

Cornell Plans 102nd Commencement

Cornell University's 102nd commencement exercises Monday will include a brief ceremony to formally inaugurate the University's eighth president, Dale R. Corson.

As part of the investiture

president rather than a non-University dignitary give the commencement address. This year, however, a second university official will address the graduating students, their families and the Cornell



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University Senate Meets; Votes Citizenship Recess

A special recess that would provide Cornell University students almost two weeks for participation in electoral activities of the fall of 1970 was passed by the Cornell University Senate at its second meeting Sunday, May 24.

An amendment that would allow the dean of the Law School

from the University calendar.)

The Senate also passed a resolution calling for the University to "stop all new construction in relation to the University Ave. parking lot until the Planning Review Committee reviews the transportation and parking problems and reports back to the Senate." (See further

representatives, held its first meeting Saturday, May 23. The first meeting dealt with organizational matters, including the establishment of an executive committee which will have general administrative responsibilities under the Senate.

Arthur B. Spitzer '71 of the School of Industrial and Labor



SENATE EXECUTIVE COMMITTEE — The executive committee of the University Senate held an organizational meeting May 27. From left are Stephanie V. Seremetis '72; William Tucker Dean, professor of law; Peter L. Steponius, assistant professor of floriculture and ornamental horticulture; William I. White, predoctoral fellow in chemistry; Arthur B. Spitzer '71; Gordon G. Chang '73; George Peter, research engineer in radiophysics and space research; Daniel I. Padberg, associate professor of marketing; and Mrs. Katherine E. Anderson, a department secretary in industrial and labor relations. White was elected chairman. Spitzer is an ex officio member of the executive committee since he is speaker of the Senate.

to modify the Law School calendar with relation to the calendar adopted by the Senate was also passed. (The current Law School calendar also differs

discussion of this controversy in Faculty Opinion, page 4.)

The Senate, which is composed of faculty, student, employe and administrative

Relations, was elected speaker of the Senate.

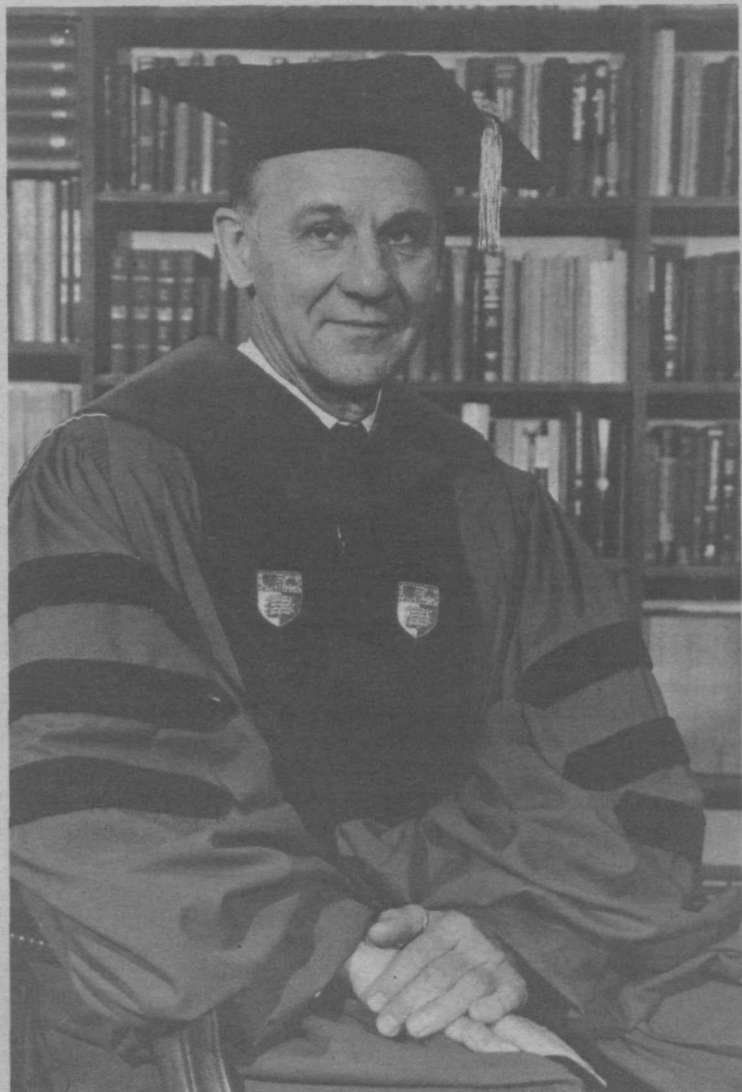
Attendance at the first meeting, May 23, was 109. Ninety-six representatives attended the May 24 meeting.

At the inaugural meeting, University Provost Robert A. Plane read a message from University President Dale R. Corson, who was returning to Ithaca following an extended hospitalization in New York City.

The Corson message said, in part,

"All of us have looked forward to the day when the Cornell University Senate would be a reality. I am well aware of the monumental effort that was expended by so many people in order to achieve this end. Some of these persons are seniors and thereby ineligible to be members of the Senate. Others, both faculty and students, have found it impossible to participate. And still others, I notice, are among

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CORNELL'S EIGHTH PRESIDENT — Dale R. Corson, who will be inaugurated Monday as the eighth president of Cornell University yesterday posed in his Day Hall office for an inaugural portrait.

ceremony. Corson's long-time personal friend and fellow physicist, Julius A. Stratton, chairman of the board of the Ford Foundation and president emeritus of the Massachusetts Institute of Technology (MIT), will deliver an address titled, "The President and his University, 1970."

Following the investiture ceremony, which will be conducted by Robert A. Purcell, chairman of the University's Board of Trustees, the regular commencement exercises will proceed.

Corson will give the commencement address which will also serve as his inaugural address. It is a long standing Cornell tradition to have the

community. Speaking at the request of members of the graduating class will be Cornell's Catholic chaplain, the Reverend David W. Connor, who will deliver a talk titled "Graduation: The Anguish and the Challenge."

The ceremonies on the Ithaca campus are scheduled for 11 a.m. following an hour-long academic procession, weather permitting, from the Arts Quadrangle to the site of the

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Fewer Traumas

Attitudes Towards Exams Change

Most seats are occupied in the expansive Main Reading Room of Olin Library. Students, in line, stare impatiently at the number board over the circulation desk, waiting for books they hope are being paged for them up in the labyrinthal stacks, but have probably been taken out by some professor or graduate student writing his thesis.

In Uris Library across the way, the study carrels in the stuffy, humid stacks are filled with students examining notes and underlining important passages in textbooks.

Business at the Mann Library

reserve reading desk is brisk, and even reading rooms in Willard Straight Hall are cluttered with people peering intensely at paperbacks with impressive titles or scribbling in notebooks.

Meanwhile, several hundred feet below the Suspension Bridge, a seemingly carefree crowd is wading in the rocky Fall Creek Gorge, floating over the falls or dozing lazily on the shore in the sun. Their non-aquatic counterparts sun themselves on the Arts Quad, read The New York Times, or play frisbee.

Stewart, Enfield and Taughannock Parks are crowded, and in the evenings nearby

student bars do a land-office business.

The official University calendar says: "Independent Study Period — Monday, May 18-24. Final Examinations begin May 25." Theoretically, students have a week to conduct a diligent review of their spring semester courses, go over the theories, rules and formulas, and then take exams.

There is of course no way to accurately measure just who takes advantage or to what degree, of independent study week. Elmer Meyer Jr., dean of students, estimated that one

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COMMENCEMENT and Investiture Details.

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Peterson Issues Employment Memo

Cornell University Controller Arthur H. Peterson has sent a memorandum to all Cornell non-academic employees on the subject of conditions of employment.

The text of the Peterson memo reads:

Various groups of employees have presented President (Dale R.) Corson with petitions, demands and other forms of inquiry all of which indicate that there is some uncertainty as to their relationship to the University.

During the past two months there have been many trying times for students, faculty and non-academic employees. Those of us who are classified as administrators have been as personally involved as anyone. Policies established for students and faculty do not apply to non-academic employees. This memorandum refers only to those to whom it is addressed.

The non-academic employees of Cornell University are paid for services performed. Cornell expects to pay wages that are fully competitive in this locality, if indeed we do not set the wage scale, and to offer fringe benefits that make Cornell a very good place to work.

As individuals we are all concerned with political issues, with social problems, and in particular with the war in Vietnam, Cambodia and Indonesia. As an employer of some 5000 non-academic persons, Cornell has an obligation to recognize varying points of view and to respect these opinions without any relation to job security.

Cornell University is an equal opportunity employer. There is no discrimination as to race, creed, sex, age or national origin. Employees are free to express any political or social opinions in any way that they consider appropriate providing that this expression does not interfere with the performance of their duties for the University, or interfere with the work or rights of other employees. Department heads and supervisors are

instructed to hire, promote, or discharge employees on the basis of seniority, merit and employment opportunities available without regard to the political or social activity of the individual so long as such activity does not interfere with job performance.

The Cornell Administration has as a high priority the maintenance of peace on the campus. It has made every effort to prevent bloodshed or personal injury, and the fact that we have come through this spring semester without personal injury is, I believe, significant. We ask each of you to support our efforts to continue this record.

It is expected that there will be the opportunity for students and faculty to take off approximately two weeks in October to participate in a citizenship recess off the campus. The time will be made up by changes in the University calendar. Non-academic employees may be permitted to take time off for this purpose if it is charged against accrued vacation, or taken without pay. Even under these conditions time off must be with the approval of the immediate supervisor because certain vital functions of the University must be continued during this period.

Supervisors and department heads are instructed to keep the best interests of the University in mind. Employees are, of course, free to attend meetings, sign petitions, express opinions so long as they do so on their own time and respect the rights and opinions of other employees. (An exception to this must be any employees who are subject to the Hatch Act.)

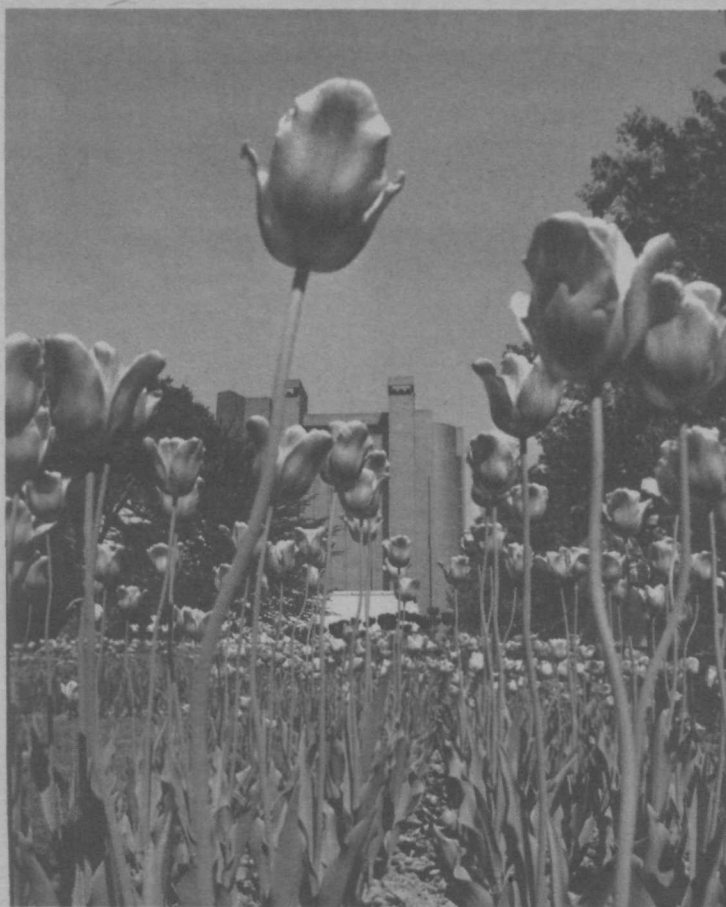
Editor's Note: Employees subject to the Hatch Act are paid from federal grant and aid funds. In most cases, they work in extension and research activities of the Colleges of Agriculture and Human Ecology. Under the terms of the Hatch Act, they are restricted from public participation in political activities.

— Switchboard —

The Cornell University switchboard will be closed from 2 a.m. to 7 a.m. daily and until 8 a.m. on Saturdays and Sundays under a policy now in effect.

Edgar A. Swart, coordinator of the University Telephone Service, said direct dialed calls to and from Cornell can be made as always but the Cornell operator will not be available for assistance. He urges callers to call the Division of Safety and Security at 256-5211 in case of emergency.

Swart said the reason for the closing of the switchboard in the early morning hours is that the new automatic telephone system is working so well that switchboard traffic has dropped off to a point where it is no longer economically feasible to keep personnel manning the switchboard during those hours.



THROUGH THE TULIPS — Tulips in the Lua A. Minns Garden on Tower Road frame eleven-story Bradfield Hall, which, along with adjacent Emerson Hall, has received the nation's highest professional recognition for architectural excellence.

Bradfield-Emerson Receive Architectural Recognition

Bradfield and Emerson Halls at Cornell University have been named winners of the 1970 American Institute of Architects (AIA) Honor Award, the nation's highest professional recognition for architectural excellence.

The two related structures received one of 14 such honor awards given for outstanding architecture throughout the United States.

Architect for the two structures is Ulrich Franzen of Ulrich Franzen and Associates, New York City.

In commenting on the work of the architect, the AIA called it "an excellent piece of architecture" that revealed enough of the architect's

personality to avoid "the dryness and static classicism present in much of the 'all brick' idiom."

Bradfield and Emerson Halls house the Department of Agronomy and portions of the Section of Genetics, Development, and Physiology of the Division of Biological Sciences and the Department of Plant Breeding and Biometry on the campus of the New York State College of Agriculture.

The Bradfield-Emerson complex was dedicated Dec. 5, 1968. Bradfield Hall, an eleven-story structure, is the tallest building on the Cornell campus. It forms an L-shaped structure with the adjacent three-story Emerson Hall. The two buildings join at the main entrance.

Long, Formerly Of Wells, Heads Research Park

L.J. Long, retired president of Wells College in Aurora, has been named director of the Cornell University Industry Research Park and executive secretary of the Tompkins County Development Corporation.

R. Davis Cutting, president of the development corporation, made the announcement. Long succeeds William R. Rolley, who served earlier this year after serving in the two posts since 1965.

Cutting said, "We are delighted to have Dr. Long in this capacity. His tremendous experience throughout his long and distinguished career in dealing with top corporation executives and faculty members should be invaluable in furthering the aims of the research park."

The research park includes 300 acres of Cornell property on Warren Road near the Tompkins County Airport set aside by the University for development by research-oriented industries.

In order to achieve this goal, the Tompkins County Development Corporation was formed in 1964 with financial support from the University, the county and city governments and the business community.

Following his retirement last year from Wells College, Long moved to Ithaca where he lives at 122 Randolph Road. He is currently assistant to Henry McGuire, executive vice president of Stewart & Bennett Inc., a construction firm with offices in Ithaca and Rochester. He will continue this affiliation in his new position.

Long was president and member of the board of trustees of Wells College from 1951 until 1969. He was graduated from the University of Colorado in 1930 with a bachelor's degree, received a master's degree in economics from Colorado in 1931 and earned his doctorate in economics at the University of Illinois in 1935.

Cornell Sends Eight-Man Team To Caribbean

Cornell University has sent an eight-man exploration team to Puerto Rico and Dominica in the Caribbean to collect fungi that thrive in forests, jungles, and swampy land.

Led by Richard P. Korf, mycologist in the Department of Plant Pathology at the New York State College of Agriculture, the group is made up of Apolinar Sanchez, senior curator of Cornell's Plant Pathology Herbarium and Latin American coordinator of the project, and six graduate students, including two from Oregon State University.

Student members are Jimmy B. Benson, Donald H. Pfister, John R. Dixon, and Laurence E. Skog, all from Cornell, and Miss Amy Rossman and John Haines, both of Oregon State University, where they study under William

Denison, a former student of Korf's, who is now an Oregon State faculty member.

On the first leg of the month-long exploration, which began Tuesday, the group will comb the El Yunque, Maricao, and Toro Negro mountains in Puerto Rico. This phase of the exploration will be conducted in cooperation with the staff of the University of Puerto Rico and the Agricultural Experiment Stations at Rio Piedras and Mayaguez.

Following the Puerto Rico exploration, the group will travel some 400 miles to Dominica, one of the Windward Islands in the British West Indies. Dominica is one of the last Caribbean islands that still retains virgin rain forests. A Canadian lumber firm which is planning to lumber the forests is cooperating in this venture.

Korf and his group hope to collect more than 3,000 specimens on this first trip in a series of two planned under a \$25,000 grant from the National Science Foundation (NSF) and travel grants from the College. They are planning to go to the Dominican Republic next year.

