

Cornell Black Studies Center Enrolls 160 Students

One hundred and sixty students are enrolled in the ten courses being offered this fall by the newly established Center for Afro-American Studies at Cornell University.

The students were selected from among nearly 250 applicants, according to Center Director James Turner.

Enrollment in the classes varies from ten to 25 students, Turner added. All the courses, he said, have been approved for credit by the College of Arts and Sciences, the College of Engineering, the College of Human Ecology, and the College of Architecture, Art and Planning. Classes are conducted at the

Center located at 320 Wait Avenue.

Turner listed these courses and faculty:

—“Afro-American Writing and Expression,” and “Issues in Black Literature,” both four credit courses taught by James Cunningham;

—“20th Century Black America: Infancy, Family & The Street,” and “Psychological Aspects of the Black Experience—A Research,” both four credit courses taught by C. Dalton Jones;

—“Black Resistance: South Africa and North America,” and “History & Politics of Racism and Segregation,” both four credit

courses taught by J. Congress Mbata;

—“Education in Urban Black Communities,” a four credit course, and “Social Psychology—The Relevance of Psychology to Black Culture,” a three credit course, both taught by Miss Gloria I. Joseph;

—“Black Political Thought,”

and “Colonialism and Africanization of Public Administration,” both three credit courses taught by Rukudzo Murapa.

Turner also outlined the backgrounds of the Center's five faculty members recruited during the summer months:

C. Dalton Jones, research

associate and lecturer, received a bachelor's degree in psychology in 1962 at Rutgers University and a master's degree in experimental psychology from Tufts University in 1965. He is currently a doctoral candidate in child development at Cornell and has worked in education.

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BLACK STUDIES DIRECTOR — James Turner, Afro-American Studies director, has outlined his approach in a report to President Dale R. Corson. The report appears in this issue of the Chronicle starting on page 4.

Administration Considers Housing/Dining Changes

The University administration is studying a series of recommendations proposing a unified governing structure for housing and dining services at Cornell that would include broad student involvement.

The recommendations, included in the report of a joint faculty-student-administration committee headed by Professor David J. Allee, were received by the administration toward the end of the 1968-69 academic

year. In addition to study by the administration, the report of the 17-member committee has also been distributed to delegates of the Cornell Constituent Assembly.

To promote broad campus discussion of the committee proposals the Chronicle is reprinting the recommendations contained in the report. The recommendations follow:

While maintaining its integrity as a multi-million dollar

operating unit of the University, the Department of Housing and Dining should report to the Vice President for Student Affairs. In this way a coordinated program for supporting student extra-class life with aggressive educational objectives should be expected to evolve.

To assist in the development and management of this program we propose a three-level “local governmental”

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To Meet the Need



HEAD CAMPUS DRIVE—Co-chairmen of the United Fund campaign on the Cornell University campus, Richard D. Black (left) and Donald F. Berth (right) discuss campaign plans with University President Dale R. Corson.

Fund's Campus Goal Is \$170,000

The annual United Fund campaign is under way in Tompkins County, with a goal of \$529,000.

Of this, the university's share is \$170,000.

Between now and the end of

the drive on Oct. 17, more than 200 Cornell volunteers will solicit the support of all faculty and staff to meet the goal. Last year the Cornell community contributed \$156,000 to the campaign.

The money goes to support 20 agencies and 13 town chests served by the fund.

Heading up the campus drive are co-chairmen Richard D. Black, associate professor of

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Lists Auto, Gun Rules

The University's Division of Safety and Security through its director, Eugene J. Dymek, wishes to remind members of the Cornell community of University policy on moving traffic violations and on the registration and use of firearms on campus.

1. Moving traffic violations.

To conform to speed limits in adjoining communities, the Division has raised the speed limit on campus from 25 to 30 miles per hour except in certain areas where the speed limit is posted as 15 miles per hour. These areas include Schoellkopf Drive between Garden Avenue and Kite Hill Road, and all drives in student apartment projects and dormitories.

Campus patrolmen have been instructed to be specially alert to stop sign and traffic light violations, and to general disobedience of state motor vehicle and traffic laws by operators of motorcycles and motor bikes. Dymek says recently observed violations by

such operators include passing other vehicles on the right and

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Corson Sets Oct. 15 Policy

University President Dale R. Corson has issued a statement containing the University's position on participation in the antiwar protest scheduled for October 15.

