in the future, I think I'm in an ideal position (if I only had the wit to do it well) to characterize, to epitomize, the malaise that I see in the University, or at least in the Arts College or at least in prominent and articulate parts of the Arts College, but I find it extremely difficult to do. I think it would be quite wrong to try to convey the impression that the loudest complaints that you hear are in fact universally representative. On the contrary, I see even the loudest complainers going about their academic business as effectively and as vigorously as they ever have, and that's my genuine opinion — teaching, meeting with their students, doing their research. I truly do not believe, from my vantage point, that there has been a decline in the academic quality at Cornell. But I must recognize, and obviously the President must recognize, that there is a general malaise and in many ways it's growing. Whether or not it has a real foundation, and I think it has a real foundation, it would be real if only people felt it and would have to be confronted.

What are its components (in my remaining five minutes)? Well, these are not in any particular order and they're all so obvious to you that I don't think that I have to spend a lot of time on any one of them individually. Since this is the AAUP meeting, I'm thinking mainly of the perspective of the Faculty. I think it can be duplicated among the students.

One, Faculty salaries. It is true that the average Faculty salary in the last four years, rather the last single year has increased substantially more than the cost of living. It is also true, however, that there are large numbers of Faculty members — responsible, solid, conscientious, useful, good members of our Faculty — whose salaries have not increased more than the cost of living, and many have not increased as much as the cost of living. Do not get the impression that there's more than two, three or five per cent of Faculty who deserve to have their salaries rise less than the cost of living. I'm talking about the next 35, 45, 50 per cent.

Second, the effect of the policy of no growth enunciated by the President given his conception of the financial constraints — I'm not saying this in terms of blame; I'm merely describing the situation. A genuine question to which I do not know the answer: Can an institution that is dedicated to the pursuit, the promulgation, the transmission of knowledge, the body of which grows accumulatively, geometrically; can such a body thrive if nothing new can be undertaken except at the expense of sloughing off something old? If we want to expand in biophysics and we have to cut off Latin, for example.

Third, and clearly related, in many cases no growth turns out to be actual shrinkage in our existing programs. I have explained this at some length to my department chairmen. Let me merely say that the combined effect of the necessity of the University picking up obligations, picking up under University's unrestricted funds responsibility for programs that have heretofore been carried on "soft" monies and the impact of inflation on all our costs have had the effect of forcing us to curtail — not really not to grow, but to curtail — our existing programs in one way or another. I have the nagging and constantly annoying feeling of having to say "no" to almost every good proposal that I hear.

Just this afternoon I had representations from the Cinema Board which points out what has been abundantly clear from the experience of the last four years that we cannot run a high class cinema program that will be financially self sufficient and bring in great films that we simply cannot bring in, in any number, because of the fact that we have to break even. They make a perfectly, indisputably valid point that they have to have subsidy. The fact is that nobody knows where that money can come from. Well, that happens to me every single day. I find it tiring, and I'm sure that people to whom I talk find it tiring. Associated with this, therefore, is a feeling, a general feeling, by the Faculty, in some degree immature and infantile, that they are not adequately respected or appreciated. A feeling, again without necessarily being able to support it, that it is the Faculty and the academic programs that are bearing the brunt of our financial difficulties. On the other hand, there is also a feeling on the part of the Faculty that when we try to cut secretaries or teaching assistants or make better provision for long-distance telephone calls, that,

too, is trying to undermine our standard of living. The fact is that we do have that general feeling that I'm trying to describe.

There is, again associated with this, a resentment of what many people perceive as a growth in a spirit of managerialism, exemplified by some of the rhetoric and indeed some of the substance of the Cranch Report, by some of the attitudes that the Cranch Report seemed to exemplify. I could also explain why that's happened in an impartial way, but again it is not my intention to attribute responsibility or blame; I'm trying to describe something.

Finally, it goes beyond my own talents adequately to characterize the psychological effects of a constant and continuing feeling of attrition and of penury — of what it does to have phone bills constantly increasing while our dollar provision for them remains stable. Even worse, the understandable but constant preoccupation with money. Maybe in this case I'm speaking more of myself than anybody else, but I think everybody is weary of this preoccupation with money.

If I may try now, in one last minute, in more general summary, what worries me, above all else, is what I see as an extremely, deplorably wide gap between the perceptions of our situation and what needs to be done by the President, on the one hand, and by the Faculty and the student body, on the other.

I believe there is enough intelligence among us, and good will, and devotion to Cornell at both levels (at the consumers of public utility service — well, I won't say Con Ed, I can't believe that — with our equivalent to Con Ed) to see us through this without serious injury. But, until there is some closer convergence of these two perspectives, I really despair. I've been studying the phenomenon of inflation in our society at large in the last five years, particularly, and I see in that phenomenon both evidences and consequences of a process of social disintegration. I see a gradual dissolution of the social contract that binds us together in America. You can spell out many of the manifestations as I. I'm terribly worried that the same thing may be happening at Cornell. The one hope is that by constant, open discussions like this in an atmosphere of mutual respect that we can continue to confirm the most important things, which are the things that hold us together, and to avoid the kind of disintegrative feeling that occurs when on the one hand you have an administration which sees above all else the external, financial constraints that bear on us and on the other hand you see a failure to understand, or to agree or to sympathize.

So, thanks to the people who planned this program. I hope that it's one step in the direction that I see is necessary.

PROFESSOR OLUM: I'd like to call next on President Corson.

PRESIDENT CORSON: Professor Olum, Dean Kahn, members of the Cornell community. If Dean Kahn has had a unique experience in the last five years, I guess I've had a super unique experience. The other comment I would make to start with is in connection with Con Ed. I understand that the Legislature, perhaps in a special session, is going to come to the rescue of Con Ed. I wonder if you could arrange a session for me.

I would like to talk a bit about the general setting that we're working in these days, give you some examples and tell you some of my concerns and, hopefully, a bit of factual material — at least give you an attitude — about our situation. I'm not going to say anything about Faculty salaries. Provost Cooke is the expert on that and when I finish it might be good to have five minutes from him on this very important problem.

Let me start by saying that these are not the best times for universities. We're living in a considerable anti-intellectual period. We're living in an anti-university period. To document that let me mention the teaching laws hours which exist in some states — Michigan has one — where Faculty members are required to appear in a classroom on the average a certain number of hours each week, which we would find excessive. The New York State Legislature passed such a law which would apply to any institution that receives state funds. Fortunately, the Governor vetoed it. This was two or three years ago. That kind of law could be back on our books.

As a second example, let me mention one item in the Affirmative Action area, and I would hasten to say it's the beginning; but I believe the objectives and the principals which are enunciated in the various Affirmative Action

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regulations and laws to which we're subject are sound and I believe in them. But, the administration of those laws and our response to those laws is getting more and more complex. Let me give you one example. In the Education Amendments of 1972 there's a Title IX which has to do with sex discrimination; this is sex discrimination in many ways. The one that I'm particularly concerned about here is in the curriculum. These laws, the titles in the various laws, that have been enacted to enforce these principals have been guided by a set of guidelines which have been issued by the Department of Health, Education and Welfare. Recently in setting down guidelines for Title IX of the Education Amendments of 1972, there was a section on discrimination in the curriculum and this section was written so that it would require institutions of higher education to "establish and use internal procedures for reviewing curricula designed both to insure that they do not reflect discrimination on the basis of sex and to resolve complaints concerning allegations of such discrimination, pursuant to procedural standards to be prescribed by the Director of the Office of Civil Rights."

These were draft guidelines. They were circulated to a few people. I was not one of the people who received a copy, but President Lyman at Stanford was one of the people who received a copy, and he responded immediately to Secretary Weinberger and I would like to quote from his letter to Secretary Weinberger briefly: "The drafters of this provision recognize, as the summary indicates, that the result they seek, ideological purification of the curriculum, cannot be reached directly because, among other reasons, the First Amendment would prohibit direct Federal censorship. The solution that is proposed to that problem is for us to ignore the fact that the First Amendment obstacle was erected for good reasons and for the Government to insist that institutions do to themselves pursuant to procedural standards to be prescribed by the Director of the Office of Civil Rights what the Government is prohibited from doing to them. Not satisfied with that device, in itself of dubious constitutionality, the drafters invite comment 'upon the appropriateness of including provisions which specifically defined discriminatory content of curricula or curricular materials.'"