The principal target is a type of fungus called "cup fungi" or Discomycetes.

The Caribbean exploration, the first to be attempted by the College staff since the 1920s, marks the completion of an initial ten-year collection program.

With several thousands of specimens collected from Asia on previous explorations, the College's cup fungi collection now surpasses 60,000 from all parts of the world, representing one of the best collections in the United States.



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Chronicle Comment

Chronicle Comment is a forum of opinion for students, staff and employees. Comment may be addressed to Arthur W. Brodeur, editor, Editor:

In the chorus of criticism against the University's health services, which we have heard repeatedly during the past year, with themes and variations played in editorials, articles, letters and placards, with the orchestration even including parts for kitchen pots and pans, there has been a continuing refrain which goes somewhat like this: "The Clinic doctors are insensitive and unresponsive to the medical needs of the students, whose welfare it is their primary function to serve. The students therefore must assume control of the Clinic, to establish the policies they desire, and to hire physicians who will give them what they want."

A vigorous defense against this clamor could be mounted by the Department of University Health Services, pointing to the statistics for annual patient visits (over 52,000), daily patient load (over 350 on peak days), number of x-ray and laboratory tests done per annum (over 25,000), etc., such statistics certainly being indicative of substantial medical needs being served. Or, the Department could plead shortage of staff (e.g. unfilled medical staff positions), lack of funds (an annual operating deficit), administrative directives from the trustees and Day Hall (e.g. non-coverage of student dependents, university employees and faculty), and legal restrictions (e.g. parental permission required for certain treatments to minors), etc., to justify our inability to expand the volume and range of health services to match student demands.

However, these defense tactics, no matter how strongly backed up by facts, legality and expediency, would beg this important fundamental question: Can physicians today continue to be sole judges, responsible only to themselves, in making decisions on medical care for their patients, or must they consider the demands, and even accept some degree of control, from their patients?

In the minds of many people today, the practice of medicine has become a market-place phenomenon, with patients being "consumers," physicians and hospitals being "vendors," of medical goods and services. Medical care today is a huge industry, with annual expenditures, private and public, exceeding 60 billions of dollars. It seems only natural, with "consumers" spending that much in personal and tax funds, for them to want to control what they get for their money. Conversely, it seems unnatural for medical care "consumers" to be denied by their "vendors" the right to purchase items of medical goods and services which they want, feel they need,

and are willing to pay for. Clearly, it would seem, "consumer" control of the "vendors" would solve the problem.

In the world of commerce and industry, any vendors or manufacturers who steadfastly refuse to meet the demands of consumers would go out of business, no matter how irrational the demands may be. If, for example, enough automobile purchasers decided that they wanted cars to roll on five wheels instead of four, and were willing to pay the extra cost, I am sure Detroit would provide this option, as long as the demand lasted. Such examples of consumer demand and producer compliance could be multiplied ad infinitum.

How then can we explain the anomalous market behavior of medical "vendors"?

There are at least two important differences between the marketplace and the practice of medicine that help to explain this.

1. *Demand vs need.* Market producers and vendors can profit hugely by meeting consumer demands, even if these demands are irrational and unrelated to any need. In fact, by aggressive advertising, they often stimulate consumer demand well past the level of need, not only benefiting themselves but also, it is claimed, giving a boost to the entire economy. The practice of medicine, however, is essentially a rationing procedure, in which scarce resources have to be carefully allocated to large and growing medical needs. Medical resources, whether in men or materials, must be used in a carefully planned and coordinated fashion, to avoid waste, duplication, over-utilization, rising costs, etc., so that the needs of the largest number of people can be met effectively at reasonable cost. There is no place in ethical medical practice for the stimulation of demand past the level of need. When demands are made, as they have been made by Cornell students, for certain changes to be made in the organization and delivery of health services at the Clinic and Infirmary, it is the responsibility of the medical staff to study these demands, to determine if they represent a real need not presently met. If so, to make changes in the existing program as soon as it is financially and administratively possible; if not, to reject them, lest compliance with unnecessary demands jeopardize the operation of the total program designed to meet the health needs of the whole student body.

2. *Ends vs means.* Ordinary market goods and services (e.g. radios, haircuts) are desired for their own sake, for the intrinsic satisfactions that they give. In medical care, however, it is not the medical goods and services

themselves which are desired, but the end results of their use. There is no intrinsic pleasure derived from prescription drugs and surgical operations: We swallow antibiotic capsules to cure an infection; we undergo an incision and drainage operation to get rid of an abscess. In the search for desirable medical and surgical end-results, the patient contracts for the knowledge, skill and judgment of his doctor, to choose the proper drugs and procedures for him, to attain a desired end-result; the patient does not make these choices himself. The doctor is primarily a decision-maker, not a vendor of drugs and procedures. In making his decisions and choices, he bears the responsibility of planning the most rapid and effective treatment for his patient, with the minimum of undesired reactions and complications.

Nowadays, however, many medical goods and services seem to have taken on the characteristics of their ordinary market counterparts, and are often desired for their own sake. Stimulant and depressant drugs, for example, are often sought for pleasurable, non-medical use, with end-results less than desirable. Antihistamines and antibiotics are often used recklessly, self-prescribed, with the one being used when the other is indicated, and vice versa. Contraceptive pills are demanded, not for family planning, but for family prevention, often with complete disregard of actually or

potentially dangerous side-reactions. Tests of various kinds, from blood counts to x-rays to electro-encephalograms, are often requested by patients when there are no valid medical reasons for doing them. The consumer, in other words, is seeking to bypass the decision-making role of the doctor. Many of the complaints of Cornell students against clinic doctors have had their origin in the refusal of the doctors to comply with the students' requests for prescriptions, tests, procedures, when there has been no need for them, or when there have been medical reasons against them.

It is a continuing responsibility of ethical physicians to preserve their decision-making role, in their control over the use of medical goods and services for valid medical reasons only; to protect their patients against unnecessary treatment, and against undesirable reactions and complications of necessary treatment; and to refrain from becoming mere vendors of goods and services in a commercial sense.

Let me conclude by answering the question posed in the third paragraph of this letter:

Patients' demands for medical care must always be studied to determine if the demands represent unmet needs. If so, action should be taken to comply with them. The Department of University Health Services should not be compelled to agree to students' demands for sweeping change, without this study, lest the viability of its total

Cornell Chronicle, 110 Day Hall, program be jeopardized.

Patients' demands in regard to the end-results they desire from medical and surgical treatment must always be considered. However, the needs of the patients, the exact modalities, medical or surgical, by which those end-results are to be sought, must always be the task of the doctors alone to choose, decide, and assume responsibility for.

Consumers cannot exercise effective control over the work of professional persons, whose primary function is to use their judgment, based on their specialized knowledge, in making discriminating decisions of great importance. Such persons, not exclusively physicians of course, are scarce and enjoy the benefits of scarcity, including considerable independence.

If patients, impatient with the apparent intransigence of doctors who fail to comply with their demands, should be able to gain control over them, establish policies for them to follow, hire and fire until they get doctors who will accede to their demands, these patients will have, in effect, become their own doctors, making their own medical decisions, and they will deserve the quality of medical care they will get.

If, on the other hand, patients, doctors and administrators can work together in an atmosphere of mutual cooperation and respect, with recognition of the proper roles and capabilities of each group, such interaction cannot fail to improve programs of health care, with benefits to all concerned.

Leroy K. Young, M.D.
Attending Physician,
Department of University
Health Services

Editor:

Here is a copy of a letter which I sent to my representatives on the University Senate. The original was addressed to University Senator James Matlack, Arts and Sciences-Humanities (non tenure):

Dear Jim:

You mentioned the University Senate proposal to recess school for a week and a half before the November elections. I was polled on this by Howard Howland (assistant professor of neurobiology and behavior) last week and answered him at length; I'd like to simply repeat what I said then.

You seemed to assume that the recess was obviously, and beyond argument, a good thing, and that all we had to do was decide the mechanics of it. I disagree. It's probably hopeless to try to explain — I seem to be very much in the minority at this point — but I feel I must try.

The University is not primarily
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Paper and Fiberboard Relaxation



PAPER DOLL — Mary Ann Keller, a graduate student in design and environmental analysis in the New York State College of Human Ecology, sits in an easy chair she designed which is made from paper. The Keller chair was part of a recent exhibition of paper furniture on display in the Van Rensselaer Art Gallery. The exhibit, organized by Miss Keller under the direction of Helen J. Cady, associate professor of design and environmental analysis, was titled "The Paper Thing" and featured storage units, chairs, children's furniture and other furnishings made of paper or fiberboard.

Bulletin of the Faculty

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

Commencement Exercises June 8, 1970

Members of the University Faculty are invited to participate in the Academic Procession and the Commencement Exercises on Monday, June 8. This year the usual Commencement ceremony will be immediately preceded by the Investiture of the President.

In fair weather, the Procession will form on the Arts Quadrangle at 9:45 a.m., with faculty (including Emeritus) assembling on the sidewalk to the south of Goldwin Smith Hall, and will march to Barton Hall for the Exercises. As in previous years, the faculty will be seated on the platform.

If it is decided not to have an outdoor Procession because of rain or threat of rain, the faculty

should assemble at the east end of Barton Hall (near the NROTC building), where the Procession will originate. Please note that this is a change from previous RAIN PLAN assembly locations (previously under balcony at west end). If weather is uncertain, a decision on location will be announced over local radio stations at about 9 a.m.

Vice Presidents, Deans, Trustees, and Investiture guests will assemble in Day Hall in time to permit departure for reviewing position by 9:45 a.m. In RAIN PLAN, this group will meet in Day Hall as above and then go to Navy building area at east end of Barton Hall to join in the indoor Procession.

Academic Costumes

The University has a limited supply of academic regalia for faculty, available on a first come, first served basis. A costume may be borrowed without charge at G-18 Barton Hall, June 4 and 5, 8 a.m. - noon and 1-4 p.m.

Please return borrowed costumes to the same room immediately after the Commencement Exercises.

Deans, Trustees, and

University officers may obtain costumes in the Board Room, Day Hall, on Commencement morning.

Persons interested in purchasing items of academic regalia may place orders at Campus Store.

For further information, contact J.F. McManus, Commencement Arrangements (6-4326), or B.L. Rideout, University Marshal (6-4344).

Faculty Council Statement on Jackson State

May 15, 1970

Once again, uniformed men have fired their guns at young people, bringing death to students on campus, this time at Jackson State College.

As citizens we find such massive and deadly retaliation to the alleged provocations incomprehensible and inexcusable.

As professors often accused of failing to inspire our students to behave in an orderly manner, we condemn those who respond to disorder with blind slaughter.

The killing must stop now before the self-fulfilling prophecy of President Nixon takes yet another turn in its vicious cycle.

Faculty Council Statement on "Dope Is Good"

May 22, 1970

On May 15, a few Cornell students, self-styled Yuppies led by former student David Burak, passed out leaflets at the Ithaca High School and DeWitt Junior High School under the heading "Dope is Good".

Although only a very small and clearly unrepresentative group

of students was involved, and although their action was evidently not in violation of any law, the Faculty Council regards this behavior as so repugnant and reprehensible that we believe it must be condemned in the strongest possible terms.

Faculty Council Statement on City-University

Communications

May 22, 1970

The Faculty Council, recognizing the jurisdiction of the Senate in matters affecting the social and political life of the community, recommends to the Senate the establishment of a standing Committee on Community Relations. It has been the experience of the Faculty Council that there is need for a regular channel of communication between the academic and non-academic communities in order that problems can be recognized and dealt with before they develop to crisis proportions. We suggest the Committee be composed of students, faculty, citizens from the downtown community and

representatives of non-academic employees. The Committee would hold well-publicized open meetings, alternately downtown and on campus, at which persons can voice their concerns and complaints. The Committee would also leave responsibility for maintaining regular informal communications among its members regarding problems or events affecting community relations so that rumors can be scotched in advance and crises anticipated and dealt with as early as possible through involvement of the appropriate University and community officials or agencies.

Faculty Opinion...

Editor:

On Sunday May 24, the Cornell University Senate passed a resolution authored by Mr. Gordon Chang and myself banning construction of a parking lot on University Avenue until the Planning Review Committee (a regularly constituted committee of the Senate) has a chance to review the transportation and parking problem and report back to the Senate.

Our original motion was much stronger: it would have banned all construction in relation to traffic control until such a review were possible. We felt that the capricious behavior of the University Planning Office with regard to the University Avenue parking lot proposal fully justified this precautionary measure.

Some argued against our original motion on the grounds that it would be "irresponsible" to stop construction about which the Senate was not informed. In view of the University Avenue incident, we felt it would be irresponsible to permit it.

Ample evidence was presented to the Senate to show that the Office of the Vice President for Planning attempted to implement an ill conceived plan for parking without regard for the wishes of the citizens of the community most affected by their plans and without even the knowledge of the University Committee specifically appointed to oversee their operations, namely the University Committee on Campus Planning.

The chairman and members of that Committee, the residents of houses directly adjacent to the lot and residents of the area were unanimous in their criticism of the way in which the University acted. In short, the incident is a textbook piece of University planning at its worst, and I would like to inquire what can be done to restore the Community's confidence in the University's planning? I propose the following:

1.) Since the Senate will probably be unable to activate its Planning Review Board until the fall, the Provost should immediately breathe new life into the Campus Planning Committee, encourage the review of all construction plans

for the summer and early fall, and urge that Committee to hold public hearings over the summer on the impact of these plans on the Cornell Community.

2.) The Provost and the Executive Committee of the Senate should seek ways of joining the Campus Planning Committee of the Senate in order that the former not feel that it is a "lame duck" body and that the valuable experience of its members not be wasted.

3.) To prevent recurrences of the University Avenue incident the Senate should adopt legislation that binds the University to a public announcement of specific construction plans well in advance of their scheduled execution. I will work to draft such legislation and I solicit my colleagues' help and advice in this task.

These are some practical steps that may be taken along the way towards convincing the University's professional planners that the Community will have its voice heard in the allocation of its physical resources, and that an arbitrary authoritarianism is no substitute for responsive and responsible action.

Howard C. Howland
Assistant Professor of
Neurobiology and Behavior
Division of Biological Sciences

Editor's Note:

The following letter was sent to Thomas W. Mackesey, vice president for planning; Joseph Carreiro, chairman of the University Committee on Planning; James W. Spencer, chairman of the University Board on Traffic Control; and James W. Yarnell, director of the University Planning Office. A copy was made available to the Bulletin of the Faculty.

Gentlemen:

I believe I should fill you all in on what transpired at the meeting of the University Senate yesterday (May 24) in regard to the parking and traffic problems, since as a Senator I was present and able to shed some light on the facts involved.

My first realization that the Senate would confront the issue came when I saw the announcement Thursday (May 21) of the opposition to the University Avenue parking lot. I immediately contacted Mr. James Yarnell and confirmed the fact that the site had not been presented to the University Committee on Planning nor to the City of Ithaca in the presentations in April, and that in fact the earliest drawing showing such a site are apparently dated sometime in May. Mr. Yarnell then read me the text of a statement by Vice President (Thomas W.) Mackesey indicating the University was stopping all plans to construct a parking lot on that site during the summer, this being presumably the same statement which appeared in the Saturday morning edition of the Ithaca Journal.

(See text of Mackesey statement below.)

The Senate was confronted by a number of statements and proposals relative to the parking and traffic issue at its meeting Saturday and again Sunday. At the meeting Sunday, a motion was presented which would have had the effect of stopping all new construction in relation to

parking and traffic control. Permission was granted for the president (?) of the von Cramm cooperative to speak. He indicated that it may well have been through his efforts and those of two other fraternities or associations adjoining the proposed University Avenue parking lot that finally the University reversed its stand in regard to summer construction of the lot. By far the most disturbing aspect of his presentation was the indication that political pressure was applied to those objecting, such that one of the fraternities is now effectively silenced. In the von Cramm instance, the fact (apparently true) that the tax-exempt status of the cooperative is "open to question" seems to have been interjected into the discussion in what he interpreted as an attempt at intimidation. If in fact such tactics were employed against the persons objecting, I must admit that I am disappointed in the Administration.

The original motion was coupled with various misstatements of fact. It was regularly stated that the Planning Office had not consulted with the appropriate University committees in regard to the parking and traffic plans, had not consulted with the city except to the Board of Public Works, notably not consulting the city in regard to the zoning change purportedly necessary (according to 5th Ward Alderman Mrs. Ethel Nichols) for the University Avenue site, etc.