It reads: “Cornell will respect and honor the intentions of those sponsoring the October 15th movement to make participation a matter of individual conscience. I will expect that the individual rights of those who choose to hold or attend classes will be respected. It will be left to individual faculty members to decide whether to hold classes or to reschedule them later. In addition, appropriate University facilities will be made available to the Committee of Concerned Asian Scholars for the program they have taken the lead in developing.”

Bulletin Of the Faculty

(Publication of this Bulletin is supervised by the Secretary of the University Faculty, Ernest F. Roberts Jr., 304 Day Hall, 256-4843.)

Report of the Faculty Committee on Music

Here is the report of the Faculty Committee on Music (1968-69). Members of the committee were Eric Blackall, Herbert Carlin, John Hsu, Robert Miller, Arthur Neal '69, John Riddle '71, Adrian Srb, Charlotte Shull, concert manager, and Raphael Littauer, chairman.

During the financial crisis which came to a head two years ago, the committee had decided to consolidate the Bailey Hall concerts into a single series, and to persevere in an effort to engage only top artistic talent, hoping to recover the resultant expense from better attendance and slightly raised ticket prices. This policy was continued without change this year, and again the committee abstained from any "outside" activities which might result in financial losses.

It is pleasing to report that the policy has been effective in buttressing our financial position somewhat, and that it was unnecessary so far to draw upon the loan which was offered by the administration. After a rather slow start in subscription ticket sales, the concerts were still well attended and received. It was owing to the good single-ticket sales that losses were avoided this year. Our present balance is about \$5,700, an increase of \$4,200 over the balance at the close of the previous year.

This optimistic picture should be assessed cautiously, however. The committee feels that its objective is to provide the highest quality of musical performances, not to balance its books. This year, the objectives did not appear to conflict in any way: but the countrywide trend to smaller audiences continues, and it is not clear that in the long run it will be possible to maintain such quality without a substantial subsidy. Moreover, it is very restrictive to the committee to make money matters so important, and inhibits the possibility of scheduling unique artistic events which present themselves as possibilities and which we feel the community should be entitled to.

It is also clear that the local situation of unrest will have serious repercussions on our activities. Series ticket sales have been extremely slow, and this is understandable. Perhaps individual sales will make up for this. Even if this should be true, the uncertainty engendered by this delayed reaction will seriously hamper our planning; we are forced to make binding commitments for the 1970-71 season very early in the 1969-70 season.

We anticipate, then, that the upswing of this year may turn out to be temporary, for a combination of reasons. Without wishing to prophesy disaster prematurely, we do want to emphasize that the solvency of a high-quality concert series is still very much in jeopardy.

Faculty Council

(Actions Taken By The Faculty Council, October 1, 1969)

The Faculty Council agreed to recommend to the Faculty Committee on Student Affairs and to the Faculty Committee on Academic Freedom and Tenure that they jointly create a subcommittee to review the University regulations and procedures for the maintenance of public order, with a view to recommending any changes needed therein. The Council request envisages provision being made for student input and consultations with appropriate groups.

The Faculty Council considered whether the University Faculty should take a position with respect to the October 15 moratorium. They concluded that the matter should not be brought before the

University Faculty and should remain a matter of individual decision.

The Council also approved a motion which reads as follows: "Resolved, that the Faculty Council, acting in the name of the University Faculty, approve the recommendation being submitted by the Law Faculty, with the approval of the President, to the Board of Trustees by which that board will be asked to approve the retroactive award of the J.D. degree."

University Faculty Meets October 22

The meeting of the University Faculty originally scheduled for October 15 has been postponed to October 22 at 4:30 p.m. in Bailey Hall.

A.D. White Professors-at-Large

The annual report of the program for the Andrew D. White Professors-at-large for 1968-69 as presented by its chairman, Professor Max Black, is reprinted below.

This has been an exhilarating year, with several welcome return visits, some notable inaugural appearances, and some first-rate new appointments in the offing.

Visits. Miss Barbara McClintock, one of our first Professors-at-Large, returned in March, to everybody's great satisfaction. Besides her formal seminar on "Versatility of Genetic Mechanisms," she had, as usual, much discussion with students and faculty on specialized topics in genetics. As one of her Cornell admirers put it: "Her critical and highly original analyses of outstanding genetic problems always leave us with food for thought for months after her departure."

Professor Raymond Aron, of the Ecole Pratique des Hautes Etudes, paid his eagerly awaited first visit in the Spring. A public lecture on "International Politics and Society" and informal seminars for advanced students on problems of war and peace were only part of a fantastically crowded schedule that included visits to regular classes, meetings with faculty groups, and newspaper interviews that received national attention. I speak for many at Cornell in thanking this courageous writer and thinker for his exemplary demonstrations of lucidity and disciplined good sense. We must hope that he can be persuaded to return very soon.