President Lyman goes on to elaborate the distressing proposal in which the Federal Government seeks to reach into the structure of the curriculum. He sent the letter to Secretary Weinberger. I'm very happy to say that Secretary Weinberger wrote back that he himself was shocked at what was being written into these proposed regulations, and he at once removed that particular governmental interference in curricular design from the guidelines. Had we been saddled with that provision, I think we would have seen an interference with curriculum that we would have found very distasteful indeed.

Much of the pressure that we're feeling from external sources these days is extended to us under the rubric of accountability, and accountability is taking on its context in this thrust to bring us evermore in line. We receive more and more public support. Cornell receives a large amount of money from the Federal Government, something like \$33 million this year. We receive a great deal from the State government, over \$40 million each year. And, to account for that on an accounting basis — how we spend the money — we all, of course, heartily support. But, we're getting into much broader definitions of accountability. The perhaps most pervasive evidence of that was the creation by these same Educational Amendments of 1972 of a National Commission on the Financing of Post-Secondary Education. And those words "post-secondary education" are significant words because they embrace not only the 2,500 or 2,700 colleges and universities and junior colleges in the country. They embrace the 7,000 business schools, vocational schools and other proprietary schools.

This commission, which has hard-working members and able members, produced a report last January that moves very far in the direction of specifying uniform cost effectiveness accounting procedures on institutions that receive public funds. I can give you an example of what could be possible. The example I will quote, which has to do with the use of space in the university, has nothing to do with this Federal commission, it has been discussed in New York State and has been in documents that have been produced in the State Education Department, in

which the amount of space available per student in a university will be the sub-basis for projecting the appropriate amount of public support, to channel to such an institution. Cornell happens to be the richest institution in the state in this regard. Using the State Education Department's standards, there's something called the net assignable square feet per student which you calculate by taking away the dormitories and all the living accommodations but include all the laboratories, gymnasiums, offices, classrooms, lecture rooms, and divide that number of square feet by the number of students. The average for the state is about 160, as I recall; the number for Cornell is about 320 or 330. Some of the colleges in City University of New York have 30 or 50 or 60 square feet per student.

If this kind of cost effectiveness, where we would be assumed to be extravagant in our use of space, were to become the basis for the allocation of funds, then we would be penalized for the magnificent laboratories we have, the magnificent libraries we have and, shall I say, the magnificent facilities for women's athletics — physical education. This has not happened to us yet, but the handwriting is on the wall, and there are many people who are seeking to combat this kind of development. So much for the anti-intellectualism and the anti-university attitude in the country.

We're faced with a period of declining enrollments, which is going to wreak havoc in the country, I think. We've long known, we've known for several years, that the peak in the college-age distribution will come in 1978, and there has been a projection that the number of college-going students would decline for a number of years after 1978 and then increase again. The State Education Department made a projection in 1971 that we would reach the peak in 1978, and there would be some four per cent decline in the number of high school graduates in New York State between 1978 and about 1990 when the minimum would be reached.

The decline in the birthrate has been spectacular in the last few years. The State Education Department is now in the process of revising its estimates, and I don't know if the numbers I'm quoting are published or not (I don't believe they're in any confidential document), but the present projection, the tentative projection, based on the number of people who have already been born, for high school graduates in New York State will decrease from the maximum in 1978 by 36 per cent to the minimum around 1990. I think that this is not likely to affect a university, such as Cornell, seriously. I think it will be devastating to the small institutions in the state and particularly to those in the metropolitan area who are already having serious difficulties as a result of the open admissions in City University. City University has gone from about 25,000 freshmen each September to 40,000 since the advent of open admissions.

At the present time, Cornell applications are still going up. I don't know the exact number. Roughly, we admit somewhere around 3,500 new students in all categories each year, and I think we had something like 19,000 applications this year for those places. That's in Ithaca. In the Medical College we take 101 students. We had just under 5,000 applications this year.

A consequence of this leveling-off of the student population in the steady-state is the no-growth policy that Dean Kahn alluded to, and that no-growth policy carries with it all the implications for difficulty that he mentioned. It's hard to think of many institutions in this country that have ever been faced with steady-state operation or declining operation. This has been a growing country. Everything has grown. The number of college students has grown. The number of high school students has grown. The number of museums has grown. Anything you can think of has been in an expanding state from the beginning.

One serious problem having to do with this steady-state or leveling-off is the saturation of the job market for people in academic areas. Jobs are harder to get, teaching in colleges and universities now. The many jobs that were available for PhDs a few years ago have dwindled until sometimes a student has difficulty finding any job at all although we've fared well in this regard. With this situation existing, students are tending more and more toward the professions. I mentioned the Medical College applications. Law applications are skyrocketing, all the professional skills — business, medicine, law — and presumably the reason for this rather rapid movement toward the professional schools is

the job market. And, this, I think, is an unhappy movement.

There is a decline in interest in the liberal arts, as we see it here. Dean Kahn lives with it every day. The number of credit hours being taught in the Arts College is going down. I find this disturbing. Let me just cite some personal aspects of this.

I discovered E.B. White while I was an undergraduate, I think a sophomore in college. Since that time I've always aspired to the ability to express myself in writing with something approaching the style that an E.B. White has. I can assure you that I've not succeeded; I never will. But, what is serious is who is going to produce the E.B. Whites of the future if people drift more and more away from the liberal arts? There are some remarkable people who are turned out in professional schools who are very broad gauged people who are capable of performance in a wide area, but I think it's to the liberal arts programs in the country that we've looked for the E.B. Whites.

Take history. If I knew more about what lay behind the provisions of the Office of the Presidency in our Constitution and why those provisions were there, what was in the minds of the founding fathers in the period leading up to the Continental Congress, I could understand better some of the complications in the present mess that we have in Washington. Or literature. I tried to watch the TV production of "War and Peace" this last winter and found it a powerful, moving series of dramas. How are people going to have the opportunity to understand the profound insights into human interactions which a Tolstoy can provide if people are going to drift more and more to professional life and less and less to literature and music, which, for me, has always been of major importance. I regret I'm a listener, not a performer.

We've witnessed over the past decade, or decade and a half, in this country, the demise of symphony orchestras or the near demise. We've seen crisis in the support of the arts. We've seen the crisis that has beset Lincoln Center in New York. Hopefully, that's turning around now, and one of the best examples of that which I could cite would be the numbers of people sitting on the stage for the Rudolph Serkin concert and the concert by the Menuhins in Bailey Hall this winter.

To go into professional education a bit, who's going to provide the values that will prevent the construction of the glass monoliths that exist in our cities at the moment, which makes them uninhabitable with Fred Kahn's Con Edison? (I don't know if it's going to be K-a-h-n Edison before he gets squared off.) We've seen the chaos that happens when the oil supply is diminished even a little. Somehow, someone has to supply the thoughtful value analysis that goes into those very large social problems that we have, and surely the universities and the liberal arts colleges have a role in that.

Let me touch briefly on the managerial tone which I hear a great deal about. We have not done nearly as well in sparing the community some of the travail here that we might have done. Questionnaires grow faster than weeds these days. We have moved just recently to restrict the deans, directors and department chairmen mailing list only to those mailings that the provost approves, but we're really out of control on this subject, and there isn't a whole lot we can do about it.

You are aware, if you read the newspapers, of the trouble that the University of California at Berkeley has been in over their affirmative action programs. Some \$5-6 million of Federal contract funds were held up for some period because they did not have an adequate affirmative action program. In January, I think it was — April — no, March, the university agreed with HEW to get a plan, and the plan is to get the plan by next September. The estimate of how much it's going to cost in collecting data on which to base that plan was estimated, at a recent meeting I was at with President Hitch at the University of California, at a quarter- to a third-million dollars.