At this point I gained the floor and noted that the Senate had in its hands the letters from Professor (Joseph) Carreiro and Philip Bereano, and had heard about a similar letter from Professor (M.H.) Abrams, all vigorously protesting the bypassing of the University Committee on Campus Planning in regard to the University Avenue lot. I added my own shock and dismay at this proceeding. I then attempted to set the rest of the record straight: that the Planning Committee had indeed seen various parking and traffic proposals from the Planning Office and the Board on Traffic Control in presentations in December, March and April, and that these had varied substantially from presentation to presentation as the plans developed. I further indicated that an additional city group had had a presentation, the City Planning Board, of which I am a member. I indicated that at none of these presentations had there been an indication of a proposed University Avenue parking site, whereas other very specific sites

Continued on Page 14

Faculty Meeting

There will be a meeting of the University Faculty, Wednesday, June 10 at 4 p.m. in Ives 120. The principal agenda item will be discussion of the new University parking regulations. The Secretary of the Faculty alerts the Faculty to the change in time for the meeting. It is at 4 p.m., rather than the usual 4:30 p.m.

Faculty-Senior Party

To Members of the Cornell University Faculty:

On behalf of the Senior Class and the Senior Class Council, it is my pleasure to invite you to help us kick off our Senior Weekend Celebration with a Faculty-Senior Cocktail Party. Please plan to participate tomorrow, June 5, from 3 to 5 p.m. in the Willard Straight Hall Memorial Room. Free punch and a cash bar will be provided to help along a unique opportunity to relax over a cold drink and meet former students on a person to person basis.

Please respond to Mark Wiener, Alumni House, 626 Thurston Avenue, Ithaca, New York 14850, or just come!

Mark E. Wiener '70,
Chairman,
Senior Class Council

Ag College Promotes

Twenty-seven faculty members of the New York State College of Agriculture have been promoted by action of Cornell University's Board of Trustees.

Also, three associate professors have been granted tenure.

Those promoted from associate professor to full professor are: George J. Conneman Jr., Dana C. Goodrich Jr., and William G. Tomek, Department of Agricultural Economics; David R. Bouldin, Robert F. Lucey, Robert R. Seaney, Department of Agronomy; Wilson G. Pond, Department of Animal Science; Russell D. Martin, Department of Communication Arts.

Also, Harrison A. Geiselmann, D. Bob Gowin, Department of Education; Harold B. Tukey Jr., Department of Floriculture and Ornamental Horticulture; Roger A. Morse, Department of Entomology and Limnology; Loy V. Crowder, William D. Pardee, Shayle R. Searle, Department of Plant Breeding and Biometry; John M. Kingsbury, and William T. Keeton, Division of Biological Sciences.

Associate professors granted tenure include: Joseph B. Bugliari and Donald K. Freebairn, Department of Agricultural Economics; and Norman N. Potter, Department of Food Science.

Promoted from assistant to associate professor with tenure are: Samuel W. Sabin, Department of Animal Science; Richard J. McNeil, Department of Conservation; George W. McConkie, Department of Education; Richard B. Root, Department of Entomology and Limnology; Richard A. Ledford, Department of Food Science; J. Neil Rutger, Department of Plant Breeding and Biometry; Paul R. Eberts, Department of Rural Sociology; Joseph M. Calvo, and Mrs. A. Jane Gibson, Division of Biological Sciences.

Day Hall Sees Orange

The hands of the clocks on McGraw Tower at Cornell University were not painted orange at the request of the administration, a usually reliable Day Hall source told Chronicle last night.

"We are certain that the hands were not painted by any Buildings and Property crew," explained the University administrator who declined to be identified, "because the job was done too quickly."

The McGraw Tower clock hands were painted "a medium cool orange" over the past weekend.

The Day Hall spokesman was not certain if the hands on all four clock faces were painted "because I can only see two of them from my office window."

When asked why the hands might have been painted he noted "they certainly are a lot easier to see than before....."



HARRY G. HENN
Edward Cornell Professor



ERNEST N. WARREN
William G. McRoberts Professor

Law School Names Henn, Warren To Chairs

Two members of the faculty of the Cornell University Law School have been named to endowed professorships.

The establishment of the Edward Cornell Professorship of Law and the appointment of Harry G. Henn as its first holder has been announced by W. Ray Forrester, dean of the Cornell Law School.

Ernest N. Warren, associate dean of the Law School since 1964 and a member of the law faculty at Cornell since 1949, has been named the second holder of the William G. McRoberts Professorship in the Administration of the Law at the University.

The Cornell chair was endowed in recognition of the distinguished career of Edward Cornell who received a bachelor of laws degree from the Cornell Law School in 1889 and a master of laws degree a year later in the field of corporation and business law. He was a senior partner of the New York City firm of Davies, Auerbach, Cornell & Hardy.

Henn was elected to the professorship because of his distinction in the corporation law field.

Endowment for the chair has been provided chiefly through the gifts of Mr. and Mrs. John Stainton of Central Valley and Mr. and Mrs. Pompeo H. Maresi of Tuxedo Park, members of the family of Edward Cornell.

The McRoberts Professorship was named in honor of William C. McRoberts, a native of Peoria, Ill., who attended the Cornell Law School from 1895 to 1896. He earned his law degree at Northwestern University Law School and was admitted in 1897 to the Illinois bar. He practiced law in Peoria until his death on Dec. 18, 1950. In his will, McRoberts stipulated that funds from money he left Cornell be used "to determine the quality of the administration of the law by the courts and public officials throughout the various states and communities and the

honesty and dishonesty of such administration."

Henn, whose appointment is effective July 1, has been professor of law at Cornell since 1957. A national authority in the field of corporation law, he has two of the leading books on this subject — a text, "Henn on Corporations," now in the second edition, and a casebook with the late Dean Robert S. Stevens, of which a second edition is now being prepared. Both are widely used by students and teachers of that subject and by the practicing bar. He is the author of numerous law review articles.

A native of Troy, Warren earned a bachelor of arts degree at Hamilton College in 1928 and was graduated with special honors from Cornell's Law School in 1931. Warren was engaged in private law practice for 18 years before he entered law teaching. His wide-ranging law career included both small town and city practice and work with the U.S. Department of Justice. He has been a member of the Executive Committee of the New York State Bar Association since 1965. He is currently vice president of the New York State Bar Association for the Sixth Judicial District.

Warm Winter Clothing Needed

Warm winter clothing for male foreign students arriving in Ithaca in the fall is being collected by the International Hospitality Committee of the Cornell Campus Club.

Winter garments will be available to the male students after classes begin in the fall. Each year many students arrive from warm countries without proper clothing for this area's winter weather. Especially needed are jackets, coats, sweaters, gloves, caps, scarves and boots.

Anyone with clothing to donate should telephone Mrs. John Silcox at 257-2476.

Promotions, Honors Come To Five Cornell Professors

Promotions and honors have come to five Cornell University professors.

William F. Lucas, associate professor of operations research in the College of Engineering, has been promoted to professor of operations research and applied mathematics in the University's Department of Operations Research.

Alan Dobson, associate professor of veterinary physiology at the New York State Veterinary College at Cornell since 1957, has been promoted to professor in the college's Department of Physiology, Biochemistry and Pharmacology.

Samuel Gordon Campbell, assistant professor of veterinary microbiology at the Veterinary College since 1967, has been promoted to associate professor.

Kenneth G. Wilson, associate professor of physics at Cornell's Laboratory of Nuclear Studies and Department of Physics since 1965, has been promoted to professor of physics.

Saunders Redding, recently named the Ernest I. White Professor of American Studies and Humane Letters at Cornell, received the honorary degree of

doctor of literature at the 197th Dickinson College commencement in Carlisle, Pa., May 24.

Redding will join the faculty of the Department of English in Cornell's College of Arts and Sciences July 1. He is currently special consultant to the National Endowment for the Humanities in Washington, D.C., and professor of American Studies at the George Washington University.

SAP Aims To Inform on War Issues

Political action against the war in Indochina will take place all summer at Cornell. The Summer Action Program (SAP), organized by the Canvass for Peace, will circulate petitions and information in opposition to the war.

According to a spokesman for the group, SAP will be working to "inform the community of the issues on the war and to try to convince people that peace is our best alternative." The group has already collected more than 21,000 signatures on petitions in Ithaca, Elmira, Owego and Binghamton, and will continue to work in Southern Tier communities over the summer.

Those interested in joining one of the SAP committees, should visit their offices, 201 Rand Hall (6-2347).

There will be a meeting of SAP Sunday at 8 p.m. in 700 Clark Hall.

Institute Picks Cornellians

The Institute for International Order (IIO) has named five Cornell University graduate students as participants in its 1970 United Nations Intern Program.

They are David Arbeit, Planning, Christine Nabias, South Asian Studies, Michael K. H. Platzer, Law, Henry C. Richardson, Regional Planning, and Fernando Soler, Regional Planning.

All IIO-UN Interns are assigned to professional-level summer internship assignments in appropriate divisions of the United Nations organization in New York City and they participate in a joint program of seminars with students from the University of North Carolina and selected authorities of United Nations divisions in New York.

Cornell's 1970 IIO-UN Interns will be assigned to the Division of Human Rights, Office of Legal Affairs, Centre for Housing, Building and Planning, and the Population Division all within the UN Secretariat. Their assignments are closely matched with their professional objectives and their skills.

Ruthven Opens Bird Art Show

John A. Ruthven, naturalist, lecturer, writer and painter of birds, opened a one-man show of original bird paintings and prints Monday at Cornell University's Laboratory of Ornithology at 159 Sapsucker Woods Road.

Prints of Ruthven's paintings exhibited at the laboratory may be purchased.

Sage Notes

Summer Non-Credit Registration will be held in the Graduate School, Sage Graduate Center, today and tomorrow, June 4 and 5. (For registration in Summer Session Courses, please consult the Summer Session Announcement.)

The deadline for a September degree is Friday, August 28, 1970. All theses, examinations, etc., must be submitted by then — please consult the Thesis Secretary in case of doubt.

Students are again reminded that they must attempt the Admission to Candidacy before they may register for their seventh term.

Any student who leaves at the end of this term without completing his program or terminating his registration (by a leave of absence) must either register in the fall, 1970, term or be considered withdrawn. Should he subsequently wish to continue his studies, a formal re-application will be necessary.

Students Initiate and Run Courses in Arts College

Here is the report of a faculty committee of the College of Arts and Sciences on student-initiated and student-run courses. The committee was appointed late in 1969 by Alain Seznec, associate dean, at the request of Dean Alfred E. Kahn. The report has been considered by the Educational Policy Committee of the College and will now be discussed by the Arts College faculty.

I. History and Objectives

As we understood our task, it was to advise the Dean, as soon as possible, on policies and procedures for the initiation, recognition, and regulation both of courses requested by students (and to be taught by faculty members), and of courses in which students would teach themselves. We have not sought to investigate or judge the merits of any individual course. Few courses of either kind have up until now been a matter of public concern at Cornell, and no purely student-run courses have been given within the College; but such requests may arise frequently in the future. Students and teachers across the country, and in the world generally, are calling for experimentation in forms of instruction; it would seem that fundamental changes are taking place in the way people conceive their own education and its relation to human needs. From the discussion of educational issues one is quickly led to the broadest social and philosophical problems. We have not attempted to solve those problems, nor to advise on them. Rather, we have examined the existing procedures for the institution of new courses in the College; where it seemed that students' efforts to initiate potentially interesting and valid courses might be frustrated, we have recommended new devices. (The devices consist essentially of faculty committees, or groups of faculty sponsors. Leery of unnecessary institutionalization, we have suggested that those groups be temporary, and that each project for a new course be considered apart, on its own merits.) Those recommendations are the substance of our report.

Some of us had had experience (at Stanford, Cambridge, or Cornell) with student-initiated courses; others not. Trying to develop a sense of the issues, we obtained information, with the help of the Office of the Vice-President for Academic Affairs, on "bulletin-board" courses at Buffalo, the student-run courses in Michigan's Residential College, the "radicalism" course recently given at Harvard, and so on. We met with initiators and members of the course on racism conducted this past term in Cornell's Center for Research in Education; they gave us copies of their "Student-Run Course Proposal," and one graduate student passed along his

answers to a questionnaire eliciting student opinion of the racism course. We took note of the instructor's evaluation of a student-initiated course on popular music of the Sixties taught last year in the Department of Music; of the arrangements made for the course on the Cuban revolution sponsored in the fall term by the Departments of Economics and Government; of plans for a "directed independent study course" in statistical mechanics and thermodynamics given in the spring term thanks to the cooperation of the Department of Physics. We made it our business to sound out students and colleagues, in conversation.

We have not conducted a methodical study of experimental courses or of faculty and student attitudes even at Cornell, still less in other universities, and we are far from believing that our education in these matters is complete. We have come to recognize some typical issues, some patterns of demand and response; probably enough to allow some provisional guesses and suggestions. We believe that the evidence we have had access to should be kept up to date, and made available, by the Dean's office, as reading recommended to any faculty member who might be involved in the planning or evaluation of courses proposed by students. A digest of that evidence have been appended to the present report; perusal of the Appendix will suggest the basis of some general observations to be found in the rationale we present.

II. Student-Initiated Courses

The distinction between "student-initiated" courses and "student-run" courses may break

down in practice; we have separated the two types for procedural purposes.

It may happen that students request that a course not presently given be offered, and taught by a faculty member, either because the subject is not being taught, or to try out new learning methods, or for a combination of those reasons. As things now stand, such requests are fairly commonly made and satisfied, perhaps especially since the widespread student-faculty department meetings of last spring: a cause for health, since course-offerings are thus kept under review, pedagogical innovation is encouraged, and there is some assurance that the real educational needs and desires of students will be met. The resultant courses do not break with existing educational policy or practices; they can be accredited in the usual way, through departments and the Educational Policy Committee.

Problems may arise if the department in question has no teacher available; if students propose an instructor and his qualifications are in doubt, or there is no money; if the department feels that the proposed course doesn't deal with a legitimate academic subject. The thorny question of political advocacy may be involved; or of religious or ideological bias. By the nature of things, many courses proposed by students will be interdepartmental in spirit and content; such proposals may not clearly fall within the concerns of established departments.

If a course proposed by students fails to elicit the approval and support of a department, what is to be done? We do not seek to define

acceptable subjects or acceptable teachers, nor to set out an order of budgetary priorities; in our view, the simpler, practical question is: "Who decides?"

The EPC will become involved in any case, at the time a course is submitted for final approval. But the EPC is essentially a committee for review and control, and one heavily burdened with routine work; it does not seem well-placed to help in the devising and institution of new courses. We have taken as a model the action of the Dean in the development of E. Boorstein's Cuba course, and shall propose, in essence, that it be the Dean's responsibility to decide what should be done, in each new case, both to encourage worthwhile student initiatives and to respect the prerogatives of departments.

Our reason for not proposing a special program of student-initiated courses, with an annual budget and separate listing in the catalogue is that we think it unwise to institutionalize what should be spontaneous, to create a "slot" that people will expect to be filled by *something* every year. (The procedures we recommend, below, imply that student-initiated courses should be listed in the catalogue among the offerings of the appropriate existing department or departments.) For analogous reasons, we do not propose a standing committee on student-initiated courses; each new case should be examined on its own merits by people well qualified to judge. But it does seem important that the catalogue should give students the idea that they *can* propose courses, and some idea of how to go

about it: much "dissatisfaction" with the bureaucratic ways of the university is connected to ignorance of what its ordinary procedures are.

Recommended Procedures

1. Students wishing to propose a new course should seek the advice and support of a faculty member or a department. (Departments may be conveniently approached in the person of their chairmen.) If the department agrees to sponsor the course, it will be planned and accredited, in the usual way, with the approval of the Educational Policy Committee.

2. Should a department refuse students' request for a new course, or a request by one of its own members supporting a student proposal, the students may appeal to the Dean of the College. If the Dean feels the case requires further study, he may appoint an *ad hoc* committee. After full study of the proposal, and consultation with the interested parties, the Dean, if favorably disposed, may take any action he feels necessary to remove the difficulties, and enable a department, or combination of departments, to offer the course.

3. A rubric on "Courses Proposed by Students" should be included in the first pages of the College catalogue. It should make clear to students that they can initiate courses, and give a brief account of the procedures by which courses are ordinarily proposed, reviewed, and accredited.

4. It may be advisable, in order to avoid proliferation of student course-proposals, to set a minimum enrollment — say, ten students — for any course thus initiated. That number should not be interpreted as an immutable absolute; it can serve as a guideline in disputed cases.

III. Student-Run Courses

A student-run course is one in which students undertake to teach themselves. They may, and in practice usually do, ask for faculty assistance, for instance in the form of lectures, but they make themselves responsible for planning, content, methods and conduct of the course.