Given Dr. Louis S. B. Leakey's international fame, in connection with his extraordinary discoveries at Olduvai Gorge, it was no surprise that his public lectures on the evidence of evolution of man in Africa packed Bailey Hall. The thousands who came enjoyed models of popular lecturing; those who attended his seminars were able to share in the excitement of an ambitious research program in full career. Many undergraduate students will probably remember best the nightly gatherings at Dr. Leakey's apartment, and not least the chance to taste their host's freshly baked bread. Dr. Leakey's accession does honor to the program.

The visit of Professor Mark Kac, of The Rockefeller University (still regarded by us as a Cornell man at heart) was notable for another of the "Public Disputations" which he has helped to inaugurate. A lively hassle on Probability, in which he was joined by Hans Bethe, Vinay Ambegoakar, and Max Black, entertained an enthusiastic audience of several hundreds.

Professor Gina Gorla's inaugural lecture on "The Golden Age of Italian Supreme Courts — An Unfinished Chapter of Italian Political and Legal History" was preceded by a moving introduction reviewing his long and happy association with the Cornell Law School. The successful experiment of following the lecture by an intensive private seminar for local faculty — historians and lawyers — deserves to be imitated in connection with other visits by Professors-at-Large. We hope to see much more in the near future of the genial Director of the University

of Rome's Institute of Comparative Law.

Professor Elizabeth Mary Wilkinson's inaugural visit overlapped Cornell's time of troubles. Nevertheless, her splendid lecture on "Tragedy in the Diachronic Mode: Goethe's Faust" was the memorable experience that her admirers at Cornell had anticipated. Her seminars on "Problems of Literary Interpretation" and "The Role of Germany in European Enlightenment" made us envy London University's good fortune. The unusual action of the Society for the Humanities in electing Miss Wilkinson to a permanent fellowship was a fitting expression of Cornell's high regard for an outstanding scholar and teacher. We shall be waiting impatiently for her return.

Professor Georg Henrik Von Wright briefly absented himself from the Finnish Academy (whose President he is) in order to collate Cornell's unique collection of manuscripts of the late great philosopher Ludwig Wittgenstein. This remarkable legacy has had its value further enhanced by Professor von Wright's new introduction to the collection. We look forward eagerly to his return in the spring of 1970, to deliver a series of lectures on "The Nature of Explanation" which he expects to rehearse at Cambridge.

The new appointments, awaiting formal ratification by the Trustees, of Felix Candela (internationally renowned architect from Mexico),

Northrop Frye (University professor at Toronto, possibly the best known literary theorist writing in English) and J. R. Schrieffer (the distinguished physicist at the University of Pennsylvania) are cause for much satisfaction.

Retrospect. It is good to notice that the Professors-at-Large are on the whole lengthening their visits — a month seems about right. It was agreeable also to have some of our Professors-at-Large (e.g. von Wright, Wilkinson, Aron) attending faculty meetings and even voting, as they are entitled to do.

I have provided above only a few glimpses of the extent to which the Professors-at-Large are helping to keep the university lively, critical and informed. The "dual educational citizenship" envisaged in the program is proving immensely valuable to us. Suggestions for ways in which to improve the program, whether from the Professors-at-Large or their Cornell associates, will always be gratefully received.

Acknowledgments. I warmly thank my Cornell colleagues, and especially the members of the selection and advisory committees, for help well beyond the call of duty.

I know I speak for many besides myself in expressing keen regret that Dr. James A. Perkins will no longer, as president of Cornell, be the program's best friend and staunchest supporter. We shall miss him.

Faculty Opinion...

Editor of the Bulletin of the Faculty:

We, the undersigned individuals, members of the physics faculty of Cornell University, wish to register our opposition to the continuing war in Vietnam.

We will not carry on "business as usual" on October 15, and will take part in a demonstration against war. We welcome teaching assistants joining us in these efforts.

We recommend to our colleagues that they make it possible for their students who wish to join in the Moratorium to do so.

We will support non-academic employees who wish to join in this effort.