Let me read you just a page out of the agreed-on contract signed between Berkeley and HEW. "DEFINITIONS. Job Requisition: A job requisition is the form submitted by the department to the personnel office which describes the duties and responsibilities of the vacant position and the necessary education, skills, knowledge or other qualifications required to perform these duties. REFERRAL: A referral is an applicant or employee who has been referred by the personnel office for appointment consideration for one or more specific

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positions. RECORDS AND REPORTS. Job Requisition: Job requisitions will be maintained in the personnel office and be available, upon request, for at least three years. The job requisition serves as the complete record of the recruitment and selection process for each position. REFERRALS. Individual Referral Records: A record kept for each applicant or employee of each position to which the person is referred by job title, department and disposition. This is maintained by the personnel office and available on request."

On down the list, "TOTAL REFERRALS.... POSITION REFERRALS.... RECORD.... RECORDS OF OFFERS AND ACCEPTANCES.... All job offers will be summarized monthly by job category, sex and ethnic background. The summary will be prepared by the personnel office and forwarded to appropriate campus offices and, if requested, to the vice president for administration." The document is that thick.

We have our choice. We live with that kind of record keeping and data collection or we give up our Federal contract funds. Cornell has not had an affirmative action compliance review. I hope when it comes we're in some degree prepared for it.

Let me repeat what I said earlier. The objectives of the Affirmative Action Program I have no fault with. In the Berkeley contract is the statement that the most qualified candidates are selected for appointment regardless of race, color, religion, marital status, national origin, sex or there are some other California limitations.

Let me mention another major concern for every university in the country: What is the university's response to society's needs? Does the university stay in its ivory tower and let society settle its problems by itself? Or, somehow, does the university build these problems into its educational program, into its teaching and research program?

I'll mention one. On environmental problems, take Cayuga Lake and the power station which is proposed up the lake by the Milliken Station. There's an environmental impact statement, as I recall it weighs 28 pounds, that's been submitted on that. Who's going to evaluate that for the public? Do we turn it over to the County Board of Representatives? Does the University have any responsibility for trying to help evaluate that? If we're to do it, there are many disciplines involved. We have to do things that are not in our traditional way of operating. I mentioned the many disciplines that are involved in these problems, they cannot be tackled if they're going to be tackled without bringing many disciplines in. I'm quick to say that the academic department of scholars who are specialists in a particular field is the proper building unit for a university. It's scholars in particular fields that have to talk to each other and to other experts in the same field to get the insights required to push the field forward, but somehow we have to get people together to respond to these needs.

One need that I think is going to be a very large one in the future is education for people outside the traditional 18-to-22-year-old band. People are wanting to come back for professional education to be updated. As the work week shortens, there's more time available for education. I don't know what the response in the country will be. You know about the open university in Great Britain, the BBC and the universities cooperating.

Let me hastily touch on a question that you probably want to discuss more than any other: How are we doing? I would put three items on this list to be discussed. One, the first one, is the faculty. How good is our faculty and what's happening to it? Is it getting better? Is it static? Is it declining in quality? The second one has to do with the students: Are our students as good as they always were? Or is their quality declining or increasing? And, finally, the facilities.

As far as the faculty is concerned, my own view is that the faculty has improved in quality in recent years. There are some numbers that Provost Cooke has put together from Deans' reports and other sources. In the last five years, we had 54 full professors who resigned — they didn't retire, they resigned — their positions to go do something else. During that same period, we brought into the University, from outside sources, 63; 63 imports versus 54 who resigned. One can ask about the most distinguished professors. One has to ask the deans what their definition of a distinguished professor is, but taking that definition during the last five years, we've lost 29 and gained 44.

One number that's easily checked is the number of members of our faculty who are members of the National Academy of Sciences. On this campus, in 1967, we had seven members today we have 23. In the University as a

whole, including the Medical College as well as the Ithaca campus, we've gone from 10 in '67 to 27 today. One can ask about other distinguished associations — in the humanities areas, the Philosophical Society. We've had people who have been elected in recent years, distinguished members of our faculty, you know about the various honors that have come to our faculty — the Pulitzer Prizes. In the last 10 years, we've had two Nobel Prizes on our faculty. We've had a National Book Award. We've hired a new faculty member, a woman, whom we hired away from Princeton for next year in Japanese literature who won the National Book Award this year after we hired her.

As far as students are concerned, I believe that the students are as good, or are better, than we've ever had before. There are strange things going on. For a long while the SAT scores went up every year, not just here but the country over. I had a simple explanation for that. That the SAT score is simply a arbitrary distribution of the performance of students on a particular test given to all college-bound high school seniors in this country. Five hundred is the median, 600 is one standard deviation away from the mean, 700 is two standard deviations, and so forth. As more and more students sought admission to colleges, they came on the low side of the curve and shifted the whole curve down so that a student with a certain, particular IQ (if there is such a thing) moved upward in the distribution toward higher numbers. Now the SAT scores are going down the country over, at least in the major universities, and I don't have any ready explanation. I don't know what it means. I personally don't put too much stock in SAT scores, per se. Among my own advisees, absolutely the most miserable student I ever saw in this University was one with two 800 SAT scores.

What about our facilities? The most important facility is the library, and the library is a major problem for us. Just to give you one idea of the magnitude of the problem, when we opened Olin Library in 1961, I think it was, it was intended to last until 1985. The shelves are going to be full in 1976. What do we do? At this point, I do not know. Our library holdings from the three-year period from '69 to '70 to '72-'73 went up 11 per cent. In the previous three years it went up 17 per cent. In that same two to three periods our standing in the country didn't change. We rank eighth among university libraries in total holdings. We did that prior to '69; we've maintained that position since '69. As far as number of volumes added each year is concerned, we've gone from tenth in the '69-'70 period down to eighth in the '72-'73 period.

On facilities total — research and classroom, academic facilities — we've added \$23 million worth in the endowed area since 1969 and \$16 million in the statutory colleges and for programs related to the Arts College we've added \$15 million in just the last four years; and that does not include the museum.

Professor Olum, I think I should stop at this point. Acting Provost Cooke is prepared to say something about the faculty salary situation, if you would like (him) to, if you want to put that in perspective.

PROF. OLUM: If Provost Cooke doesn't mind, I will exercise a little bit of prerogative as chairman to suggest that since it's almost 5:30 now and we want to give an opportunity for others to speak, if anyone asks him a question about faculty salaries or if anyone cares, Provost Cooke will answer. The floor is now open for members of the faculty who wish to make statements. Remember, you have a five minute limit and you will only be called on once. Any kind of a statement, question, discussion, anything from members of the faculty.

PROF. SILVERMAN: I only came up because nobody else volunteered at the moment, but I must say to you that I found President Corson's speech very disturbing. It seems to me he outlined some very serious problems having to do with the question of the imposition of certain kinds of regulations and rules on the University by the Government leading to questionnaires, to an expansion of certain kinds of administrative facilities for handling them, etc., and then tells us that he really has no solution to them; he doesn't see any solution.

Now, I really am not persuaded that it's beyond the capabilities and the width in this place to find some kind of an answer to that. I think it must depend, to some extent, on what you understand to be the questions and how detailed the answers have to be, with what precision you have to give the answers. Can you get them locally in departments, etc? I'm not trying to outline a method for responding to this at the moment. Obviously, I don't know. I just feel that if it is in fact true that we have no way of responding and we have no ideas of how to respond to questions, that as I understood in the

President's speech, are really affecting the quality of the University, then I think we are really in very serious trouble.

CORSON: I would assure you that we will do our best to provide absolutely the simplest information possible. We will try to do it with as little disturbance of departments as possible. I would be misleading you totally and completely if I led you to think that you're going to escape this terrible burden.

PETER STEIN (professor of physics): President Corson, I'd like to follow up with a question to what Professor Silverman asked. In particular, I really do not understand the scope of the difficulty of the Federal interference in universities in the following sense. You presented two examples. The first example was an example of the Government demanding information about curriculum. That shocked me as I sat here. I, myself, feel I would not have responded if I got a directive from the provost's office to justify that the curriculum in my course satisfied certain ideological constraints. I'll tell you right now I would refuse to answer that question and I would assume, or at least I hope I can assume, the majority of my colleagues would not; and I also hope that the administration of the University would consider that subject gross interference with the way that we are accustomed to living and that they would fight it tooth and nail down to the last dollar. O.K., that one class of inexcusable, unacceptable interference I think we can all band around and say, "We will not submit to that."