Ordinarily, a student-run course is not one in which a student (necessarily less qualified) undertakes to play the role of the professor, but one in which the group as a whole seeks the best ways to instruct itself. The search for appropriate materials and approaches is part of the educational content of the course. Students teaching themselves in such courses should not, we think, be paid, as though they were faculty. On the other hand, it may happen that an advanced student may function as a teacher of others in the usual sense, conducting a course in which his knowledge of the subject is comparable to that of a faculty member, or even, in highly specialized branches,

Campus Public Dining Schedule

Summer 1970

Effective Until Sept. 1, 1970

Willard Straight Hall: Open June 1-6, 7:15 a.m. to 10:30 p.m. June 7-10, 7:15 a.m. to

7 p.m. June 11-13, 7:15 a.m. to 10:30 p.m. June 14, 7:15 a.m. to 7 p.m. June 15-

August 14, 7:15 a.m. to 10:30 p.m. Aug. 15-Sept. 10, 7:15 a.m. to 7 p.m. Elmhirst Dining

Room: Closed after lunch June 8 for summer.

Noyes Lodge: Closed. Open for breakfast only June 7-8 and June 12-14, 7 a.m. to 2 p.m.

Snack service only June 22-23 and June 27-29, 8 p.m. to 11 p.m. Regular service June 24-26 and June 30 to August 15 after lunch, 7 a.m. to 10:30 p.m.

Dairy Bar: Regular service Monday - Friday. Open through August 14. Reopen Sept. 8.

Staler Inn: Main Dining Room open after June 14, Monday-Friday, lunch only. Closed

Saturdays. Sunday, breakfast, lunch and dinner. Student Cafeteria open for lunch only,

June 1-19 and August 17-Sept. 1. Luncheon and dinner June 22-Aug. 14. Closed weekends.

Rathskeller (guests only) normal schedule.

Clara Dickson: Closed. Clara Dickson Hall will be a summer session undergraduate residential dining hall during July and August.

Hughes: Closed.

Martha Van Rensselaer: Closed. Vending area in South Dining Room will be installed before regular service closes for summer.

Noyes Student Center: Closed.

Sage: Closed.

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Arts College Report on Student-Initiated and Student Run Courses

Continued from Page 6

superior to that of available faculty members; in the present system, such students, after due establishment of their qualifications, are appointed and remunerated as Teaching Assistants.

A fair share of self-instruction takes place, happily, in the ordinary workings of the College: seminars, Honors tutorials, and independent study are devices for encouraging it. In these examples, the role of faculty members is to assist and advise; to ensure that the subject will not be approached in an entirely untutored or naive way; to help students judge how much of a subject they have learned, and how well they can expound it. We believe that the faculty should assist, in a similar way, in the conception and conduct of student-run courses.

Why should there be student-run courses at all? As a practical matter, because some worthwhile subjects may otherwise not be taught. For example, the procedure outlined above for a student-initiated course may end in an impasse, with no teacher available. Beyond that, one can invoke the same advantages as for student-proposed courses (students taking the initiative in their own education, curricular innovation); in a student-run course students take the main responsibility for what happens, and that can be a valuable educational experience. In such courses equals may teach each other without competition and free discussion can bring a variety of perspectives into play. Students' desire to study a particular problem has pedagogical force.

Student-run courses have their own characteristic problems. They tend to be inefficient and wasteful of time and effort, that is a relatively minor difficulty and careful advance organization can hold it within reasonable limits. The "leadership-vacuum" problem is more serious, and attaches to the very nature of such courses; we have no ready solution, but again, one can urge a very clear conception, at the outset, of what the course purports to accomplish.

The most serious difficulty has to do with the notion of what constitutes a proper academic subject. Some leaders of the racism course believe that when students want to study something, that fact alone makes the subject in question a legitimate academic one. We do not agree. Nor are we convinced of the value of the experiment, outlined at the end of their report, which would consist of giving (large numbers of?) students credit in advance, to see what subjects they would thereupon elect to study; the experiment seems trivial, since the results can be predicted from common sense and from the experience of bulletin-board courses and the history of small, very liberal arts colleges: some

students will elect substantial topics, and others frivolous ones; some students will work hard, and others do nothing. One could almost draw the curves. And even if such an experiment had psychological or sociological value, it would not be the proper business of a college of arts and sciences as such.

One eager and sincere section-leader invited us to consider what would happen if a student, given credit and a passing grade at the outset of a course, invested no work at all, and didn't even bother to come to class: "He would have learned something important about himself." A healthy curriculum must of course foster "personal and intellectual autonomy, responsibility, and community," and encourage awareness of the existential aspects of the learning-process; but our view is that the emphasis, in accredited courses, must be placed on recognizable academic disciplines.

Accreditation, indeed, is the sensitive point. All agree that much that is best in education takes place outside the classroom. Students are presumably free to teach each other, not for credit, anything they like; the university should stand ready to help them, within reason. Academic "credit" is an elusive concept, and comes in for much quizzical speculation in a time when many people are unhappy with the idea of measured-out education. (It should be noted in passing that systems like Oxford-Cambridge, or the French program of state-granted degrees, measure academic accomplishment not by accounting of hours of course-work but by success at comprehensive examinations; the student has much greater freedom of choice as to how he will prepare himself.) From the student's point of view, credit is a time-allowance granted to work on a given subject; from society's, part of a system by which various degrees of mastery of academic disciplines are certified. (At Cornell, course-credit is a pressing question only for undergraduates; what constitutes worthwhile use of a graduate student's time is decided in consultation with his committee.)

What student-run courses should be accredited? Again, we have not approached the problem by attempting definitions of academic worth, but by suggesting who, in each case, might decide. Our model, this time, is indeed the graduate committee: we assume intellectual responsibility in the faculty at large, and suggest that if a group of students manages to persuade three faculty members that it has a considered plan for teaching itself, as a class, a legitimate subject, that is proof enough that the proposed student-run course might be accredited through the normal procedures. The decision will thus be prepared by a dialogue between faculty and students

which cannot help but be instructive; the burden of proving seriousness and thoughtfulness will be on the students; the faculty will exercise its own function in what seems to us one proper way.

Recommended Procedures

1. Students wishing to initiate and conduct a new course should begin by drawing up a detailed proposal, describing subject-matter, approach, readings, and methods of instruction. They should then seek out three faculty members who might consent to sponsor the course; at least one must be from a field closely related to the subject of the course. The three faculty members will judge the proposal on its academic merits: does it have real intellectual content and suggest a clear approach? is it feasible as a course of instruction? are three faculty sponsors enough to handle the work that may be entailed? should enrollment be limited? and so on.

2. If the faculty members accept sponsorship, the course should be approved by the appropriate department(s), and accreditation sought in the usual way, through the Educational Policy Committee.

3. Number of credit hours may be agreed on at the time the course is approved by faculty sponsors, or may be made to depend on the amount of work done by each student.

4. Student-run courses may assign only S or U grades. Where credit is the same for all students, the students may decide on a method of evaluation and assign grades. If the amount of credit is to be determined, at the end of the course, for each student, the faculty sponsors will make that determination (for instance, on the basis of an informal examination).

5. Student-run courses

should be provided with a modest budget for Xerox, mimeographing, etc., and, if possible, with office space.

6. These procedures and regulations should be described and explained in the College catalogue.

Respectfully submitted,

P. Brussard (Ecology)

M. Colacurcio (English)

D. Henderson (Mathematics; December only)

C. Holmes (History)

D. Lyons (Philosophy)

E. Morris (Romance Studies),
Chairman

Appendix-Documents and Materials

1. (Buffalo) Letter from S. Edelstein (Asst. to the Dean, SUNY at Buffalo) to E. Kusnetz (Office of the Vice-President for Academic Affairs, Cornell), 11 Dec. 1969, enclosing reports, memoranda, and public announcements on "bulletin-board" courses. Students or faculty members interested in proposing a new course post a notice; if twenty people sign up, the group then meets to organize, work out a course-plan, and, if necessary, find an instructor. The course-proposal is then submitted to the Student Association Bulletin Board Committee school for advice, assistance, and approval. Such courses may be given without credit. If credit is sought, the course must be approved by the University College Curriculum Committee, on recommendation of an "academic unit" and the Dean. Such approval is granted for one semester, or occasionally two. The University provides classroom space and library services; instructors are not remunerated save, exceptionally, through teaching-assistantships. Courses proposed include "Guerilla Warfare," "Nietzsche," "Vedic Literature," "Drugs and the Mind," "Genocide," "Religious Phenomena in 19th

Century New York State," among courses actually offered are "Existentialism in Literature," "Buddhism and Marxism," "Students and their Institutions," "Community Action," and "Rock Lyric."

2. (Harvard) Appendix to the Annual Report (1968-69) of the Department of Social Relations, Harvard University. (Roger Brown, Chairman) History of Social Relations 148-149, a course offering "a radical perspective on social change in America." The course was faculty-sponsored but turned out, in practice, to be student-run. Some 750 students were enrolled in 45 sections; topics ranged from existentialism through Marx to "Psychology and Literature." One section engaged in active community organization on behalf of rent control. Instructors included 14 faculty members (eleven of them from other departments), 19 Harvard undergraduates, ten Harvard graduate students, and twelve section leaders from outside Harvard, M.I.T. graduate students for the most part. (The report does not explicitly say whether or not non-faculty section leaders were paid.) "Almost all of the students in the course were champions of it." Dismayed by what it considered the "numerous improprieties" of the course, and by the proliferation of topics and personnel, the Department undertook the evaluation which had been agreed on in advance. The course staff refused to cooperate in what they called an "investigation," and construed as "political repression" the Department's attempt to institute a procedure for the certification of future section leaders. That procedure would have allowed for the use of undergraduate and "otherwise irregular" section leaders, but the Committee on Educational Policy ruled that that

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January In June: A Matter of Optics



AN INFRA-RED QUAD — A snow-covered illusion is given in this photograph of the Arts Quadrangle taken with infra-red film by Chronicle staff photographer Russ Hamilton.

Student-Initiated Course Report

Continued from Page 7

practice could not be continued. The report concludes with the hope that students will come to understand that thoughtful procedures "maintain values which are as important for them as for us."

3. (Harvard *bis*) Note from E. R. May, Dean of Harvard College, to E. Kusnetz, 17th December, 1969. Harvard has not instituted a program of student-initiated courses; a faculty committee is considering the possibility.

4. (Kahn) A.E. Kahn, letter of 6 October 1969, to M.W. Meyer, of the I&LR School, informally expressing some thoughts and reactions on reading the Harvard report about the "radicalism" course (No. 2, above). The advisability of thinking out policies before problems arise; of using faculty direction, and not simply sponsorship by an individual faculty member, to ensure ahead of time that "quality control" which becomes meaningless after the fact; of having a clear policy on the hiring of people who teach courses for credit, and assign grades (volunteers' qualifications must be scrutinized as are those of faculty and teaching assistants). If, in student-run course, instructing others is part of the learning experience, then students should not be paid as though they were faculty. Desirability of instituting College procedures for handling students' proposals for courses.

5. (Kahn *bis*) A.E. Kahn, "Kahn Discusses Cuban Revolution Course," Cornell Chronicle, 30 October 1969, p. 4, 12. Account of the inclusion in

the College curriculum of Edward Boorstein's course on the Cuban revolution. The course and instructor were proposed by SDS members; two department chairmen testified as to Mr. Boorstein's unique qualifications (graduate training in economics, three years' service as economic advisor to the Castro government.) The Dean sought to expedite matters by contacting Mr. Boorstein and keeping the various parties in touch with each other. References were sought on the ability of Mr. Boorstein, a committed Marxist, to conduct free, frank, and responsible discussion; they were unhesitant and positive. The course was sponsored by two departments and approved by the EPC; Mr. Boorstein was hired with available departmental funds. The question of political advocacy within the University: "we should not examine the political motivations of student proposals. Whatever *their* motivations, our motivations and tests should be strictly academic." The Dean was convinced that for students to be taught by a convinced Marxist of proven intellectual merit, to challenge him and be challenged by him, would be a valuable educational experience. Some Cuban students asked that a second course on Cuba be given, more congenial to them than Boorstein's; the Dean handled that request as he had the original proposal, emphasizing academic criteria and the necessity of department sponsorship; he introduced the students to various department chairmen, and left the decision to the discretion of the individual

departments. We must both be responsive to student suggestions and "resist attempts to convert the College curriculum into a vehicle of essentially political activity." We must both preserve the Faculty's responsibility for the curriculum, and seek to involve our students in curricular planning.

6. (Michigan) Two letters from T.M. Newcomb, Department of Psychology, University of Michigan, to S. Tobias, Office of the Vice President for Academic Affairs, Cornell (29 October, 10 November, 1969). Michigan's Residential College is governed by a body of eight students, four faculty members, two fellows, and two administrators, presided over by the Dean. Many student-initiated courses are taught; they must be approved by that Representative Assembly. This year student-run courses for credit have been instituted; they are taught by students who are self-selected, then approved by a faculty committee. Those courses "are running into some predictable kinds of problems" but seem successful enough that they will probably be repeated next year; no systematic assessment has been attempted yet. Cornell observers are very kindly invited to come and look round for themselves.

7. (Music) Two-page evaluation of Music 202 (Popular Music of the Sixties) written by the instructor, Richard Monaco, visiting professor of music at Cornell. The course was conceived by students in the late

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Week Less Traumatic

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third to one-half of the student body were not in Ithaca for parts of study and exam weeks.

Many students apparently go home (or somewhere away from Ithaca) for the time, and return for some study and exams. "Everyone is in and out," Meyer said.

A check of campus dormitories and dining areas seems to bear out Meyer's estimates. Dorm windows are dark throughout study week, and places like the Ivy Room and Martha Van Rensselaer cafeteria are relatively less crowded, even at noon. The omnipresent juke boxes in Noyes Lodge and the Ivy Room are silent frequently, and dining revenues are lower during study and exam weeks than during the year.

Whatever the intended purpose of the independent study week, the actual result has been a change in student attitudes toward what could be a trying week.

Before the 1967-68 academic year, exam time was considerably more hectic. Classes ended on a Saturday and exams began the next Monday. If you had tests early in exam week, there was just not time for sitting in the gorge, reminiscing with friends in a Collegetown bar, or seeing a movie.

"It was pretty miserable," said one senior as he relaxed on the Arts Quad during study week. The Class of 1970 is the last on campus to have experienced the old schedule, and every class since then has been able to take the extra week for granted.

"Exams just aren't the trauma I thought they'd be," said one freshman coed. "I spent a lot of time studying, but it wasn't as bad as it could have been."

For some, of course, study

week is the time to do everything that had been put off all semester, or longer. One senior spent the week working on a research paper needed to finish a course he had received an incomplete in a year ago. His case was in no way unique.

"I don't know, I used to get really nervous and get to the library every morning at eight o'clock, study all day and go back to the dorm at 11 p.m.," said a junior.

"Now I get up later, play tennis in the morning and study in the afternoon and evening," she said. "It makes much more sense this way, and I learn just as much."

Final exams are still as certain as death and taxes at Cornell, in spite of a relaxed student approach to them. Some 730 exams were scheduled this spring, according to C. Edward Maynard, assistant director of records in the Office of the Registrar. This represents about 100 more exams than were scheduled last spring, he said.

Maynard did note that "a few more exams than usual have been cancelled" after the May faculty action on the May 4 option.

In any event, hundreds of tables and chairs were crowded into the Barton Hall basketball court last week. There and in dozens of other rooms around campus, students finished up the term.

By Monday or Tuesday, the last poster was taken down from the cinder block walls of University Halls, the last parent had packed away their son or daughter's luggage, stereo and souvenirs, and the Arts Quad again became territory of frolicking dogs.

More on Parking

Following is a clarification of recent parking regulation changes made by the University Board on Traffic Control at Cornell University.

Materials distributed Friday, May 15, to 1969-70 vehicle permit holders provided that a parking permit fee would cover only one vehicle owned by a family. A second vehicle owned by a family would have been assigned an AB permit without fee, since it was observed that too often both vehicles of a family have been on campus at the same time.

According to James W. Spencer, professor of highway engineering and chairman of the Board on Traffic Control: "By popular demand, the Traffic Board has relaxed the initial policy to permit arrangements designed for multi-owner car pools to be used for the vehicles in one family."

"This will add to the enforcement problem," Spencer continued, "for example, scraping windows of ice or snow next winter to be sure that the many vehicles with a UP, OP, EP or the like on the bumper also have the display card inside the vehicle."

To make sure that there are no

misunderstandings of personal responsibility for the display card, applicants are asked to sign and return the car pool arrangement contract even though it is not expressly designed for this purpose. Additional copies of this form are available at G-2 Barton Hall (6-4600). The cash payment provision for multi-owner car pools would not apply to the "car pool" of vehicles owned by one family. In this latter case the payroll deduction clause in the permit fee contract could be used.

The Board is also making an effort to put the "O" space east of Wing Drive to fuller use, and will accept applications for this area from any employees willing to pay the \$27 fee.