Karl Berkelman, David R. Bowen, David Cassel, G.V. Chester, Fred Cooper, John W. DeWire, Marco Fontana, Richard Haymaker, Donald F. Holcomb, Peter M. Joseph, J. A. Krumhansl, Gordon Lasher, Raphael Littauer, Herbert Mahr, B. W. Maxfield, N. D. Mermin, Jay Orear, John Peoples, Jr., J. D. Reppy, Robert C. Richardson, Edwin Salpeter, R. H. Silsbee, A. Silverman, Peter Stein, D. Hywel White, John W. Wilkins, Donald Yennie, John P. Delvaile, B. Gittelman, T. Kinoshita, L.G. Parrat, Jean Pestieau, Paul Hartman, N.B. Mistry, and Probir Roy.

To the Editor of the Bulletin of the Faculty:

I am writing to present a different view from, "At their meeting on September 24, 1969, the University Faculty decisively approved the Bethe Committee Report as a statement of the sense of the faculty", which appeared in the

Bulletin of the Faculty, September 25, 1969.

The faculty was not at the September 24 meeting. Probably not even one third of the faculty, since before voting on the Bethe Committee Report those present at the meeting "decisively" defeated a motion to table the Bethe Committee Report by the vote of 125 to 100. This raises the question of whether one-third of the faculty decisively approved the Bethe Committee Report as being a statement of the sense of the faculty (or even of one third of the faculty).

Based on the long debate before the vote on the report, I feel that many faculty members were not satisfied with it yet supported the report because it was obviously so "well intended". One of my main objections was that Professor George Winter constantly needed to explain what various sections of the report meant. It still is not clear what weight is to be attached to the sections of the report entitled "Comments".

I would say at their meeting on September 24, 1969 about one-third of the University Faculty derisively approved the Bethe Committee Report as a statement of the sense of some of the faculty.

Moss E. Sweedler
Asst. Prof. of Mathematics

Editor of the Bulletin of the Faculty:

Here is a resolution adopted by the Department of Theatre Arts: Resolved that the Department of Theatre Arts at Cornell University endorses the October 15 moratorium on the Vietnam War.

James H. Clancy
Chairman
Department of Theatre Arts

New Service Building



AT THE DEDICATION—Cornell President Dale R. Corson and Mrs. Corson (at left) offer congratulations to the family of the late John W. Humphreys, for whom the Service Building was dedicated Friday, Sept. 26. Members of the family are (from left center) daughter Julianne (Jody), daughter-in-law Katherine, son John K. and Mrs. Humphreys.

Dean Of Students Office Registers Student Groups

In an attempt to greatly increase the amount of information available to the public about student organizations at Cornell, the Office of the Dean of Students this fall has been conducting a new registration of campus groups.

Previously, the Scheduling Coordination and Activities Review Board (SCARB) provided the only formal University contact with organizations. A group must be recognized by SCARB in order to be eligible for University funding and insurance. In order to be recognized, the body must comply with a number of SCARB guidelines and must submit a copy of its constitution.

The difference between SCARB recognition and registration with the Office of the Dean of Students is one of degree. Registration is the first step that must be taken toward obtaining SCARB recognition. In addition, an organization must be registered to use University facilities such as meeting rooms and auditoriums.

The main objective of the registration process, however, is to provide information, both for the student body and for the individual groups. The primary source of information will be an organization directory, expected to be available next week. This

directory will contain the name, address, and phone number of each registered organization as well as the name of the organization's president.

Shortly thereafter, a list of University facilities that are available for use as meeting places will be mailed to each registered group. The list will contain the capacities of the locations, who to contact to obtain their use, and charges involved, if any. A third mailing to those registered will be a 'Reference Manual for Student Organizations,' containing advice on running an organization, special information for officers, and sources of University assistance.

Other material will be mailed to the organizations from the Student Affairs Office as the year progresses. For example, a guide sheet for the display of posters is being prepared, showing optimum position for their placement and the areas in which permission is necessary before posting notices.

All organizations who as yet have not registered are urged to do so by Monday, October 6, so that their name will be included in the directory. Those interested should call "Peppermint Patty" at 6-4131 or go directly to Room 31 in Willard Straight Hall or Room 135A Day Hall.

Children's Tuition Scholarship Applications Still Being Taken

The Personnel Department is still accepting applications for free tuition for the academic year 1969-70 which is available to the children of Cornell employees under the provisions of the Cornell Children's Tuition Scholarship Plan (CCTS).

Applications and detailed information may be obtained during the morning hours from Mrs. Ruth Kent, at 256-5226 in the Personnel Office, B-12 Ives Hall.

A total of 717 children of Cornell employees attended various colleges and universities during the 1968-69 academic year. Some 495 students attended schools other than Cornell while 224 were enrolled at Cornell.