The other class that you mentioned was the classes of requests for information of some sort or other which did not seem to be inexcusable interference with our operation. I mean, that sort of thing we've lived with for a long time. We employ a lot of people in the University. I suppose that if the Office of Safety and Health Administration (OSHA or whatever it's called) comes in and wants to know about the safety of the working conditions of the workmen, we would respond to that as would any other employer. It takes, of course, a certain amount of expense in the University to fill out W-2 forms and whatever interactions there are with the government for all employers. Of course, that costs us some money. But, beyond that, what is the interference that comes? How does that request for information affect me in how I teach my classes? How does it affect the business of the University?

CORSON: I think it affects you in that only the deans or the department chairmen can supply the answers to many of the questions that are asked. It just takes a vast amount of time and effort, no matter how you do it. We're required to file each year something called an EEO-1 Form, which is a large statistical analysis of the ethnic make-up of the student body, the faculty and all the non-academic staff of the University. I think there are five ethnic groups that we have to identify and supply data on. That's just been revised with an EEO-6 Form, which has six categories. We have to go back and do it all over again. Even if we were so fortunate as to develop a computer program which could provide these data easily, now we have to go back and do it over again. We weren't even good enough to do it right the first time.

ANDREW ETTIN (asst. professor of English): When I was a graduate student, I used to think that graduate students were, by nature, dissatisfied. Then, when I became a non-tenured Faculty member, I decided that non-tenured Faculty members were dissatisfied. I'm beginning to suspect that perhaps teachers are, by nature, dissatisfied; and I guess that's a good thing, but it seems to me as I look back over my three and a half, almost four, years here that there are some particular kinds of dissatisfaction that I notice at Cornell, the kinds of dissatisfaction that affected me and some other, few, assistant professors whom I can, perhaps, speak for. I certainly can't speak for all of them.

It's difficult to put one's finger on exactly what the dissatisfaction is but I'm going to try simply by pointing empirically to a couple of problems that I've noticed.

One is that to judge from what students say to me, many students feel that many faculty members do not really care about their ideas. When I say that they don't care about their ideas, I mean they don't care about their ideas enough to spend some time arguing with them, and it does take a lot of time, over ideas and their papers.

A number of faculty members feel that other faculty members don't care enough about them to argue with them over their ideas. I know that certain trends in some major departments, trends that I can perhaps call isolationism of some sort. I can see it in the kind of courses offered and the kinds of new appointments that

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are made as well as the kinds of old appointments that are renewed. There's a tendency in certain departments, as I see it, to become more and more isolated, not to reach out to those departments that might, perhaps, impinge on those other department's area of study but rather to become more and more isolated and more and more technical and more and more restrictive in the kinds of courses they offer and in that sense more and more preventive.

It's difficult to put one's finger on what constitutes quality when a department says, "We want this person and not that person," and the central administration has nothing to go on but a set of figures which show how many books or how many articles or how many officerships in national professional organizations can be attributed to a particular department. But we must have something to go on, I think, other than something quantitative.

I was distressed to notice in the Daily Sun the other day that the Theatre Arts Department must pay rent of something like \$18,000 a year to the University Unions in order to use the only viable theatre area on campus. Why? Well, according to the director of the Unions (I don't know whether this represents his views; I don't know whether he's quoted correctly, but put it to him) the Unions resent the fact that an academic department should have free use of something allegedly set aside for student use. That, it seems to me, is a comment typical of one of the forms of isolationism that I have found in my three and a half to four years on campus.

There are some bodies in the University that manage to reach out across the borders of the University. I think we should be grateful for their existence rather than treating them with the scorn that they usually receive. But, still, over and over again, what comes across in patterns of isolationism, the isolationism of faculty from students or junior faculty from senior faculty and in some of these instances of the administration or representatives of the administration from the total academic community, it seems that nobody stands back and says, "For God's sake, what are we here for? This is a University, what are our central goals?" No one has been articulating them. They haven't been articulated yet today. I'm sorry for all of those, but I genuinely feel that even given the principle that Faculty members are, by their very nature, dissatisfied with whatever their present position is, given that, I still feel that Cornell is in a state right now of serious intellectual torpor; and I think it's necessary for somebody in the University to take some sort of leadership in getting us to talk about that state of torpor, those vague impressions that we have that all is not healthy.

PRQF. OLUM: I assume that was a statement about the state of the University. The President can answer. Dean Kahn can answer if he wishes. Department chairmen can answer. There are others here who, I'm sure, have views of the state of the University. Does anyone else wish to speak?

I would like now to hold us to this topic for the moment. Is there anyone who wishes to say something about the question that was just raised. (By the way, I don't want to seem to be calling only on professors in the Arts College. I assure you it's only because I've only seen hands from the Arts College so far.)

WALTER SLATOFF (asst. professor of English): I don't know whether this is helpful, but looking back over the 19 years I've been here if I have one dominant impression and it touches on this question of intellectual torpor about isolation, about how much time people have for students, for other colleagues, for the general thing I would call intellectual life, it is that each year more and more of my time goes into a combination of things. It's not just paperwork. Some of it is governance, and I think this is a problem that the President has no responsibility for in one way, due to the kind of democratization, some of which I have been involved in and for. I think faculty members have increasingly had less time to give to their classes, students and work. The paperwork adds to this. The whole sense of the proliferation of committee structures adds to this, the number of committees one is asked to be in. To just keep the work of this University moving, keeps increasing. And, I see this on every single level of the University. I don't know how to stop that; but if I were to ask for any kind of study to be done (and in another way, this is partly why the questionnaires, the committees keep building and that's why I don't want another committee), but somebody has got to address it or his or her attention to this kind of attrition, I think it's on the order of 90 per cent. I think I came here as a teacher, primarily. I was able somehow at the beginning to teach six courses a year, to help put out a magazine, to

spend long hours with students; and I haven't been a great big committee man, but somehow or other just doing the minimum amount that I'm requested to do year after year, I somehow seem to find all my time filled up even though I now teach four courses a year. (I'm not talking about this year when I'm an acting chairman.) And, I think this is one of the very important stories about what's happened to Cornell. I think it's as much of a faculty responsibility to start thinking about it as it is a presidential responsibility.

One other slight point, and this is addressed perhaps to the faculty as much as to anyone else, and it may seem like a small point but it relates to the isolation, as much as I like the notion of the faculty studies being put into the library and as much value as they've been for many of us, I think that it's led not only to a great deal less communication with students (professors just in their offices a much smaller amount of the time) but much less communication among the faculty. I was trying to understand what had happened that gave me such a different sense walking down a hall in Goldwin Smith of people being there if I wanted to talk to somebody or read something or bring something to somebody, that suddenly most offices were empty. And, I began to wonder to what extent this was simply the physical displacement of faculty from their offices into someplace else.

PETER J. DAVIES (asst. professor of genetics, development and physiology): I am currently the chairman of the honors program in biology, and I personally think that, certainly in biology, more opportunities are currently given to the undergraduates than they have ever had before. Now, as President Corson has given us plenty of data on academic excellence, but I think the prime function of the University is for the students, particularly the undergraduate students. As such, in biology we are running a program to get students into research and we have more students involved, undergraduate students involved, in research this year than ever before. The numbers probably run over 100 if we go throughout the University. I know some colleagues who run their laboratories and there are half a dozen undergraduates running around doing various projects, which are not juvenile in their concepts. They are projects which frequently lead to publications and scientific literature. This also enables a one-to-one contact between faculty members and the undergraduate students. To my knowledge, no student who has requested either directly to a faculty member in biology or to myself to be given this opportunity has been turned down.

I think that this represents a great opportunity for undergraduates. I think that is increasing in past years, and I think as a result the University certainly, in that field, is far better than it ever was.