Interested parties should send along a "parking permit fee contract" or a "car pool arrangement contract," Spencer said. Additional copies are available at G-2 Barton. The application will be dated upon receipt, since time of application may be one of several criteria which could be used if demand in this area should exceed supply.

It is expected, he added that car pool arrangements would

have highest priority. Applications will be returned, with an AB permit, if they cannot be accepted.

Host Family Coffee

A Coffee will be held Thursday, June 11 from 9:30 a.m.-11:30 a.m. in the North Room of the Statler Inn at Cornell University to introduce interested persons to the Host Family Program.

This program, sponsored by the Campus Club Committee for International Hospitality, provides area families with opportunities to extend friendship to International students studying at Cornell.

This expanding program, now starting its eleventh year, needs new families from both the town and academic communities. Anyone interested in learning more about this program is invited to attend Thursday's Coffee or to contact the chairman of the Host Family Committee, Mrs. E. C. Erickson (257-1545), for additional information.



DIFFERENT DRUMMER — These are the two faces of intersession and examination week as students listen to the sounds of a different drummer, or perhaps, a different transistor.



Arts College Report

Continued from Page 8

fall of 1968, and given in the spring term of 1969. Musical examples were chosen and the course plan decided on by Mr. Monaco and the class together. Each class consisted of a student report followed by remarks (usually musical comparisons, observations on music theory and the relationship of texts to music) by Mr. Monaco. At the last class one student requested an open evaluation of this course in which the students themselves had chosen both subject-matter and method. There was general agreement that student-reports had not been "a valuable way of getting at the material," and that the instructor's "technical" discussions of the music had been the best part of the course.

8. (Oberlin) Letter of S. Tobias to A. Seznec, Associate Dean of Arts and Sciences, 26 November 1969. At Oberlin student-run "free university" courses are accredited by the College's making available 160 credits per term; the students running the free university decide how to "spend" those credits. The more courses, the fewer credits per course; the more students, the fewer credits per student.

9. (Physics) Letter from D.F. Holcomb, chairman of the Department of Physics, to six students who had requested independent study arrangements (Dec. 2, 1969): brief account of the genesis of those arrangements written for this committee by Louise Shelley, one of the six students. The students wanted to study the material of Physics 342 (Thermodynamics and Statistical Mechanics) in some way other than the conventional lecture course with problem-sets and examinations. Mr. Holcomb agreed in principle, and the instructor of Physics 342 had no objection. The students were unable to find a faculty member with enough free time to lead the group; Mr. Holcomb provided one. The students will work out with their "faculty tutor" all arrangements about meetings, methods, and so on. They will write the hour-exams of Physics 342, not to determine their course-grades, but so that the Physics Department may acquire some "shreds of information" on the respective merits of the two forms of instruction.

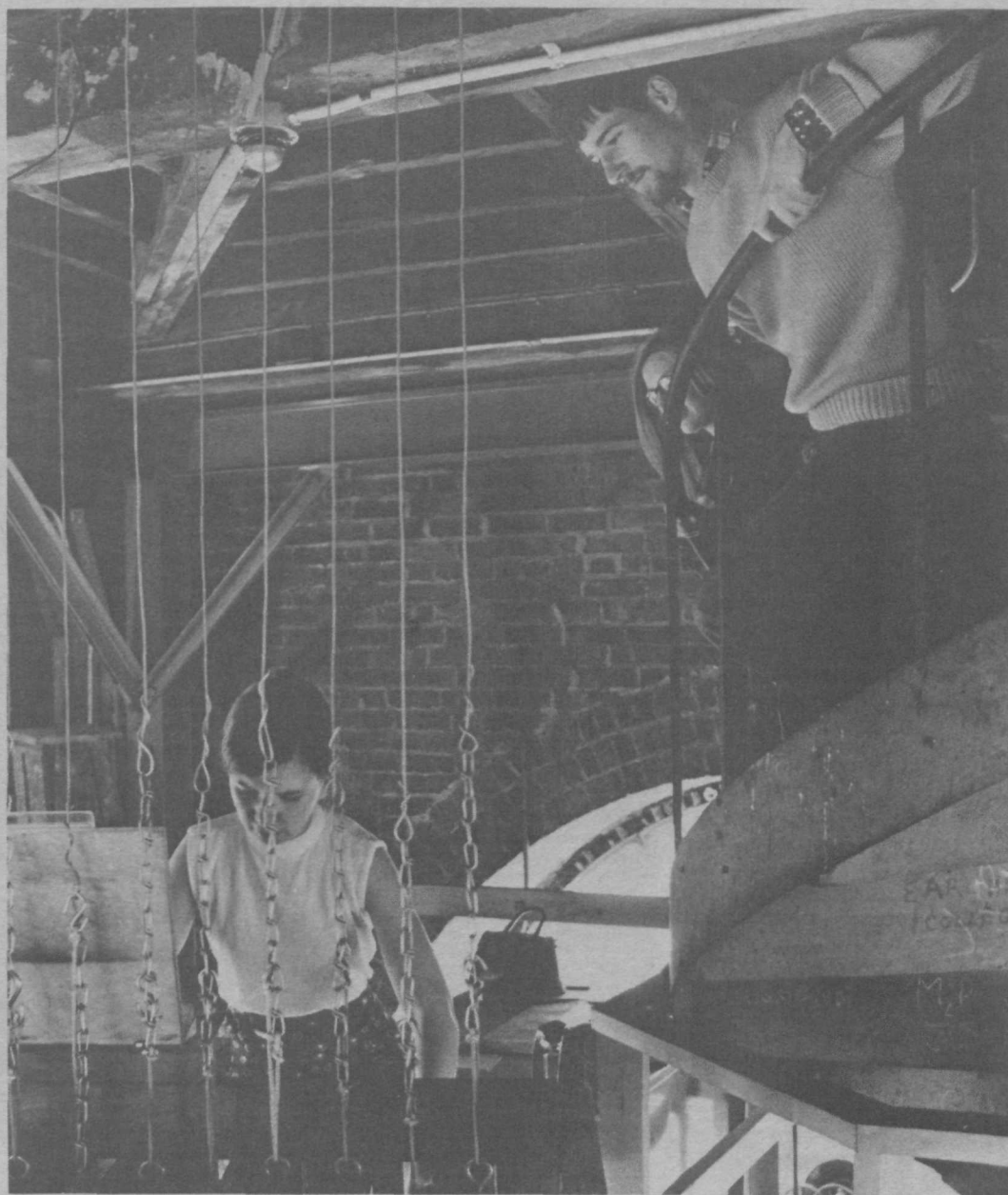
10. (Questionnaire) Answers to a questionnaire soliciting the opinions of students enrolled in the Center for Research in Education racism course (Fall 1969); the questionnaire was devised and results (not yet available) interpreted by students in the course. This set of answers was written by a graduate student from a humanities department. In his opinion the chief benefits of the course have arisen from the attempt to make of each section a small intellectual community where people can discuss meaningfully with each other. "We learned a great deal about group dynamics." Many people have

worked hard; their attitudes, on social issues, have changed. The most difficult problem has been that of leadership. A great deal of time and effort has been wasted in the attempt to decide all questions, even minor administrative ones, by open democratic discussion. Because the section leader deliberately chose not to provide strong intellectual leadership, there has been none; while there may have been some value in the necessity of the group's finding its own direction, much confusion has resulted. Faculty members invited to speak to the full course-membership (all sections meeting together) have on the whole given relevant and informative lectures which have been important to the course. General conclusion: student-run courses "need not work, but they can work."

11. "Student-Run Course Proposal" (anonymous): seven-page mimeographed report written by students in the racism course (cf. No. 10, above). The Kahn-Bowers Report (1965) urged experimentation with forms of undergraduate instruction; Cornell has moved in that direction. Student-run courses, which can and should "allow students, through active participation in their own education, to become more serious scholars," are in keeping with that spirit of innovation. They come into being either to repair some omission in course-offerings or to allow subjects already taught to be studied in a different way; most examples combine these two ambitions. Student-run courses offer three recognizable benefits: diversity of perspectives (since differences and disagreements emerge easily; faculty requested to help will often be chosen with this diversity in mind); the development of "personal and intellectual autonomy, responsibility and community" (a sense of community more intellectual than what comes out in sit-ins and protests); better use of faculty time and energies, since student-run courses relieve faculty of all administrative tasks and many pedagogical worries.

— The end of the report addresses itself to the questions which would be raised if, as an experiment designed to last two or four semesters, credit were granted in advance to student-run courses, with no previous determination of content, methods of testing and grading, etc. For that experiment, it would be essential that credit be given, since students should be allowed to devote time and energy to the courses. One would have to assume for experimental purposes that the courses would involve legitimate study on worthwhile subjects; if they turned out not to, that would be a significant result, as it would if a student, having received his credit, did no work. Other aspects of the experiment (evaluation, minimum class size, etc.) require further thought.

Hey, Baby — Ring My Chimes



Commencement at Cornell University means one thing for certain for Frances S. Hechter, a senior in the College of Human Ecology ... and that's fewer trips up the stairs of McGraw Tower to play the Jennie McGraw Rag and other chimes favorites.



Miss Hechter, a chimesmaster since her freshman year, has climbed the 162 stairs of McGraw Tower three times a week to reach the chimesmaster's keyboard and the 18 bells in the loft.

Alumni Return Each Summer — With Children— to Study

More than 400 Cornellians have registered for courses this summer at the University, but nearly all of them already have their degrees.

The "students" are participants in the third annual Cornell Alumni University, a program designed to allow Cornell graduates a chance to "return to Ithaca during the summer for one or two weeks of intellectual challenge, recreation, relaxation and entertainment," in the words of G. Michael McHugh '50, director of public affairs education programs.

Making the educational sentimental journey back to their alma mater will be Cornellians ranging from the Class of 1908 to some 1969 graduates, their spouses and, hopefully, some 300 of their children, McHugh, who organizes the program, said.

The alumni will do more than replenish their supply of nostalgia while here in Ithaca, however. The men and women will participate in one or two week-long lecture and seminar series led by eight Cornell professors.

Space is still available in this summer's Cornell Alumni University. Local area alumni are invited to participate in any of the four week-long programs at a reduced rate of \$40, which covers lecture fees, books and lunches. Alumni children can participate in the children's programs for \$25 a week, which covers all fees and lunches. For information, contact G. Michael McHugh, director of the program, 431 Day Hall, 256-4800.

The first and third week's programs (running the week of July 12 and July 26) are titled "Controlling Man's World." Thomas Eisner, professor of neurobiology and behavior, Walter R. Lynn, director of the Center for Environmental Quality Management, John W. Mellor, professor of agricultural economics, and Arthur W. Rovine, assistant professor of government, will lecture and lead discussion sessions "on some of the environmental, economic, and social problems which confront our technological society today," McHugh said.

The second set of courses, held the weeks of July 19 and August 2, will feature "The Work of Art: Private Creation and Social Concerns."

Four other faculty and administration members: William W. Austin, Goldwin Smith Professor of Musicology; H. Peter Kahn, lecturer in the history of art; Thomas W. Mackesey, vice president for planning; and Alain Seznec, associate professor of romance studies; will examine representative works of Samuel Becket, Bertold Brecht, Pablo Picasso, Willem deKooning, Igor Stravinsky and architects and urban designers.



AN OPINION EXPRESSED — Children of alumni tour University Swine Barns while parents study at Alumni University last summer.

"These are not short courses in ecology or culture," McHugh said, "man's values in these areas will be discussed."

The alumni will attend two lectures each morning and one seminar (in air-conditioned seminar rooms in Olin and Uris Libraries). Both activities will be conducted by the faculty of the week's session.

For the rest of the day, the alumni will be free to follow a number of recreational pursuits. Cornell's facilities — including tennis courts, golf course and the like — will all be available at student rates. In addition, the University also schedules a number of lectures, movies, plays and concerts over the summer.

Tours of Cornell Plantations, Sapsucker Woods and the Wilson Synchrotron are also planned.

While their parents are attending lectures and seminars, some 300 children will be participating in several programs. The children will be divided into five age groups, and a schedule of tours, picnics, and educational activities have been planned. High school age visitors will spend the week at Cornell involved in a program organized around the theme of communication, McHugh said, and will use both Cornell's academic and recreational facilities. Junior high school children will participate in a "conservation and ecology program including nature hikes, discussions and other activities.

Programs have also been organized for 3-5 year olds, 6-8 and 9-11 year-old children. Graduate students will lead each of the groups.

A panel discussion will highlight the last day of the Alumni University. Provost Robert A. Plane, Jackson O. Hall, assistant to the president, and other administrators are among those who may participate.

McHugh said that the program costs \$110 a week for adults and \$65 a week for children. The fee includes room, board, and tuition. The fee also covers the cost of books and reprinted articles required for the lectures.

The children's fee also covers meals, room and program activities.

Alumni living in the Ithaca area can participate in the Alumni University at a reduced rate of \$40 a week, which covers lectures, books and lunches. Ithaca children may participate in that program for \$25 a week. Any local alumni interested in the program should contact McHugh's office, 431 Day Hall, at 256-4800.

— ROSE RESEARCH —

A \$120,000 endowment fund to provide graduate fellowships to support research on roses for home gardens and for commercial production has been established at the New York State College of Agriculture at Cornell University.

Barton Blotter Of Signs and Swine

The Safety Division's sign, located in the parking lot on the north side of Barton Hall, was missing from May 25 to June 2. Unknown person(s), according to the Division's morning report, removed the sign, leaving the two fluorescent tubes that illuminated it and pieces of the moulding on the nearby embankment. It was mysteriously returned, undamaged, has been reassembled and is back in operation.

Equally exotic in the list of stolen items during the past two weeks was the theft of five bags of feed (value \$15) from the Swine Barns on the night of May 26.

The incidence of stolen automobile tape players remains brisk, as does the wallet and purse lifting. Six tape decks and a number of tapes were reported stolen from cars and one from a student's room in Sperry Hall. Twenty-one wallets and purses were reported stolen.

In other items from the Barton blotter:

—A gardener at the Floriculture and Ornamental Horticulture test gardens reported unknown person(s) broke into the Rose Garden storage building during the night of May 20. An interior door was damaged and \$3 in cash was missing from the coffee fund. Entry was gained by breaking a small window in the exterior door.

—The Ithaca Fire Department responded to a fire alarm at Noyes Freshman Center at 1:16 a.m. May 21. There was no fire. The face plate on the fire alarm pull box on the first floor was found open but it is believed to have been accidental.

—Five IBM standard and one IBM executive model electric typewriters were stolen during the past three weeks from the Africana Studies and Research Center's temporary quarters in North Campus Dorm 8. They were discovered missing during an inventory. Their value is set at \$2,675.

—Two students were apprehended by a building guard at 3:58 a.m. on May 22 as they were loading two 6' by 10' rugs

taken from North Campus Dorm 7 on a U-Haul trailer. They were charged with grand larceny, third degree, and held in lieu of \$1500 bail for appearance in City Court. The case is still pending.

—Two students were apprehended at 2:15 a.m. May 23 by campus patrolmen with a small table they had stolen from University Halls 5. A building guard had found them removing the table and two chairs and they fled shortly before. The matter was referred to the Judicial Administrator.

—The Constituent Assembly office in Room 4, Willard Straight Hall, reported the theft of \$203 in cash from a desk the night of May 22.

On May 25 a graduate student received a bomb threat call at Comstock Hall that a bomb was to go off in the building in one half hour. The building was evacuated from 11:07 a.m. until 11:35 a.m.

—The Ithaca Fire Department responded to a fire alarm from University Halls 6 on May 25. There was no fire. A student accidentally struck the alarm box and activated the alarm.

—The History of Art Department, 35 Goldwin Smith, reported the theft of a 16mm Kodak projector from Kaufmann Auditorium sometime between May 5-15, 1970. The value of the projector is \$520.

—A Hotel School student reported the theft of his skis from a closet in his fraternity sometime during the past month. The value of the missing skis is \$150.

—Two teenagers, non-students, were apprehended and charged with Criminal Trespass, second degree on May 26, after they were found on the fifth floor of Mary Donlon Hall with a wallet in their possession that was stolen. The two youths were confined to the City Jail in lieu of \$50 bail and appeared in City Court.

—A student reported the theft of his red and silver Honda motorcycle, license 4398 Y — N.Y. from outside of University Halls No. 4 on May 27. The value of the motorcycle is \$275.

—Unknown person(s) threw a canister containing some type of irritating gas through the west window of the Admissions Office in Day Hall sometime during the night of May 29. Fumes were still strong in the area when a staff member came to work Saturday morning. Exhaust fans from the Ithaca Fire Department and Fire Service were used to ventilate the area.