Under the CCTS plan, a child of an eligible Cornell employe may receive free tuition but not fees for up to 14 terms of undergraduate and graduate study at any of Cornell's colleges and schools. The yearly tuition total exceeds \$1,500 a year in some cases.

The plan also permits an eligible student to attend an accredited institution other than Cornell. These students, however, may not receive more than \$1,000 a year to cover tuition and fees and not more than a grand total of \$4,000. In addition, the plan will not cover more than eight terms of undergraduate study (there are no provisions for graduate study) at an institution other than Cornell.

If a student receives the scholarship for eight terms, he may return to Cornell and receive up to six terms of tuition-free graduate study.

Details of the plan are:
SCHOLARSHIPS AVAILABLE UNDER THE PLAN.

A. At Cornell — Retains the present scholarship plan for eligible children who attend Cornell.

1. It provides free tuition for a period not to exceed fourteen terms to an eligible child who is admitted to an undergraduate or graduate degree program in any of the schools or colleges of the University.

2. The scholarship covers the entire tuition but not the fees.

3. Any period of tuition benefits the child has received under the Tuition Exchange and/or CCTS plans at other institutions will reduce the number of terms of free tuition available at Cornell University.

B. Tuition Exchange — Eligible children who have matriculated under the Tuition Exchange Plan will be permitted to complete their program. No new certifications will be made under the Tuition Exchange Plan.

C. At Other Accredited Institutions (effective September 1, 1966).

1. An eligible child who is admitted to an undergraduate degree program in an institution

as defined in C3 below qualifies for a Cornell Children's Tuition Scholarship. The annual scholarship will be the smaller of two amounts, (a) the tuition and required fees at the institution attended, or (b) \$1,000. The total scholarship may not exceed \$4,000.

If the eligible child is an accepted candidate for a degree on a part-time basis, the amount of the scholarship will be determined by the Administrative Officer in charge of the CCTS program with the advice of an Advisory Committee as defined in IIIA.

2. The CCTS will be continued for the duration of a normal undergraduate program leading to a degree, but (a) it will not be continued for a period to exceed four academic years (eight semester equivalents) of study on a full-time basis or five academic years on a part-time basis, and (b) it will not be made available to graduate students.

3. The CCTS (under the conditions of C1 and C2 above) will be awarded if the eligible child attends an institution on the list of Accredited Institutions of Higher Education published by the Federation of Regional Accrediting Commissions by the American Council on Education.

An eligible child may qualify for a CCTS award in a nonaccredited institution provided the proposed program requires four or more terms (semester equivalents) of academic classroom work in a recognized degree program. In cases of this kind, however, and also in the case of any institution outside the United States, the application for an award will be approved or disapproved by the Administrative Officer in charge of the CCTS program with the advice of the Advisory Committee.

4. Scholarship payments will be made directly to the institution attended on the basis of a certification of attendance received from such institution on a per term basis. In no case will the scholarship stipend be paid to any individual.

ELIGIBILITY FOR SCHOLARSHIPS.

A. "Eligible Children," as used in this plan, will be determined by the following two criteria:

1. All children who are (a) natural-born children, (b) adopted children, (c) step-children, or (d) foster children, provided that the foster child shall have been living in the home of a qualified employe (see 2a and 2b below) and shall have been supported primarily by him for at least five years prior to registration in Cornell or another accredited institution.

2. All children whose parents qualify under one of the following categories:

a. University Employes.

(1) A full-time member of the University Faculty, voting or non-voting, having the rank of

professor, associate professor, or assistant professor. For this purpose, faculty will also include any senior research associate, research associate, senior extension associate, extension associate, professional librarian or instructor whose term of appointment is longer than twelve months.

(2) All full-time administrative, supervisory or professional employes whose positions are designated as exempt.

(3) Professional full-time personnel serving in the Veterinary Diagnostic Laboratories.

(4) Faculty members and other employes of the Medical College who are in the status of "geographic full-time with ceiling" when, in consideration of their contribution to the academic University program, they receive a portion of their income as salary from the University.

(5) All other full-time employes who have completed ten years of continuous service.

b. Persons in other categories who are considered as qualified employes under this plan.

(1) All members of the ROTC staff at Cornell (subject to 2a-(1), (2), and (5)).

(2) Employes of the Cornell Campus Store, Inc. (subject to 2a-(2) and (5)).

(3) All Cornell United Religious Work chaplains who have been in residence ten years.