L.P. WILLIAMS (professor of history): I'd like to return to the question that Professor Stein has raised, although I can't help responding to Professor Davies by suggesting that perhaps the hordes that assail him want to get into medical school. In humanities, they become student trustees and go to law school. One of the points that Professor Stein has raised, and I do not think it's been adequately treated, when it comes to a question of information, is that as a department chairman, I find some of these requests for information immoral, and I think there's a moral dimension to the problem of the University, which is our profession, and I think it's a terribly unfortunate dimension.

Specifically, I knew of an era when we worked night and day to remove from all of the documents available to universities or to any other public institution any indication of race. This I considered, in my youth, to be a cause worth serving and I cannot in my maturity turn against it.

I will not eyeball my department. I find that to be an immoral act. I find this University to be derelict in its duty for it gives me no support. I do not know whether President Corson supports eyeballing or does not support eyeballing. It does not quantify easily. I have four eyeballs. Is it a good thing or a bad thing? What is the consequence if we say to the federal government, "No. We will not do that. That is immoral. You have stated in your goals," and President Corson read them to us today, "that we are to hire on the basis of ability." Then what, pray God, is there relevant about race?

We will justify the ability of our staff. If someone feels he or she is discriminated against, then by all means we would urge that person to bring action against our department and prove or even suggest discrimination. We will, I think, be able to prove that we have acted in good faith and show them that person whom we thought to be most able.

But, where is the morality of the University when it so blindly accepts any directive from the federal government? What about your federal government's intrusion into the curriculum? President Corson said that the president of Stanford wrote a private letter. My God, Where were the universities screaming that this was immoral? That this was a violation of the First Amendment? What are the universities? Are we helpless? Are we, in fact, without influence in public rights? Are our alumni absolutely without any political clout? Why, in God's name, do we not call upon our alumni, our faculty and our students to say to the anti-intellectuals and anti-university people in the state legislatures, whom we have elected, that this will no longer be allowed. Where is the leadership on this level? Can the University simply grant everything that comes from Albany and Washington? Or must we not somewhere along the line take a moral stand and say, "Look, this is what a university is. This is what a university means. That law is a stupid law. We will not obey it and we will not stand for it." Why can't we do that?

OLUM: Who would like to be heard?

STUDENT: I'd like to be heard as a member of the student body. One of the things that concerned me most as a student of this University is the ability to reach professors. Now, I am currently in the department of biochemistry as an undergraduate and I have found there great access to professors. There is exchange with professors on ideas. I find that they are not simply a source of facts or materials. It's not restricted to Biological Sciences, by any means, but the problem is for a student to find how to construct, say a thesis, how to develop an argument, how to debate his ideas to compare them to the ideas of others. I think that the purpose of a professor at this University is to instruct the student in independent thinking. And, in the liberal arts classes that I have taken, I find that that is very rarely the case. Most astounding, in philosophy, where the challenge of ideas on an academic level is the whole basis of philosophy, it's missing. I don't wish to attack the department, per se. It's in all of us, and I think that because it's reflected in this department, it's also reflected in the University where the demands on the professor's time disallows him from having this exchange with students, much less his own colleagues. I think that is one of the major shortcomings that we are currently experiencing — the lack of instruction in independent thinking, which is the purpose of an education and education is the purpose, I think, of this institution.

OLUM: I don't want to be rigid about it (a student wanted to speak and that's fine), but we have little time left and this was billed as an opportunity for the faculty to discuss with the President.... Professor Bowers.

RAYMOND BOWERS (professor of physics): I'm going to try to be exceedingly brief. The first point I want to make is that we all know that in some sense while it makes a very good debate, we are involved in a kind of foolish exercise, namely, the business of trying to characterize the whole of this University.

Any of us who have looked around even in our immediate areas know that the real situation is really fundamentally unchanged, that there are some areas doing extremely well, others doing very badly; and it's very hard, I think, to find any one group, even in the areas where they are doing badly, that can be blamed. But, I do want to address one point for which the President has a particularly heavy responsibility, although as I said before, even in those areas where there has been decline, I can't for any reason see that his particular conduct of office has been especially significant in the declines that I know about.

I want to make the following observation. I do not think you have to be very brilliant in the concept of organizational behavior to know perfectly well that if you bring the screws down on any organization financially for three successive years, you are going to end up, except in most extraordinary and self-masochistic organization, with pain and demoralization.

I'd like to ask the President the following question. Given that this has gone on for the last three years, what could we do even at the risk of running that most horrendous of all things, a slight deficit, to have a breather? Given even that the long-term goal must be financial stability (I'm not arguing about that) but whether it would not be wise to recommend to the trustees a period of at least two years in which we try to have essentially zero surplus and maybe even run a deficit because of gains that outweigh the purely financial one?

What I'm fearful about, and I will end by saying this, is that now we have gotten into a positive situation, I think

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there will be a natural tendency on the part of the Trustees to restore a stronger financial situation. And, if we, in fact, try and develop surpluses in order to replace some of the endowment, I think that the cost of the morale of the University will be too high.

CORSON: I think Professor Bowers has asked, really, the crucial question of the whole discussion that we've had here today. I can speak just a bit to the historical perspective. Cornell has used more of its capital in the last five years than any other major university in the country. We've been paying out eight per cent from a good proportion of our endowment, and the overall growth (Provost Cooke calculated it for me just recently) has only been about a one per cent growth per year, and we've been paying out eight. This is a very unhappy period to even think rationally about what is a wise fiscal policy to pursue because of the horrendous inflation that we're living with and the drying up of many of our sources of funds. The gifts that we would have had in better times will not be as great during this period.

There are things that we have to do, in my opinion — certain things that badly need doing if important departments and important colleges in this University are to continue to do the job they do now. The only way in the world I can see to achieve that in the present fiscal climate we live in is to liquidate some of our capital resources or, the alternative, to borrow more money. Right now, we are in debt \$52 million. Most of that is on a self-amortizing basis, or at least a semi-self-amortizing basis. We have about \$1 million a year in our budget that goes to pay interest and principal on debt for strictly academic programs. We're going to have to use more capital to support a few of those programs, I think. I see no other way to do it. It's on the agenda for discussion with the Executive Committee of our Board of Trustees next Wednesday, and I discussed it yesterday with the chairman of our Board of Trustees in New York. I can say that I had a sympathetic hearing; I cannot say what will happen in the end. But, I believe Professor Bowers has hit on a point which is crucial to this University at this time.

PROF. OLUM: We're getting to the hour of six. The President has asked me (I didn't quite expect this) if I would try to summarize briefly what's happened today. Let me say just a couple of things for one minute and then we'll stop.

We're not going to settle the whole business of the problems of the University, the estimate of its future, in an hour's meeting like this. This is something of a beginning. It seems to me we've hit possibly three things. The last one you just heard, these are tough times. Can we spend more money than we have? Can we, to some extent, be courageous and buy when the market is down? And, in particular, can we get over the steady state? Can we get over its problems by spending now? The President has just answered that.

Two other crucial questions were raised although there were some variations. One was how much are we victims of society, the regulations of the Federal Government, these impositions which take more and more of our time, more and more paperwork, more and more demands, more and more forcing of centralized control which they seem to require and more necessity for large frameworks which collect data, which use the computer because this is imposed on us both as demands on our time and as interference with the basic morality of what a University stands for. You heard some members of the Faculty call, essentially, for the University standing up and refusing to do this, getting into a contest with the Federal and State governments, if necessary, on this issue. This is something that obviously is going to be talked about more and more as time comes.

The other issue that was raised is the issue of the intellectual quality of the activity in the University, the reference to intellectual torpor. I think, roughly, this statement has made many people believe that the single most significant thing in a University is the quality of intellectual excitement, intellectual ferment, that goes on within the Faculty, within the student body and within their relationships. The last thing a student should feel if asked how it was at the University (or a professor), is to say, "It's a drag," or "O.K.," or "nothing much." A University should be a place of great intellectual excitement. The assertion was made that today for some reason or other, and I think people have been fumbling with the reasons, this is not the case. I think there was some reason to think from the discussion that this assertion is not uniform in the University. It seemed, and it's too late to correct me (you'll have other chances), this was felt most strongly by Faculty members in the College of Arts and Sciences. We heard little of it in other

colleges. Perhaps there is a different role that's played. But what role? Just who answers the question of how we convert what seems to many people to be a situation of malaise, of intellectual torpor, of a lack of what's the single most crucial thing in the University — that it be an exciting intellectual experience. Who's responsible for that? The times? The administration? The Faculty? The department chairmen, the deans? That will have to be discussed more. I believe that is a serious question that was raised for which no answer was given. If it is a central thing in the University, everybody ought to be worrying about it from the top of Day Hall down.