—A professor in Animal Science reported the theft of a Zeiss microscope and a Miranda 35mm camera from Room 207, Morrison Hall, May 25. The value of the missing equipment is \$2,206.

—Twenty-seven requests for transportation for medical assistance were received during the two-week period.

Multimedia, Multiscreen

"Concepts in Communications", a multiscreen, multimedia presentation produced by the Eastman Kodak Company, will be shown in the Statler Ballroom at 3 p.m. Tuesday under the auspices of the University Office of Public Information.

The showing is free and open to the public.

Commencement Exercises and Investiture

(1) The 102nd Annual Commencement of Cornell University will be held in Barton Hall Monday, June 8, 1970 beginning at 11 a.m. (Daylight Saving Time). This year, the Commencement Exercises will be immediately preceded by the Investiture of the President.

(2) Schedule:

(Note: *This schedule is followed precisely on time.*)

9:45 A.M. All doors of Barton Hall will be open. Guests are requested to be in their seats by 10:30 A.M.

9:40 A.M. The *Class Division* (Candidates for Degrees) will assemble at the designated places on the main quadrangle. See (4) below.

9:45 A.M. The *Faculty Division* (members of the Faculty including Emeritus Professors) will assemble on the walk in front of Goldwin Smith, south end.

9:45 A.M. The *Trustee Division* will leave Day Hall to take the reviewing position, under direction of the Trustee Marshals.

10:00 A.M. All groups to be assembled. Marshals will check groups for start of Procession.

10:10 A.M. Procession will start on signal from University Marshal.

11 A.M. The Investiture and Commencement Exercises in Barton Hall will begin.

(3) There will be an outdoor academic procession, originating on the Arts quadrangle, which will march clockwise around the quadrangle and then to Barton Hall. The procession will be under the direction of the University Marshal and will be formed in a double column for the following order of march: Class Division, Faculty Division, Trustee Division.

(4) The members of the *Class Division*, composed of Candidates for Degrees, will meet at points on the quadrangle designated by signs. In general, Candidates for Graduate School Advanced Degrees, including Doctors and Masters, and candidates for Masters of Engineering, and Nutrition, will form across the quadrangle in front of Olin Library; candidates for degrees in Business and Public Administration in front of Morrill Hall; for degrees in Veterinary Medicine between Morrill Hall and McGraw Hall; for Bachelor's degrees in Engineering and for Master's degrees in Aerospace Engineering in front of McGraw Hall; in Architecture, Fine Arts, and Industrial and Labor Relations in front of White Hall; Human Ecology in front of West Sibley; Hotel Administration in front of East Sibley; Agriculture in front of Lincoln; Arts and Sciences in front of Goldwin Smith. All groups of Candidates for Degrees will line up in double column flanking the sidewalk and each column facing the center of the sidewalk. The academic costume is to be worn with cap tassels on the right.

(5) The *Faculty Division* headed by the two Faculty Marshals, and consisting of members of the Faculty including Emeritus Professors, will form on the quadrangle to the south of Goldwin Smith. This division will follow the *Class Division* in the procession.

(6) The *Trustee Division* headed by the Trustee Marshals and composed of the President, Trustees, Provost, Vice Presidents, Deans, and Delegates to the Investiture, will meet in the President's Office, Day Hall, and will move to Olin Library for review of the procession. The *Trustee Division* will follow the *Faculty Division* in the procession.

(7) The Candidates for Advanced Degrees (headed by the University Marshal and the two Class Marshals) will lead the procession, marching to Morrill Hall, and then north, east and south, around the main quadrangle, passing between the flanking columns of the remaining groups in the quadrangle. The other groups of Candidates for Degrees will move into line as the procession passes their places. The procession will leave the quadrangle and proceed to Barton Hall, and to seats as directed by the Marshals and ushers. As each group reaches its seats, the First Marshal will continue to a seat in the first row in accordance with special instructions. Group Marshals (except First Marshals) will remain with their groups.

All candidates, men and women, will keep their caps on during the processional; during the exercises men will follow the lead of the President in removing and replacing their caps. Caps are worn during the ceremony of conferring degrees.

(8) The *Faculty Division* will move to seats on the wing platforms to the right and left of the center platform under the direction of the Faculty Marshals, and will remain standing until the *Trustee Division* has reached the platform.

(9) The *Trustee Division* will go to seats in the center section of the platform.

(10) All remain standing through the Invocation; then the entire audience will be seated.

(11) For the conferring of degrees, each group of candidates will rise as called by the University Marshal, and will remain standing until given the signal to be seated. When the President announces the degree conferred, cap tassels should be shifted to the left.

(12) After the Benediction, the *Trustee Division* and *Faculty Division* will form in procession and leave the hall in that order. The graduates will not join the procession but will remain standing while the *Trustee* and *Faculty Divisions* pass down the center aisle. The graduates and the audience will disband when the procession has left the hall.

(13) IN CASE OF RAIN on

Commencement Day all members of the Graduating Class, including candidates for advanced degrees should report to LYNNAH RINK. The *Class Division* will move from this location to Barton Hall under cover. The *Faculty Division* will assemble in the southeast corner of Barton Hall. The *Trustee Division* will assemble in the lounge of the Navy offices at the southeast corner of Barton Hall.

All *Divisions* will assemble in these locations at the times indicated above for the outdoor procession.

If weather is uncertain, radio announcements will be made at 9:00 a.m. as to indoor or outdoor assembly for procession.

(14) Telephones: Barton Hall 6-4000; Commencement Arrangements: J. F. McManus, 6-4326; University Marshal: B. L. Rideout, 6-4344.

Notes

Eligibility for Degrees. To be eligible for degrees, candidates, besides fulfilling all academic requirements, must make a final settlement of their accounts at the Treasurer's Office. Instructions are enclosed.

Diplomas. Immediately after the Commencement Exercises diplomas will be distributed at the offices of the various schools and colleges. Diplomas for the Masters' and Doctors' degrees in the Graduate School will be distributed in the Dean's Office, Sage Graduate Center, except that Master of Engineering diplomas will be distributed in Engineering school and department offices.

A graduating student who cannot be present on Commencement Day should leave instructions for mailing his diploma with the Registrar, Day Hall.

Academic Costume. It is the responsibility of the degree candidate to obtain his academic costume. Caps and gowns may be obtained through the Student Agencies, 409 College Avenue.

Faculty members may obtain academic regalia, to the limit of supply, in Room G-18, Barton Hall, Monday through Friday, June 1-5.

Trustees may obtain gowns in the President's office on Commencement morning.

Admission to Ceremonies. No tickets of admission are required by the audience. However, students are requested to limit invitations (preferably to less than four) because of seating limitations.

MARSHALS

University Marshal

Professor BLANCHARD L. RIDEOUT

Faculty Marshals

Professor W. DAVID CURTISS

Professor HERBERT L. EVERETT

Professor GEORGE A. KIERSCH

Professor JOHN W. MACDONALD

Professor FRANK B. MILLER

Professor FRANCIS W. SAUL

Professor JULIAN C. SMITH

Class Marshals

MR. JAMES E. BAADEN

MR. MARK E. WIENER

University Senate

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the newly elected representatives. To all of you, I extend my thanks and appreciation. You have served Cornell well, and we are very much in your debt.

"For most of you here today, this is a beginning. I share with you a determination that we shall work together to make this elected body an important and integral part of our campus environment. You have a significant responsibility, and the success you achieve will be in direct proportion to the commitment, conviction, and wisdom that you apply to the task."

The "citizenship recess" will begin at 1:10 p.m. Saturday, Oct. 24, and will last until 7:30 a.m. Thursday, Nov. 5, when classes are resumed. By shortening the Thanksgiving and Christmas vacations, and changing the pre-final examination independent study period, the Senate action provides that no class time will be missed because of the electoral break.

According to the Senate constitution, which was approved by the student body, faculty, employees and recognized by the Board of Trustees, the Senate is to be a principal legislative and policy making body at the University in matters which are of general concern to the University community.

It will create a new Division of Campus Life, administered by a vice president for campus affairs, under its policy making jurisdiction. The division will deal with affairs such as housing and dining, recruitment of students by outside organizations, health services, religious organizations, traffic and parking regulations (subject to Trustee legislation required by law), and other non-academic matters.

Thanksgiving recess, which was to be from 1:10 p.m. Wednesday, Nov. 25 to 7:30 a.m. Monday, Nov. 30, has been changed to Thanksgiving Day, Thursday, Nov. 26, only.

The originally scheduled Christmas vacation was to be from 1:10 p.m. Saturday, Dec. 19 to Monday, Jan. 4. Now, the Christmas recess will be from 4:30 p.m. Tuesday, Dec. 22 to 7:30 a.m. Jan. 4.

The independent study period that precedes final examinations has been rescheduled and shortened from its original dates, Monday, Jan. 4, to Monday, Jan. 11, to 2 p.m. Saturday, Jan. 9, to Wednesday, Jan. 13. And the intersession will begin Jan. 21 instead of Wednesday, Jan. 20.

The citizenship recess will be treated as any other academic recess, such as intersession. Students will not be required to leave the campus, and if they do choose to leave, they will not be required to participate in electoral activities. If students elect to participate in such activities, no restriction will be placed on the types of candidates they support.

Athletic schedules are expected to continue as scheduled without regard to the academic calendar changes. Also, the schedules of most non-academic employees of the University will not be affected.

Broken down into categories the 48-44 vote that gave approval to the calendar changes is as follows: students: 23 yes, 16 no; faculty: 24 yes, 24 no; others: 1 yes, 4 no.

In another resolution passed May 24, the Senate directed its executive committee to establish "a committee to investigate the current relations, in particular financial and academic relations, existing between the University and the Africana Studies and Research Center, and to make recommendations as to what those relations should be."

An amendment to that resolution charged the committee with investigating possible University activities in relation to the Southside Center.

Members of the Senate's executive committee, who were elected Saturday, May 23, are: Stephanie V. Seremetis '72, Gordon Chang '73, William I. White, Peter L. Steponkus, William Tucker Dean, Daniel I. Padberg, Mrs. Katherine E. Anderson, and George Peter. One alumni representative is yet to be elected.

White was elected chairman of the executive committee at its meeting Wednesday, May 27.

The ten members of the central administration chosen by President Dale R. Corson are: Frank R. Clifford, director of alumni affairs and general alumni secretary; Ruth W. Darling, associate dean of students; Delridge L. Hunter, director of the Committee on Special Educational Projects (COSEP); R. Peter Jackson, registrar; William D. Jones, assistant to the provost.

Also, Edwin R. Roberts, associate director of the budget; David B. Williams, director, International Student Office; Elmer E. Meyer Jr., dean of students and assistant vice president for student affairs; James W. Yarnell, director, Planning Office; and the new director of University Unions, who is yet to be appointed.

Temporary alumni senators who will sit in on Senate meetings until the two alumni representatives* are selected by the Alumni Association board of directors, are Peter Pierik and Elizabeth De Prosse.

All other representatives are as listed on Page 7 of the Cornell Chronicle, May 21, according to a resolution passed by the Senate May 23. Any challenges to the validity of any election will be heard by the Credentials Committee, and then be presented to the Senate which has the power "to validate or reject the challenge or unseat the senator for any challenged constituency or to hold by elections where it deems such are necessary."

Cornell In South Brooklyn

Family Assistants Complete Training In Cornell-OEO Project in New York

They used to feel that they were "passed up" people — without consumer power, without political power.

Now the eight family assistants who "graduated" from the fourth and last Cornell-OEO Project class Friday, May 22, at the Colony House, 297 Dean St., Brooklyn, face their problems with more awareness and confidence.

The Cornell-OEO Project is being conducted by the New York State College of Human Ecology at Cornell University in cooperation with the New York State Office for Community Affairs to train family assistants to help South Brooklyn families with health, money management, legal, housing, clothing, home furnishing, and nutrition problems.

The two-year-old cooperative project in home management skills and consumer education has trained 36 family assistants in intensive eight-week, 160-hour courses. Each assistant is paid while working 20 hours a week in Wyckoff Gardens, Gowanus House and the surrounding South Brooklyn neighborhood. Additional money for child care is given to the working mothers whose ages range from 25 to 65.

According to Albert Harris Jr., program director, and Miss Suzanne Matsen, assistant director for training services, the current graduating class's program has been somewhat different from the first one that was launched in March, 1969. The program has been undergoing continuous evaluation and change to adapt more closely to the needs of neighborhood families.

Harris and Miss Matsen also found that nearly every aspect of the course had its political implications as well. For example, training in money management and budgeting is not particularly useful to persons who do not have jobs and steady incomes. Some neighborhood stores will not accept food stamps and there is no large supermarket in the area. Government surplus food is often wasted because many women do not know how to use it to make tasty, attractive meals.

All of the family assistants meet together monthly to discuss current activities, plans, and problems. They also meet weekly in their original training groups for in-service education.

As part of the program, some assistants have completed a 24-hour Red Cross family health course in Brooklyn. This makes them eligible to apply for health aide positions with various community agencies. Other assistants took part in a special furniture refinishing course which many found especially useful.

Whatever the family assistants

learn — in home management, food buying, nutrition, menu planning, installment buying, credit services, sewing, health care, furniture buying and refinishing — they share with their neighbors.

In addition to home visits, the present graduating class recently participated in a one-day nutrition fair at Wyckoff Gardens sponsored by the Department of Social Services of the City of New York. The Cornell family assistants gave demonstrations, recipes and samples of nutritional drinks and snacks that can be made from surplus foods.

The most apparent success of the Cornell-OEO Project has been to make the family assistants, and gradually their neighbors, aware of their power and rights as consumers and citizens in their community. More individuals are learning where to go for help with specific legal, housing, and health problems.

The assistants have set up seven committees which keep in touch with related community agencies on specific areas of mutual interest. The committees deal with housing, child care, health, education, youth, narcotics and food and directly reflect the neighborhood's most crucial concerns. Some members of the housing group

are working with a local association that is trying to build vest pocket parks and a cooperative apartment house in the area.

Harris hopes that by July, 1971, when the current demonstration project ends in its present form, a local community agency will continue parts of the program. While at first many were skeptical of Cornell's intentions, nearly all of the family assistants feel they are partners working with the university staff, and not human guinea pigs in an experiment. Some of the assistants have attended meetings at Cornell's Ithaca campus — so it is not uncommon to see Cornell sweatshirts being worn in this part of South Brooklyn.

This summer a bus trip to Ithaca for all of the assistants and their husbands is planned. Other summer projects include several one-day bus trips to state parks for the local youngsters on school vacation.

The aim of the New York State College of Human Ecology at Cornell is to explore ways — in projects such as this one — in which it can best apply its educational resources to help urban families deal effectively with home management and consumer problems.

Students Combine Engineering, Medicine

Two Cornell University electrical engineering students have designed and built an electronic machine that will help medical scientists studying the phenomenon of sleep.

The machine, developed by Richard J. Fox of Albany and John Hess of Troy, consists basically of electric circuit elements which process the electric impulses obtained from the brains of cats.

Two different impulses are compared in determining the level of wakefulness. One is called an electromyogram (EMG), the electrical activity generated by muscles as they contract. The second is called an electroencephalogram (EEG), the electrical signal present in the area of the brain that receives vision.

The students became interested in the project from research on the level of sleep being undertaken by Dr. Dana C. Brooks, associate professor of anatomy at the Cornell Medical College in New York City. Dr. Brooks, himself, is a 1949 electrical engineering graduate of Cornell's College of Engineering.

To conduct his experiments, Dr. Brooks implants electrodes in a cat's brain. The electrodes pick up electrical signals in the brain and transmit them to an

encephalograph machine which amplifies them. The instrument designed by the students, in turn, takes these signals from the encephalograph machine and processes them, like a computer. By analyzing pairs of signals — one from the EMG and the other from the EEG — the researcher can deduce the level of the cat's wakefulness.

Dr. Brooks is particularly interested in studying the type of wave activity associated with dreaming. The cat brain, he said, in many respects resembles the brain of man. A greater knowledge of the phenomenon of sleep in cats, therefore, could lead to a better understanding of the same phenomenon in man.

"Medicine in general," Dr. Brooks said, "is now in the state where it is becoming more and more dependent on the expertise one gets from engineering colleges. There is a growing closeness between the medical colleges and engineering colleges and we think this is very valuable."

The two students' involvement with the Medical College was part of their requirement for the professional master's degree in the College of Engineering. The overall objective of their association with the Medical College was to introduce them to technical problems of a biological nature.

Commencement

Continued from Page 1

exercises in Barton Hall.

A total of 2,450 degrees including, 1,918 bachelor's degrees, 385 master's degrees and 147 doctorates will be conferred.

Adhering to another Cornell tradition, no honorary degrees will be awarded. The tradition is based on the idea that all degrees represent "achievement under scholastic direction."

Earlier in the day, Corson will take part in the Cornell Reserve Officers Training Corps (ROTC) brigade's annual commissioning ceremonies scheduled for 8:15 a.m. in Alice Statler Auditorium. Rear Admiral Robert A. McNitt, U.S. Navy, superintendent of the Naval Post Graduate School at Monterey, Calif., will give the principal address and administer the oath of office to 55 Army cadets, 39 Navy midshipmen, and 13 Air Force cadets.

Tuesday, in New York City, degrees were conferred upon 184 graduating students of the Cornell University Medical College, School of Nursing, and Graduate School of Medical Sciences at commencement exercises held at The New York Hospital-Cornell Medical Center.

Frederick Seitz, president of Rockefeller University, delivered the commencement address.

Some 1,100 persons gathered under a yellow and white striped tent on the lawn of the Medical Center, located at 68th Street near the East River in New York City, to witness the ceremonies. The traditional academic procession marking the start of the Medical College's 73rd commencement was led by Blanchard L. Rideout, Secretary of the University and University Marshal.

Corson presided and conferred the doctor of medicine degree upon 86 graduating students presented by Dr. J. Robert Buchanan, dean of Cornell University Medical College; the doctor of philosophy degree upon three students presented by Dr. Julian Rachele, associate dean of the Cornell University Graduate School of Medical Sciences, and the bachelor of science in nursing upon 95 students presented by Miss Muriel Carbery, dean of the Cornell University-New York Hospital School of Nursing.

The Hippocratic Oath was administered by Dr. E. Hugh Luckey, vice president for medical affairs of Cornell, and the International Pledge of the Nursing Profession by Miss Carbery.

Since its founding in 1898, Cornell University Medical College has graduated 4,699 physicians.

One of the issues surrounding commencement at Cornell this year is the wearing of cap and gowns. Concerning this item, a special Senior Class mailing contained this letter from some interested seniors:

It has come to our attention that \$6 of your freshman registration fee was allocated for

a 17-month subscription to the Cornell Alumni News, an independent publication of the Alumni Association. In response to the suggestion of some seniors, President Corson has invited the Senior Class to make recommendations to him as to the redesignation of these funds.

In view of the intolerable arson attack on the Africana Studies Center, we strongly urge you to redirect these funds to the Africana Commitment Fund, and in this way show a personal interest in establishing new priorities at Cornell. Each senior should indicate his choice of the University related activity to which he wants to direct his individual \$6.00 by responding on the enclosed postage paid postcard.

After discussing the cap and gown matter with several University officials, President Corson has stated that the traditional academic cap and gown is the appropriate costume for participants in the 1970 Commencement. However, subject to the approval of the Student Finance Commission, any budgeted funds remaining after payment of the cap and gown contracts may be distributed proportionately to those University related activities specified by Senior Class members who vote on the use of funds formerly set aside for the Alumni News magazine.

Total letters sent was 2,046. The latest tally of response showed 618 replies. Of those who replied, 461 checked Africana Commitment Fund, 80 wished to receive the Alumni News and 77 checked other University-related activity, writing in scholarships of every description, contributions to the Class '70 investment fund, athletics, Legal Aid Society, CURW, Olin Library, etc. There was no clear majority among these.

Corson was named president by the University trustees on Sept. 8, 1969 to succeed James A. Perkins, who resigned in June, 1969. Corson rose to the presidency from the position of provost, to which he was appointed in 1963, after four years as dean of Cornell's College of Engineering.

He joined the Cornell faculty as an assistant professor of physics in 1946 and helped design Cornell's first synchrotron formerly housed in the Newman Laboratory of Nuclear Studies. He was appointed associate professor of physics in 1947, became a professor in 1952, and was named chairman of the Department of Physics in 1956, and dean of the College of Engineering in 1959.

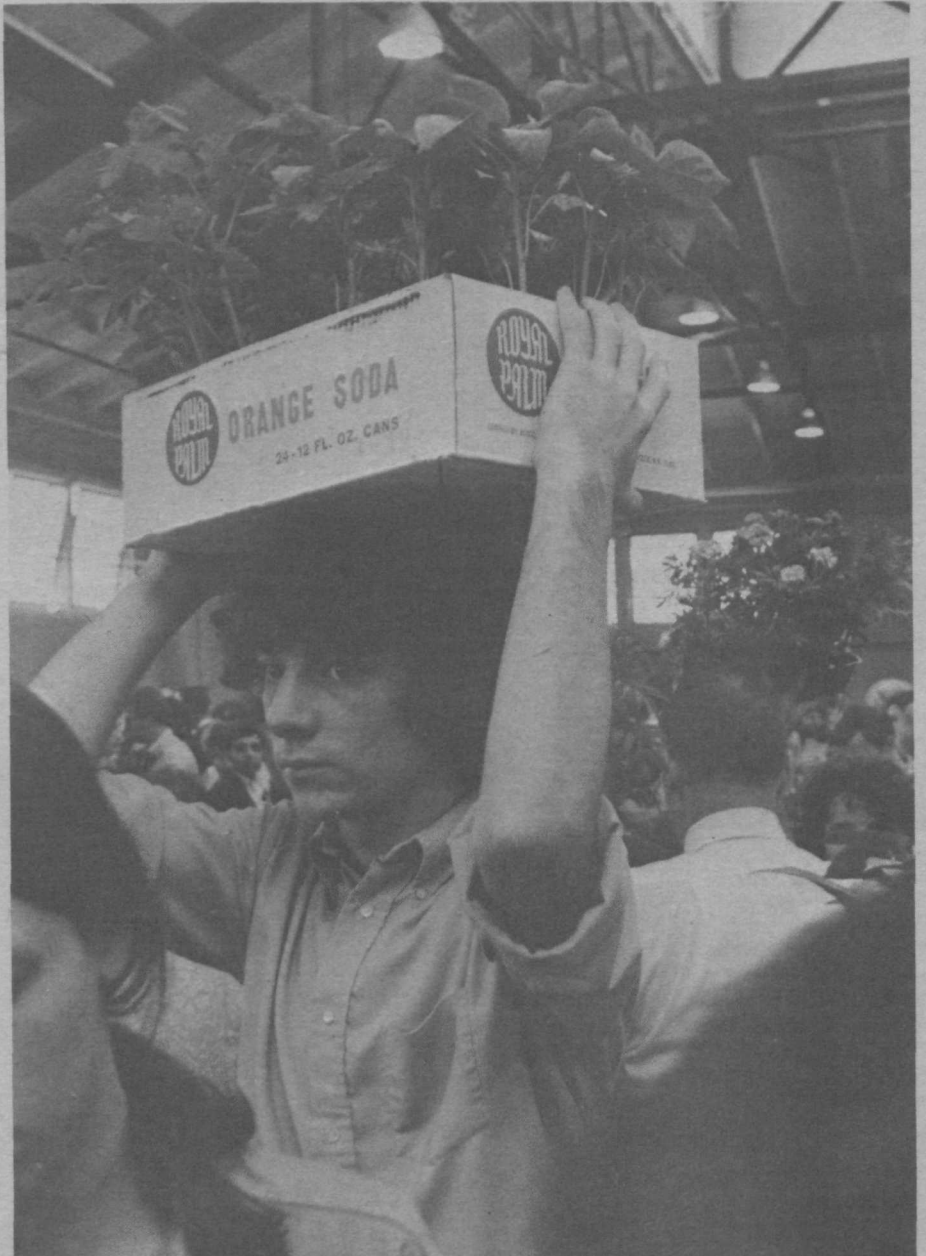
Corson, a native of Pittsburg, Kan., received his bachelor of arts degree from the College of Emporia in 1934, his master of arts degree from the University of Kansas in 1935 and his doctor of philosophy degree in physics from the University of California in 1938.



Ready, set, go...



Sensitive man, imbued with the love for the soil and the bounty of nature, takes to the Judging Pavilion at Cornell each spring for the annual plant sale conducted by students of the Department of Vegetable Crops. And so, at Cornell, one witnesses a ..



Rite of Spring: Life Amid The Flora With The Fauna



The Cornell community from administrators and faculty to secretaries and housewives tiptoe through the petunias, rhubarb, twinkie phlox and Dusty Miller.

Faculty Opinion...

Continued from Page 4

for expansion or eventual conversion to parking were specifically noted.

Eventually a proposal for amending the motion to stop everything came to the floor, suggesting stopping the University Avenue site and also all other parking and traffic plans which have not yet come before the appropriate University and community groups. The Senate considered itself such a group, and since it would not meet until September, the intent was to stop construction of any parking which had not already been approved by the University Committee on Planning and had not been specifically presented to the City. In answer to a question as to whether the Campus Planning Committee had records or could in fact identify what had come before it, I opined that it might very well be able to do so, since I am sure the plans we saw are not destroyed. Luckily wiser heads than some prevailed, and the second part of the amendment was defeated. The original motion, amended to stop construction only on the University Avenue site, finally passed.

What this means, of course, is that plans for the peripheral roads, the expansion of the A and/or A' lots, etc., together with the checkpoint stops, can now proceed. I think there is no doubt that had I not been present at the Senate meeting, the mood was certainly there to stop all construction and to do away with any fee system till fall. With the assurance of the University Avenue lot not being built, and with the understanding that in fact the appropriate committees of the University and of the City had been consulted, the opposition to the whole idea "until review in September by the Senate" became lessened. A proposal to that effect was defeated.

I proceeded in this action wholly aware that it was going to cost me \$108 more than if I kept my trap shut and reacted as violently as I felt about having been bypassed as a member of the University Campus Planning Committee. I simply cannot fathom how the members of the Planning Office or of the Board on Traffic Control could have been so insensitive to the requirement that a new parking lot, so very greatly affecting the environment, could possibly be proposed without the blessing of the Planning Committee. Or are we just for show, presidential appointees or not? It is simply incredible.

On the other hand, I am convinced that the members of the Board on Traffic Control acted in good faith and attempt to do their job well. The members of that Board only this week received notification from me that I consider their ruling in regard to one facet of the parking provisions "capricious" and ill-advised. It came as a shock to me to realize that it was up to me to pull their chestnuts out of the fire. I did so convinced of their sincerity and integrity; I hope they in turn will reconsider the slur on the integrity of the faculty members who are not offenders under the provision I argued against in my

memorandum to them last week!

Needless to say, I, and I am quite sure a large number of the members of the Campus Planning Committee, now must reconsider whether we can continue to serve on such a Committee if it is indeed to be ignored. We all have better uses for our time.

**Richard P. Korf,
Professor of Mycology and
University Senator**

Editor's Note: Construction of a parking lot by Cornell University on University Avenue, a subject of recent public controversy, has been postponed. The attached statement by Cornell Vice-President Thomas Mackesey discusses the matter.

There has been much confusion and misunderstanding about the proposal to build a parking lot on University-owned property on University Avenue. This particular proposal is one component in the first phase of a ten-year program proposed by the Board on Traffic Control and the University Planning Office to improve the quality of the campus environment by restricting the access of vehicles to the central campus area. In order to make this possible and at the same time to provide essential parking facilities for all groups within the University community, it will be necessary to develop more peripheral parking areas. The proposed University Avenue area is part of this all-over plan.

The general plan has been brought before appropriate committees within the University and has been discussed with the Ithaca City Planning Board and the Board of Public Works. It is true that in all of these presentations, discussion has centered about the major policy issues raised by the ten-year plan and not on the details of location and design of individual parking areas, some of which have not yet been completely worked out.

Some students and neighbors have protested that they have not had time to evaluate the effect of the proposed University Avenue parking area on their own interests.

In order that all interested persons may have an opportunity to express their views and that the Board on Traffic Control and the University Planning Office may have an opportunity to evaluate those views, detailed design and construction in that area will be postponed. This lot will not be constructed this summer.

Editor:

The Cornell University Senate in one of its first actions has rearranged the calendar to provide a "recess" immediately prior to the November elections. The vote was so close and the time available for debate was so short that many of us may be permitted to question the wisdom of this move. There seem to me to be compelling reasons for reversing this action and I would urge all those who are persuaded by the following arguments to write President (Dale R.) Corson before the July meeting of the Board of Trustees.

On a very practical level, the

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Chronicle Comment

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— or even secondarily — a moral institution, or a religious institution or a political institution. Right now there's plenty of pressure to moralize and politicize everything, but very little (apparently) to defend what people are supposed to be doing here: teaching, learning, giving people the intellectual tools that they are supposedly going to need later on in order to do anything at all. That a university is primarily an intellectual institution is a big secret nowadays; and we keep it from the students as carefully as we can.

Disinterestedness, art, honesty, are fragile enough values at best — I think they need backing now more than ever — and the last thing we need to do is to reinforce the tacit assumption everybody seems to be holding that the first duty of a university is to give everybody the opportunity to be Good Citizens, or to be Politically Aware, or Concerned, or whatever the jargon is this week. There was, God knows, precious little genuine disinterestedness and real intelligence in institutions like this in the past and it looks as if there's going to be less. Let me quote Robert Brustein, recently, at the Yale School of Drama:

"Both the philistines on the right and the barbarians on the left have shared the opinion that the arts have no reason unless they can be justified in a socially useful way. (They seem to share the same misconceptions about the University itself as an institution.) It is very difficult indeed to prove the usefulness of something you can't wear or eat — or to convince those without souls that souls need expensive things, too — like music, drama, and art. At any rate, the arts, which were just beginning to catch hold a little in this country, have for a year or so now had their fingers stamped by some hobnail boots and are now hanging on by their fingernails."

For art, read learning. Of course, some people have little to teach, nothing to write, and less to think about; so they naturally conclude that their disciplines are really unimportant compared with the great crisis that afflicts us now (fill in what you please; I've been hearing this since I was five) and that they really ought to be out doing other things. And so they ought. As one student was supposed to have said recently, let's save the world first and then we can get back to "books and all that..."

What astounds me is that everyone seems to take it for granted that the University of course ought to participate in politics. Not, mind you, people from the University or students who — God forbid — might actually to have to make a genuine personal decision about

whether to work in the pre-election campaign or attend classes, or possibly (horror, horror!) do both.

A very odd sort of participation. DADDY, MAY I? might be a good motto for it.

And what happens to students who don't want to campaign? An enforced holiday? Very few will complain. (I don't mind a week off, either).

But what about other elections? Where do we stop? There's the 1972 Presidential election (which surely rates more than two weeks, good God) and then local elections — and they're important, you can bet your boots — and school board elections, and so on. Certainly we don't want to bear the onus for the students of deciding which elections they may participate in and which not. And what about further crises? They are sure to come, as sure as God and the proverbial little green apples. Every time there is a crisis, how can we be so immoral, or so apathetic, as to insist on BUSINESS AS USUAL? Until you finally come to the conclusion that the institution cannot make the decisions for the people in it, and that people who wish to solve the world's crisis instead of going to school (or more than they want to go to school) ought not to go to school. Let them go and God bless them. But if we keep deferring our real business to the moral and political business of the people in this institution, we will end up with no University business at all, other things will always take priority. They are — in the short run — much more urgent and immediate. Of course, for people who find that morality takes priority over scholarship (which has its own morality, though a different one), morality must indeed take priority — but must they coerce others (like me?) or drag others with them? This seems to be immoral in the extreme. This may upset sensitive persons who think all absolute values are compatible (which they are, I think) and they all ought to be served at once (which is impossible) by the same people, the same institutions, and in the same way.

The minute you admit that University business is political business (Aryan science?) or moral business (they used to call it "religion" and people got hurt for that, too) you have started to kill the University's real business — which, fragile as it is, rare as it is, is desperately hard to practice, and even more important, can be practiced nowhere else.

Why cannot students who feel strongly enough cut classes, do work early, and take off for their homes to campaign all they wish? People dedicated enough to face tear-gas and bayonets apparently cringe at the torture of a drop of 2/10 per cent in their cumulative averages. Why can't

people manage work and other work?

Of course, as I said, some of us don't have any real work here, but this should not lead into diverting the University from its business to do everybody else's business — it should lead to a re-examination of why the dickens one is really here — do you want an easy job with congenial company, or by God, do you mean what you're doing?

Of course nobody really likes scholarship and research; we all know that. And it's so starry-eyed and innocent and dull compared with the great big real world "out there." Not even teachers really want to live among — ugh! — books. That's "all that..."