I believe those, as I heard them, were the problems and concerns that were raised. I'm sure there are lots more. I'd like to conclude by saying, "Thank you." This playing Daniel in the lion's den is not an easy thing to do, but I think it was an act of both consideration and courage for the President to come. This is not an equal contest when the things the President says are remembered and held quoted and there for all time and Faculty members can say what they want. I think that it's great that he came and is willing to talk. I hope very much that there is more of this sort of thing. I think the University needs it, particularly needs it since some of the questions are still questions and unanswered as to where the future lies. I want to call on President Corson to say a last word and that will conclude the activity.

CORSON: I would like to thank Professor Silverman for organizing this session. I think this is a very healthy thing to do in the University and we ought to do more of it. So, thank you and I'm pleased to have participated.

Corson

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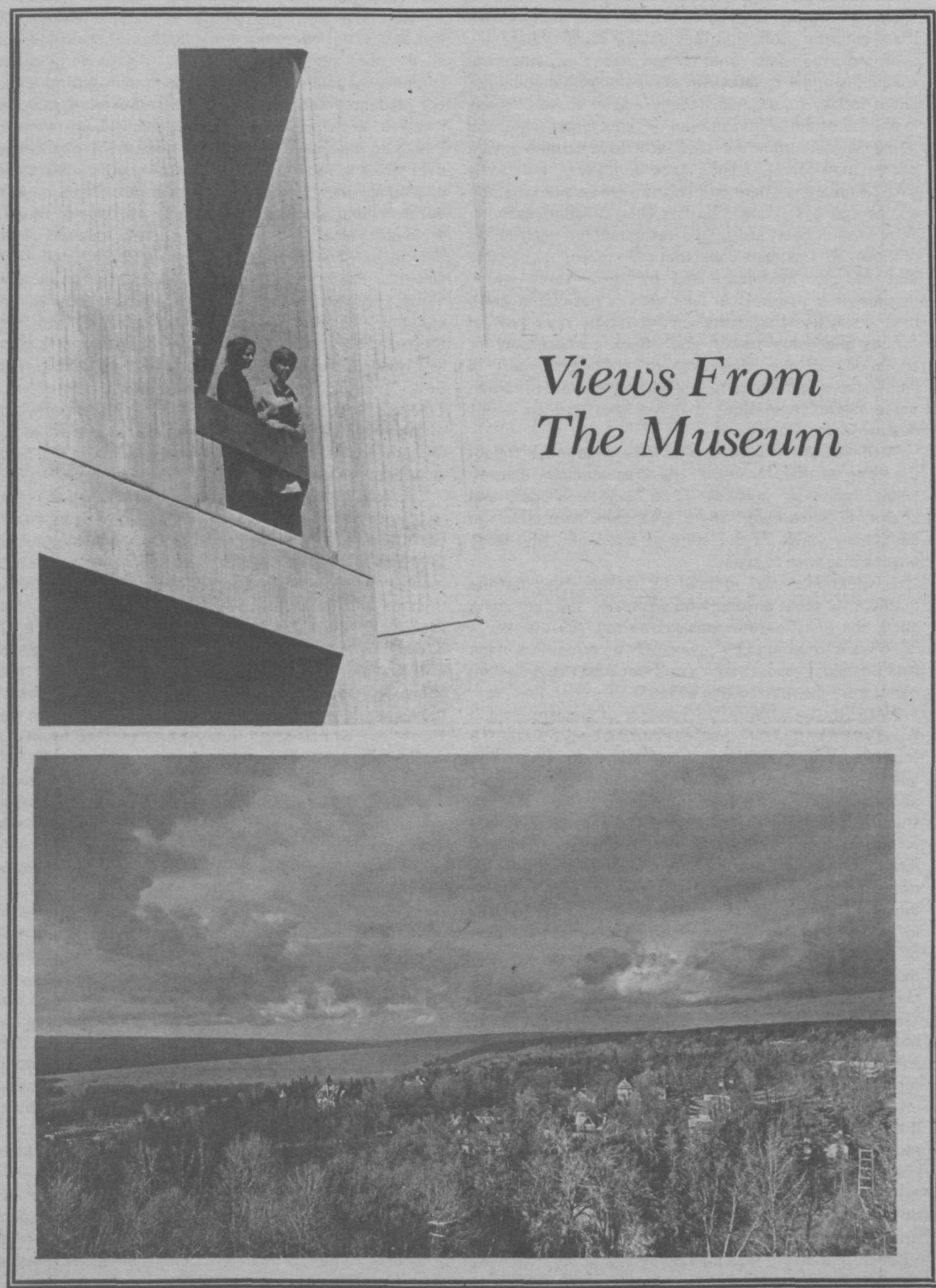
both successful and unsuccessful applicants for positions.

The only faculty member to speak from the floor after the presentation, William Tucker Dean, Law, said the legislation does not mention "affirmative action," only "equality of opportunity." He said affirmative action is only a bureaucratic tool to achieve equality, and that the courts have yet to decide if the tool is being properly used.

On the subject of faculty salaries, Cooke said the current rate of inflationary growth in this country, which he said is now running at 14 per cent, could easily wipe out the faculty's net gains in purchasing power over the past three years, when new salaries go into effect on July 1.

Cooke deplored the state of the economy, but said that as far as he could tell the faculty at Cornell is faring no worse than at other institutions around the country. He said the most recent comparison of salaries at the top 27 Ph.D.-degree-granting institutions showed Cornell remaining in the same ranking (4th in the statutory units, 11th in the endowed) as the year before.

He said that during the 1960s faculties everywhere gained on the rest of the population, but that for the last four years the net purchasing power of faculties has fallen back in comparison to growth in other parts of the economy.



The Senate Page

The Senate Page is the official bulletin of the Cornell University Senate. Publication is supervised by Michael E. Fisher, secretary of the Senate, 133 Day Hall, 256-3715.

Senate Calendar

THURSDAY, MAY 16

Dining, 7 p.m., G-92 Uris Hall.
Committee on Academics, 1 p.m., Senate Office.

Calendar Committee, 4 p.m., Senate Office.

FRIDAY, MAY 17

Planning Review Committee, 12 noon, Senate Office.

Campus Life Committee, 3:15 p.m., 494 Uris Hall.

MONDAY, MAY 20

Executive Committee, 4:45 p.m., Senate Office.

Notice

Under authority delegated by the Cornell University Senate in SA-267, the Senate Codes and Judiciary Committee has made the following modification in the Procedures section of the Judicial Reform and Restructuring Act of 1972:

All references to 'days' in Article VII sections C and D inclusive are hereby understood to be Senate days.

This modification shall be in effect for the period from the end of the Spring term 1974 to the beginning of the Fall term 1974.

The effect of this modification is to delay the hearing of cases by the University Hearing and Review Boards over the summer period when it would be difficult for the boards to meet a quorum. The Judicial Administrator, however, will continue to receive complaints and offer summary decisions.

Senate Actions — May 7, 1974

(The full texts of all Senate actions are available in the Senators' Study, 124 Day Hall.)

SA NO.	TITLE AND ABSTRACT	SPONSOR	ACTION TAKEN
SA-264	EXPRESSION OF APPRECIATION TO PAUL OLUM	Robert C. Platt	ADOPTED UNANIMOUSLY
SA-265	CONFIRMATION OF NOMINATIONS TO UHB, UBG, AND COMMITTEE ASSIGNMENTS [Confirms COC nominations for the University Hearing Board, University Unions Board of Governors, and Senate Committees.]	Committee on Committees	ADOPTED
SA-266 [E-57]	JUDICIAL ADVISOR APPOINTMENT [This bill would approve the nomination of Mr. C. Michael Hathaway, a third year law student, to the position of Judicial Advisor for a term of two years, beginning July 1, 1974, in accordance with SA-122.]	President Dale R. Corson	ADOPTED
SA-267 [E-55]	INTERIM ACT TO ALLOW MODIFICATION OF TIME SEQUENCES FOR THE UNIVERSITY HEARING AND REVIEW BOARDS [This bill delegates to the Codes and Judiciary Committee the authority to modify the Judicial Reform and Restructuring Act of 1972 (SA-122, as amended) for the period between the end of the Spring term 1974 and the beginning of the Fall term 1974.]	Codes & Judiciary Committee	ADOPTED
SA-268 [E-54]	PROPOSED CALENDAR OF SENATE MEETINGS [Proposes a calendar for Senate meetings for the Fifth University Senate.]	Executive Committee	ADOPTED
SA-269 [E-20-a]	NON-SMOKERS RELIEF ACT [An act to regulate smoking in campus facilities.]	N.Haber, R.Alexander, R.Anderson, G.Peter, R.Gardner	ADOPTED AS AMENDED
SA-270	ELECTION OF SENATE CANDIDATES FOR THE INVESTMENT ADVISORY COMMITTEE	Executive Committee	ADOPTED
SA-271 [E-45-a]	POLICIES AND PROCEDURES FOR AGENCY FOR EDUCATIONAL INNOVATION [An act to establish policies and procedures for the Agency for Educational Innovation.]	Subcommittee on Educational Innovation	ADOPTED
SA-272 [E-34-b]	A RECOMMENDATORY RESOLUTION CONCERNING SEGREGATION AND HOUSING [This bill recommends that the administration continue to oppose attempts to dismantle Ujamaa.]	Minority and Disadvantaged Committee	ADOPTED AS AMENDED 42-3-2
SA-273 [E-53-b]	ELECTION DATES ACT OF 1974 [This bill sets election dates for the Freshman Election of 1974 and petitioning date for 1975 General Election.]	Executive Committee	ADOPTED AS AMENDED

Current Legislative Log

(The full texts of all Senate bills are available in the Senators' Study, 124 Day Hall.)

BILL NO. & DATE SUB.	ABSTRACT	SPONSOR	COMMITTEE REFERRED TO
E-56 5/6/74	A discount of 1/3 the membership fee be granted to those prospective Co-Op members enrolling for the first time in the University at mid-year. A reimbursement of 1/3 the membership fee be granted to those Co-Op members leaving the University after the fall semester upon completion of degree requirements.	Albert I. Church	Dining Subcommittee
E-57 5/6/74	This bill would approve the nomination of Mr. C. Michael Hathaway, a third year law student, to the position of Judicial Advisor for a term of two years, beginning July 1, 1974, in accordance with SA-122.	President Dale R. Corson	Executive Committee
E-58 5/6/74	A bill to adopt a uniform procedure to allow guidelines, procedures or minor policies of the Division of Campus Life to be adopted without full Senate action.	Robert C. Platt	Campus Life Comm.
E-59 5/9/74	This bill seeks to prevent the hasty ramming of any action through the Senate by mandating that committees which have legislation assigned to them be allowed to discuss that legislation before it is placed on a Senate agenda.	Phil D. Hernandez	Executive Committee

Bulletin Board

ATTENTION JUNE GRADUATES

If you have received loans from the University or the Federal Government, you are *required* to have an exit interview with Cornell's Loan Office. This is important. If you do not attend an exit interview, your transcripts and grades will be held. The loan office is now scheduling exit interviews. To sign up for an appointment, call the loan office today (256-5145).

Holiday Schedules Announced

The Office of Personnel Services has announced the University holiday schedule and bus service schedule for Memorial Day, July 4 and Labor Day.

Memorial Day will be celebrated on the last Monday in May (May 27). July 4 will fall on Thursday. Labor Day will be celebrated on Monday, Sept. 2. These days will be given as days off with pay to regular full-time non-academic employees. The holidays will also be given as days off with pay to regular part-time non-academic employees who are regularly scheduled to work on these days.

The University will be in session on Sept. 2. Regular Summer Session classes will not be held on July 4, but most special programs including Summer Studios in Art and all Hotel School-sponsored non-credit courses will hold regular class meetings. Adequate staffing for these units will be at the discretion of the responsible dean, director and department chairman. Any employees who are required to work on these days will be given equal time off on another day at a time mutually convenient to the employee and supervisor.

Directors of special programs which will hold classes on July 4 are requested to contact the Safety Division several days in advance to make arrangements to have their particular buildings open as usual on July 4.

There will be no University bus service on May 27 and July 4. Employees with "A", "B", or "A/B" stickers may park on campus on these two days.

NSF Pre-College Science Ed. Program

The National Science Foundation invites proposals for projects designed to implement major curriculum and course developments at the pre-college level (both elementary and secondary) in the natural and social sciences and mathematics. Emphasis will be placed upon mechanisms for implementation where the materials and approaches to be utilized are contained in nationally recognized curricula. The criteria for eligibility for implementation support rests on evidence of national prominence, potential for widespread utilization, and quality of the curriculum or course development. Proposals for implementation of minor course and curriculum projects or those of purely local origin cannot be considered for support. Although projects will be supported which resemble in format some of the teacher training activities (the NSF Summer or In-Service Institutes) supported in the past, their emphasis and structure will be substantially different.

Proposals are due at NSF by August 1, 1974. Further information on this program is available in the Office of Academic Funding, 123 Day Hall.

Equivalency Exam Preparatory Course

A preparatory course for the High School Equivalency Examination will again be offered free to Cornell employees by the Office of Personnel Services Training Section beginning Friday, May 17.

The classes, which meet twice weekly for two-hour sessions, will review mathematics, social studies, science, grammar and literature.

Twenty-nine employees who attended previous courses have received their diplomas.

Further information and registration is available from Virginia Rinker at 6-4869.

1974-75 Theatre Series Announced

In a departure from past seasons, the Cornell University Theater is announcing the 1974-75 Theater Series and making season subscriptions available this spring, rather than in the fall.

In another departure from the past, season subscribers will be the only patrons of the Theater Series to enjoy reserved seats.

"To make tickets more readily available for purchase during the winter, tickets will be handled by additional sales outlets on an 'open seating' basis once they go on public sale," according to Lisa G. LaVigne, business and publicity manager of the University Theater.

Five plays will be offered in next year's series: "Benito Cereno" by Robert Lowell, based on the novel by Hermann Melville; "Antony and Cleopatra" by Shakespeare; "Staircase" by Charles Dyer; "A Street Car Named Desire" by Tennessee Williams, and "Miser" by Moliere.

The winter season will include, in addition to the series, two faculty-directed plays in Drummond Studio and a concert by the Cornell Dance Group.

These additional productions are not included in a series subscription, but subscribers are informed of the plays selected and dates of performance, as well as ticket sales information, LaVigne said.

Season tickets may be purchased now and through the summer, Monday through Friday at the Theater Business Office in Willard Straight Hall.

Calendar

May 16— June 3

Thursday, May 16

6 p.m. "Table Francaise" — *Ici on parle francais*. Ivy Room, Willard Straight Hall.
 6 p.m. Christian Science Organization Testimony Meeting. Founders Room, Anabel Taylor.
 8 p.m. Discussion. Eckankar, the ancient science of soul travel. Loft II, Willard Straight Hall.
 8 p.m. Cornell Duplicate Bridge Club. Elmhurst Room, Willard Straight Hall.
 8 p.m. *Cornell Cinema Film: "The Adventures of Robin Hood" starring Errol Flynn. Uris Auditorium.

Friday, May 17

7 & 9:15 p.m. *Cornell Cinema film. "My Uncle Antoine." Ithaca premiere. Willard Straight Theatre.
 7 & 10 p.m. *Cornell Cinema Film. "The Lady Sings The Blues." Statler Auditorium.
 8:30 p.m. *Folk Song Club Concert. Swamp Roots String Band. Temple of Zeus, Goldwin Smith.