Radicalism (well, would you believe jellyfish liberalism?) has become the new orthodoxy among an awful lot of students and in most parts of the Arts College — I won't venture anything about the others, because I don't know. It involves all the complacency, nastiness, comfort, and downright stupidity that any orthodoxy involves. So impossible has thinking become with a whole set of assumptions made by the left that a liberal's only defense against the most obviously barbarous nonsense from the far left is "I agree with your goals but I don't agree with your methods." To which the extremists answer, "Extremism in the defense of (check one) is no vice." Don't these sound oddly familiar? I remember a time (I was a student then) when a faculty's defense of an admitted Communist (whatever that meant) was that he was a good scholar; that he did not force his views on his students, and that scholarly objectivity was more important than political views, for the purposes of the University. Now all this is out of fashion. We may have to defend ourselves against the outside this way, but within our own walls, all of a sudden objectivity has flown to the four winds, extremism is a virtue, everybody has to be committed to something — anyhow, you know the whole chichi vocabulary better than I do; you've been around Cornell longer.

These are eerie times. I don't imagine this letter will make any difference. I'm sorry to abuse your patience with such a long letter. But I really can't stay quiet any more; I have had it about three feet above my head with this nonsense.

Joanna Russ,

Instructor, Department of English

Editor:

We have become increasingly concerned with some of the inequalities of the new administrative procedure for salary adjustments and merit increments. The following is a letter we sent to Mr. Diedrich K. Willers, which perhaps best expresses our concern:

"We want to express our

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Chronicle Comment

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appreciation for what we consider to be a forward step in increasing communications between the administration and workers.

"The recent meetings held by Mr. J. Gormly Miller to explain the new salary adjustments were most beneficial for all library employees who attended. We had an opportunity to participate in a discussion of administrative policy which vitally affected us all. We would hope that all staff on campus would be provided with the opportunity for similar discussions.

"The salary adjustments for this year appear to offer adequate compensation for the rise in the cost of living. However, we feel that there is discrimination in the policy in that employees will not receive merit increments if the new adjustments place their salary at the top of their classification. Employees near the top of their salary grade have arrived there either gradually through years of service, or by having received large merit increments in previous years. It seems that these employees — long term and/or outstanding workers — should be rewarded, not penalized by denial of any merit increment.

"We would hope that reconsideration of this guideline will result in merit increments being awarded to all employees deserving of them."

Mrs. Lynne K. McLewin
President of Association
of Cornell Employees
—Libraries

Editor:

Here is a letter sent to University President Dale R. Corson by a group of University Senators:

Dear President Corson:

We, as members of the University Senate, were extremely upset to hear of the decision made by Controller Arthur H. Peterson to end the Campus Store policy of giving ten per cent dividends.

In a time of rising education costs, we feel this imposes an extra financial burden on students at Cornell, many of whom spend well over \$100 each year on textbooks alone. Adoption of such a policy will be harmful to all members of the Cornell Community who regularly buy supplies, clothing and books at the Campus Store.

We are furthermore confused

—Bus Schedule—

The Cornell University bus service is now operating from 4:45 a.m. until 7 p.m.

The regular bus schedule operates Monday through Friday only.

The present schedule became effective June 1.

by the decision in light of the complete control given, by way of the Division of Campus Life, given to the University Senate over Campus Store policies.

We ask, therefore, that implementation of the new policy, scheduled for July 1, be postponed pending Senate investigation of Campus Store

policies in general next Fall.

Eric H. Freedman, Jack C. Fei, Herbert J. Orange, Michael J. Horowitz, Donald R. Waterman, Joan B. Bodner, Gordon G. Chang, Stephanie V. Seremetis, Philip A. Bernstein, Diane M. Carley, Carl G. Homer, William H. Haydock, Robert C. Platt, and Craig S. Ewing.

Faculty Opinion...

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recess is so unwise as to border upon folly. A "recess" would be a clear and partisan political act which would immediately leave Cornell vulnerable to political reprisal. The game of politics is not always played by campus rules and the result of such reprisals could be serious, indeed. This is particularly true of a school such as Cornell whose relations with the State Legislature and with the State University are already rather delicate. I would ask those who feel the recess to be a "valuable learning experience" to think carefully if they wish to endanger the very existence of Cornell.

The thought of hundreds or even thousands of eager, idealistic Cornell students, working through the system to bring about desired political change, is a heady vision. But, is it a realistic picture or a mirage? There is no evidence to indicate that they will be effective. The crucial time for campaigning, except in most unusual cases, is not the two weeks before the election but the two months before this two weeks. It is in this period that positions are debated and the voters' minds are engaged. If the purpose is to influence the election, then it would be politically wiser to delay the opening of Cornell until November rather than to interrupt the term at the least effective moment. And, what harvest shall we reap if the effort is not effective? The students will have worked through the system and discovered that it does not work! Surely we should not expect them to try and try again for youth, as we know, is impatient as well as idealistic. Rather than "enfranchising" them, we may end up convincing them that the vote is a mere sham, another example of that hypocrisy which they so easily perceive surrounding them.

What of the student who comes to Cornell to be educated? What is he or she to do during the recess? The term will have just properly gotten under way when it will be interrupted and the student will travel home again with little to show for his brief excursion into academia. I do not pretend to know what turns students off at a University, but I would think that this particular tactic might well qualify as one of the best yet devised. What, too, of the student who comes from Colorado or California and cannot afford to return home? It is one thing to sit out a four day Thanksgiving vacation away from home; it is quite another to drift aimlessly for two weeks, in a strange community, with

nothing to do.

Finally, but not least important, what of the Professor who wishes to teach and who feels that instruction in his subject may, ultimately, be of more importance than this or any election? I teach history because I feel with all the strength of my being that history teaches one to think analytically and clearly, that the reading of historical texts permits one to detect cant and hypocrisy, not to mention common confusion, in the expression of ideas. It may merely be myopia caused by long habitation of my ivory tower, but I firmly believe that analytical thinking, objectivity and the ability to follow and see through an argument are attributes that, in the long run, may prove more effective in upholding American democracy than even the election of a peace candidate in 1970. Yet, just at that moment in the term when my class of some 250 confused Freshmen should be ready to coalesce into an attentive, even eager, class, I shall be forced to close the doors to my lecture hall. I shall have to tell my students that they are fully equipped to go out into the world and persuade their fellow citizens to follow the path of righteousness and justice which somehow they have discovered. Were this not such arrant nonsense, it would be laughable!

The recess is a dangerous precedent. It must be opposed and the idea defeated or else we may all say goodbye to the University as we know it. I, for one, think this would be criminal.

Sincerely yours,
L. Pearce Williams
Professor of History

Editor:

I would like to inform the faculty of an action taken last week by the Arts College Educational Policy Committee (EPC). By a vote of 5-2, the EPC granted three credit hours to ten students who had "taught" themselves a course in children's literature. The students may now grade themselves "S." The prescribed syllabus included "Alice in Wonderland," "Pinocchio," "Where the Wild Things Are," "When We Were Very Young," and "Now We Are Six." The students claimed that they had not read the books before taking their course. Whether the books had ever been read to them remains unclear.

Whatever one may think of the scholarly merits of such a course, it is clear that the students proceeded in a manner that made any professional evaluation of their work

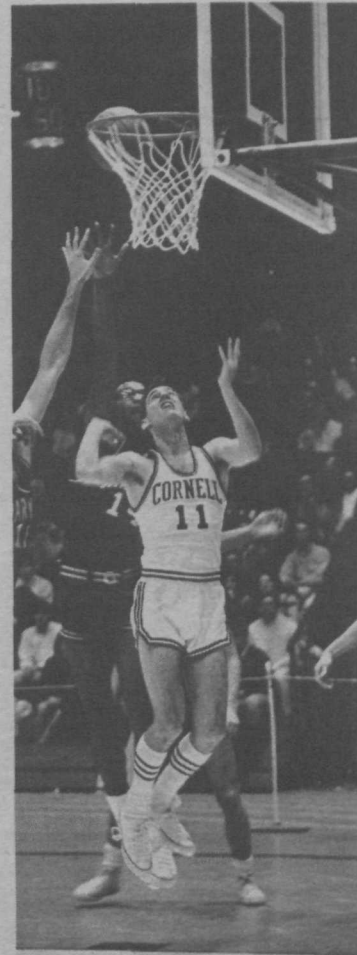
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Teams End Seasons; Laxmen Undefeated

Obscured by the pressure of exams and the flurry of political demonstrations, Cornell's athletes completed their seasons in the last few weeks with varying degrees of success.

The lacrosse team put by far

No Academic Small Fry (e)



SCHOLAR-ATHLETE — Paul E. Frye (11), shown here in action against Harvard, has been named the recipient of the Eastern College Athletic Conference's (ECAC) Merit Medal as Cornell's outstanding senior scholar athlete. Frye, a six-foot, three-year regular on the Big Red basketball squad at guard, owns a 3.53 cumulative average in the School of Industrial Engineering and Operations Research in the College of Engineering.

the largest feather in the Athletic Department's spring cap — the lacrosse team finished the season with an 11-0 record, took the Ivy League title, and have now won 17 straight games over the last two seasons.

Three Cornellians — Mark Webster, Bob Shaw and Jeff Dean — were named to the All-Ivy first team, while junior Al Rimmer, an attackman who led the Ivies in scoring with 32 points, was named to the second team. Rimmer's scoring performance broke the league record, which was held by teammate Webster.

Coach Richie Moran's squad also set a record for the most goals scored in an Ivy season, with 87.

The baseball team didn't fare as well, however. The Big Red nine finished the season with a 19-17-2 record, good for fifth place in the Eastern Intercollegiate Baseball League (EIBL).

After a shaky start, the team

finished strong, winning 11 of its last 13 games. Pitcher Tom MacLeod was named the team's most valuable player. MacLeod turned in a 7-6 won-lost record, coupled with a stingy 1.61 earned run average. Second baseman Buddy Witkoski was named captain for the 1971 season.

The heavyweight crew finished its season with a 1-2 race mark. The varsity boat placed fifth in the Eastern Sprints in Wooster, Mass.

Harrison "Stork" Sanford, who has been watching Cornell crews row up and down Cayuga Lake for 34 crew seasons, will coach his last race next week, as the crew participates in the IRA Regatta on Syracuse's Onondaga Lake June 11-13.

Track runners finished fourth in the outdoor Heptagonals in New Haven, and ended their season with a 2-1 meet record. The cindermen also tied for eighth with the University of Pennsylvania in the IC4A's.

Twelve members of the team will participate in some postseason running, however. The runners will compete with members of Penn's track squad in a meet against a combined Oxford-Cambridge University team in London, England June 11. The transAtlantic meet, sponsored by the four universities, is held every four years. After the Oxford-Cambridge meet, the Cornell-Penn team will meet the University of Birmingham on June 13.

The golf team finished its season with a 3-2-1 mark, while Cornell's tennis team compiled a 3-8 mark, upsetting a strong Navy squad, 5-2 in its last match.

Announces DAR History Prizes

The Daughters of the American Revolution (DAR) History Prizes have been awarded at Cornell University.

The \$250 award to the outstanding graduating senior in American history went to Maureen S. Taylor while the \$500 award to a graduate student demonstrating superior attainment in American history went to Robert Dawidoff.

Awards of \$250 for the best graduate seminar papers went, for 1968-69, to Harold C. Pope for his paper, "The Typological Origins of Samuel Hopkins' Antislavery Activities." The 1969-70 winner was Gary W. Reichard whose paper was titled, "President versus Party: Eisenhower and the 'Internationalizing' of the House GOP, 1953-1954."

The awards were announced by Fred Somkin, associate professor of American history, and chairman of the DAR Prize Committee.

Calendar

June 4-10

Thursday, June 4

No Scheduling.

Friday, June 5

3-5 p.m. ** Senior Weekend Faculty-Senior Cocktail Party. Memorial Room, Willard Straight Hall.

7 and 9:15 p.m. ** Film. *A Shot in the Dark*. Ives 120.

Saturday, June 6

No Scheduling.

Sunday, June 7

11 a.m. Sage Chapel Service. The Reverend W. Jack Lewis, director, Cornell United Religious Work (CURW).

2-4 p.m. ** Senior Weekend Chicken Barbecue. Lower Alumni Field.

4 p.m. Concert. Cornell Wind Ensemble, conducted by Marice Stith. Library Slope. (Bailey Hall in case of rain.)

8 p.m. ** Concert. Cornell University Glee Club, conducted by Thomas A. Sokol. Bailey Hall.

Monday, June 8

8 a.m. Commissioning of Officers. Addresses by University President Dale R. Corson and by Rear Admiral Robert W. McNitt, United States Navy, superintendent of the United States Naval Postgraduate School at Monterey, California. Statler Auditorium.

10 a.m. Academic Procession from the Arts Quadrangle to Barton Hall.

11 a.m. One Hundred and Second Annual Commencement and the Investiture of the Eighth President of the University. Dale Raymond Corson. Speakers: Dr. Julius Stratton, chairman of the board of the Ford Foundation; Dr. Dale R. Corson, eighth president of Cornell University; and the Reverend David W. Connor, Catholic chaplain, Cornell University. Barton Hall.

Tuesday, June 9

No Scheduling.

Wednesday, June 10

2 p.m. *** Reunion Registration Opens. Barton Hall and various dormitories.

4 p.m. University Faculty Meeting. Ives 120.

7:45 p.m. *** Reunion Welcome and Coffee Hour. Frank R. Clifford, director of alumni affairs; Harry Caplan, Goldwin Smith Professor of the Classical Languages and Literature, Emeritus. Main Lounge, Statler Inn.

Special Events

** Senior Weekend. June 5-7.

*** Cornell University Alumni Reunions. June 10-14.

Exhibits

ANDREW DICKSON WHITE MUSEUM OF ART. *Art Against Oppression: From the Museum Collection*. Hours: Tuesday through Saturday, 11 a.m.-5 p.m.; Sunday 1-5 p.m.; closed Monday.

JOHN M. OLIN LIBRARY. Rare Book Room. Gallery and Lower Level. *William Wordsworth, Honoring His Two Hundredth Birthday, April 7, 1770* (Reopens June 8). History of Science Collections: *Roses in June*.

MCGRAW HALL. Department of Geological Sciences (first floor, center hall). *Fossils: Edible and Unusual Mollusks; Mineral Deposits: Ore Minerals for Ferroalloy Metals; Interglacial Deposits along Cayuga Lake*.

Cornell University Press

Xenophon's Socratic Discourse, by Leo Strauss (June 5).

Foundations under Fire, by Thomas C. Reeves (July 10).

* Admission charged.

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

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



1970-71 Academic Calendar

(revised May 24, 1970)

Registration, new and rejoining students	Th, Sept. 10
Registration, continuing students	F, Sept. 11
Fall term instruction begins, 7:30 a.m.	M, Sept. 14
Instruction suspended for citizenship recess, 1:10 p.m.	S, Oct. 24
Instruction resumed, 7:30 a.m.	Th, Nov. 5
Thanksgiving Day, a holiday	Th, Nov. 26
Instruction suspended for Christmas recess, 4:30 p.m.	T, Dec. 22
Instruction resumed, 7:30 a.m.	M, Jan. 4
Fall term instruction ends, 1:10 p.m.	S, Jan. 9
Independent study period begins, 2:00 p.m.	S, Jan. 9
Final examinations begin	W, Jan. 13
Final examinations end	W, Jan. 20
Intersession begins	Th, Jan. 21
Registration, new and rejoining students	Th, Jan. 28
Registration, continuing students	F, Jan. 29
Spring term instruction begins, 7:30 a.m.	M, Feb. 1
Spring recess:	
Instruction suspended, 1:10 p.m.	S, Mar. 27
Instruction resumed, 7:30 a.m.	M, Apr. 5
Spring term instruction ends, 1:10 p.m.	S, May 15
Independent study period begins	M, May 17
Final examinations begin	M, May 24
Final examinations end	T, June 1
Commencement Day	M, June 7

Faculty Opinion...

Continued from Page 14

impossible. (1) They presented the draft of a syllabus to two professors who thought substantial changes were necessary; while some changes were subsequently made these faculty members were not again consulted about the content of the course. (2) A professor in the Department of English agreed to sponsor the course, but he attended no discussions and had no opportunity in the end to evaluate written or oral performance; he made no recommendation to the EPC concerning accreditation.

In my judgment the EPC has set a dangerous precedent by granting credit for a course whose intellectual content was at best dubious and whose mode of operation precluded any scholarly appraisal of what transpired. It will be interesting to see what effect the decision will have on a general proposal to accredit student run courses which the EPC is likely to bring before the faculty next fall.

Sincerely,
Richard Polenber

Associate Professor of
American History,
Member, EPC.

Members of the Faculty:

At a meeting of the Department of History on May 20th it was decided that a committee be established to request clarification and justification of the new ordinance on Vehicle Registration and Parking Permits, as well as of the procedure followed in establishing the ordinance.

Would all faculty members unhappy about the new regulations and interested in helping the History Department do something about them please make their specific questions or objections known to Professor Alvin H. Bernstein (316 West Sibley Hall: 6-2380 or 273-8366), chairman of the new committee.

L. Pearce Williams
Chairman, Department of
History