Saturday, May 18

5:15 and 11:30 p.m. Catholic Masses. Anabel Taylor Chapel.
 7 & 9:15 p.m. *Cornell Cinema Film. "My Uncle Antoine." Ithaca premiere. Willard Straight Theatre.
 7 & 10 p.m. *Cornell Cinema film. "The Lady Sings The Blues." Statler Auditorium.

Sunday, May 19

9:30 a.m. Episcopal Church at Cornell. Anabel Taylor Chapel. All are welcome.
 9:30 and 11 a.m. Catholic Masses. Anabel Taylor Auditorium. All are welcome.
 10:30 a.m. Ruhani Satsang — Sat-Guru Kirpal Singh's Divine Science of the Soul.

11 a.m. Sage Chapel Convocation. The Rev. J. Gurdon Brewster, University Episcopal Chaplain at Cornell.
 11 a.m. Cornell Cricket Club practice. Bacon Cage, new members welcome.
 2 p.m. Concert: Mother Mallard's Portable Masterpiece Co. (David Borden, Steve Drews, Linda Fisher). Herbert F. Johnson Museum of Art. Funded by the Cornell Council on the Creative and Performing Arts.
 8 p.m. *Cornell Cinema Film. "Socrates." Directed by Roberts Rossellini. Uris Auditorium.

Monday, May 20

8 p.m. *Cornell Cinema Film. "The Bad Sleep Well." Willard Straight Theatre. Attendance limited to Film Club Members.

Tuesday, May 21

8 p.m. *Cornell Cinema Film. "The Popeye Follies." Uris Hall. Attendance limited to Cornell Community.

Wednesday, May 22

8 p.m. *Cornell Cinema film. "A Day At The Races" with the Marx Brothers. Uris Auditorium. Attendance limited to Cornell Community.
 8 p.m. Lecture. "Achievement and Adolescent Girls." Carol Ireson. Helen Newman Lounge. Sponsored by Women's Studies Group.

Thursday, May 23

8 p.m. *Cornell Cinema Film. "A Thousand Clowns." Uris Auditorium. Attendance limited to Cornell Community.

Friday, May 24

6 p.m. *African Freedom Day Dinner. One World Room, Anabel Taylor Hall. Sponsored by the African Students Assoc.
 7 & 9:15 p.m. *Cornell Cinema Film. "Summer of '42." Statler Auditorium. Attendance limited to Cornell Community.
 7 & 9:15 p.m. *Cornell cinema Film. "Yellow Submarine" with The Beatles. Uris Auditorium.

Saturday, May 25

Heavyweight Crew (Varsity, JV and Freshman) — Pennsylvania.
 5:15 and 11:30 p.m. Catholic Masses. Anabel Taylor Chapel.
 7 & 9:15 p.m. *Cornell Cinema Film. "Summer of '42." Statler Auditorium. Attendance limited to Cornell Community.
 7 & 9:15 p.m. *Cornell Cinema Film. "Yellow Submarine" with The Beatles. Uris Auditorium.

Sunday, May 26

9:30 a.m. Episcopal Church at Cornell. Anabel Taylor Chapel. All are welcome.
 9:30 a.m. & 11 a.m. Catholic Masses. Anabel Taylor Chapel. All are welcome.
 10:30 a.m. Ruhani Satsang — Sat-Guru Kirpal Singh's Divine Science of The Soul. Loft II, Willard Straight Hall.
 11 a.m. Sage Chapel Convocation. The Rev. David B. Callen, University Catholic Chaplain at Cornell.
 11 a.m. Cornell Cricket Club practice. Bacon Cage. New members welcome.

Monday, May 27

No activities scheduled.

Tuesday, May 28

No activities scheduled.

Wednesday, May 29

7:30 p.m. Lecture by close disciple of Guru Maharaj Ji, Mahatma Vijayawand. Memorial Room. Sponsored by Divine Light mission.

Thursday, May 30

No activities scheduled.

Friday, May 31

No activities scheduled.

Saturday, June 1

No activities scheduled.

Sunday, June 2

11 a.m. Sage Chapel Convocation. Honoring the Class of 1974. W. Jack Lewis, Coordinator of University Religious Affairs; special music by the Cornell University Glee Club.

Monday, June 3

COMMENCEMENT.

Exhibits

Franklin Gallery: Katrina Vanderlip-Cathy Gins — to May 18.
 Herbert F. Johnson Museum: Cornell Collects Modern Art: Paintings from the collection of the Johnson Museum — to summer. Architectural Preservation in Tompkins County: an exhibition by Historic Ithaca — to June 16. Cornell Boxes — to summer. Self-Images — May 18 to June 3. Hours: Tues-Sat 10 a.m.-5 p.m., Sun 11 a.m.-5 p.m. Mon closed.
 History of Science Collections. Recent Acquisitions (changed monthly).
 Olin Library: "Petrarch: A Sexcentenary Celebration."
 Sibley Dome Gallery: Paintings by Tim Engelland, Graduate



Thesis presentation — to May 18.

Uris Library: "American Institute of Graphic Arts, Fifty Books of the Year."

Cornell University Press

Myerhoff, Barbara G.: PEYOTE HUNT: The Sacred Journey of the Huichol Indians. A new book in the SYMBOL, MYTH AND RITUAL SERIES. General Editor: Victor Turner. Publication date was April 19, 1974. \$15.00.

Legault, Albert and George Lindsey: THE DYNAMICS OF THE NUCLEAR BALANCE. Publication date was April 29, 1974. \$14.50.

Tyler, J. Allen: A CONCORDANCE TO THE FABLES AND TALES OF JEAN DE LA FONTAINE. Publication date was April 26, 1974. \$27.50.

*Admission charged.

Attendance at all events is limited to the approved seating capacity of the hall in which they are presented.

All items for the Cornell Chronicle Calendar must be submitted to the Office of Central Reservations, Willard Straight Hall (either through the mails or by leaving them at the Straight desk) at least 10 days prior to publication of the Chronicle. The Calendar is prepared for the Chronicle by the Office of Central Reservations.

Academic, Financial Datelines

Friday, May 17 - Friday, May 24 — Final Examinations.

Monday, May 20 — CornellCard bill payment due.

Reminders:

June Graduates — The Bursar's Office requests all degree candidates to check their accounts personally with the Student Account Section of the Bursar's Office, 260 Day Hall, between May 13 and 24, 1974. Each candidate should accomplish this clearance even though the candidate is quite sure there are no outstanding charges due the University. Candidates whose accounts are not cleared, for whatever reason, cannot be certified for a degree.

June Graduates — If you have received loans from the University or the Federal Government, you are required to have an exit interview with Cornell's Loan Office. This is important. If you do not attend an exit interview, your transcripts and grades will be held. The loan office is now scheduling interviews. To sign up for an appointment, call the loan office today (256-5145).

CornellCard users: we are automatically renewing all CornellCards except for people who are graduating and whose accounts are overdue. You will be able to pick up your new card when you arrive on campus for Fall Registration. We hope this will eliminate delays and provide better service. Those people who do pick up their 1974-75 card will be charged the annual \$5.00 fee on the Oct.

bill.

If for some reason you do not want to renew your card, please drop us a note.

Fall Term Registration 1974 — All students continuing in the Fall term will register on Friday, August 30, at the time and place designated on the Registration Permit card in the registration material.

Registration material will not be mailed. It will be available for pickup Tuesday, August 27, through Thursday, August 29, 8:30 a.m. - 4:30 p.m. and on Friday, August 30, 8:30 a.m. - 3:00 p.m.

Students in Agriculture and Life Sciences, Arts and Sciences, Engineering, Graduate School, Hotel and Human Ecology will pick up registration material in the Straight Memorial Room. Students in other divisions will pick up material at their division offices.

CornellCard Users — Summer address — If your mailing address changes for the summer please fill out change of address form and send it to us by May 15, Rm. 260 Day Hall. We only change addresses upon your request and if your bill goes to the wrong address, you probably will get a finance charge.

Arts and Science students — Incompletes from Fall 1973 must be made up by Sept. 2, 1974, unless another date was set by instructor. Incompletes not made up by that date will be frozen, i.e., remain incomplete on your record, unless otherwise stipulated by instructor.