B. Children of qualified employes will continue eligible as long as the employe remains in the service of the University or other qualified category and their eligibility under this plan will not be terminated if he retires under an approved Cornell University plan or if he dies or becomes totally disabled during such service. If an employe, whose children are receiving tuition scholarship benefits under the CCTS Plan, ceases to be an employe for reasons other than death, retirement or total disability, such tuition scholarship benefits shall cease. The children of qualified employes who are on leave of absence without pay will be granted only one term (semester equivalent) of eligibility.

School Bells For Employes

Regular full-time nonacademic employes with one year of service are allowed to take up to a maximum of four credit hours a week at the university. If the course work is approved as job-related, the employe will be given the time off and the tuition and fees will be waived. If the work is not job-related, the employe must make arrangements to make up the time and must pay the tuition and fees.

Black Studies: A Concept And A Plan

Director James Turner Details Center Operations and Goals

James Turner, director of the Afro-American Studies Center, has submitted the following report to me describing both the present operations and his plans for the future of the center. I have requested that the complete report be reprinted in the Chronicle to inform the community and to provide the basis for further discussion.

Dale R. Corson
University President

Introduction

The meaning and challenge of the Black Presence at White schools; the social origins of the demand for new modes in education (i.e. Black Studies).

"Black Studies is a demand for a new encounter with the Black experience in American education."

In any society, the purpose of its educational system is to provide all members of the society with those skills and tools necessary to maintain and enhance the society. Given the self-defined ethnic, cultural, and social diversity of American people, it would seem as though all subsequent cultural institutions would be equally pluralistic. But higher education in America has traditionally been the exclusive domain of White America. Today, Black students have begun to play a leading role in challenging and changing the status of higher education. Having neither influential input nor functional role in terms of determining content and direction within this almost totally white world provides little security and assurance for many Black students.

On college and university campuses, frustration and contempt for the educational system has bred open rebellion against tradition, educational curriculum, and definition of the content of academic study and work. Contemporary Black students feel a keen sense of themselves as an extension of the Black community — a distinct few who seek to gain educational and scientific experience in order to work within the Black community. They hope to channel whatever dynamism they possess into the building of a viable and productive Black community. Increasingly, Black students are seeking to promulgate a conceptual and theoretical framework within which constructive change may be channeled into the Black community. They seek to build; thus, a relevant education becomes a necessity.

Among Black college students, particularly those in predominantly white schools, there has been a growing

identification with the Black community and its problems. At Cornell and elsewhere, Black students have begun to question the relevance of their education in relation to their needs and the needs of their community. They have said that the only moral reason for a college's existence is to develop potential, to refine and to develop the experiences of the society. What does this reason have to do with their presence on the campus, if the only recognition of experience is that of the white community? They have begun to say that perhaps colleges and universities as they now exist are, at least, irrelevant and often even destructive to the Black community. In the Black community one of the most blatant forms of oppression is the irrelevant and destructive educational experiences of its youth, from elementary to junior and senior high schools and finally in colleges and universities. There is a denial of the legitimacy of cultural expression and social facility among Black people. There is little in any curriculum that starts with Black people as a specially and uniquely cultured people. So there is little wonder that Black students lose interest in education, in life, and in society at an early age. But they have now begun to say that perhaps the recognition of one's self is in terms of one's historical presence and social significance. They are saying even further that if a college's objective is to make students productive members of society, then that purpose is for the entire society, including the Black community. This means that in some way the concept of education, its goals and methods has to be re-examined and made relevant to a larger number—and different kinds — of students than those to whom it is now important.

From the very beginning of American history, Black people have formed an economically, socially, and culturally significant part of America. They have contributed to American art, music, and literature; they have been fundamentally important in shaping not only the attitudes and institutions of the Black society but the whole society as well.

Despite the obvious importance of Black people, however, neither the public at large nor scholars know very much about the precise role of Black people in American life, past and present. Little is known about their position in American society, about the scope, quality, and significance of their contributions to American culture, or about the impact of their actions on the attitudes and institutions of American Society.

This ignorance has many sources. At this moment, it is

less important to dwell on the sources than to recognize that the ignorance exists and that it must be overcome. Through neglect, a vitally important segment of the nation has been denied a legitimate history and culture. This situation has encouraged among White Americans the growth and spread of ideas and attitudes that are not only incorrect but destructive. At the same time, ignorance on the part of Black Americans about the history and culture of their race in America has left them sadly vulnerable to the corrosive effects of American racism, and has reduced their ability to understand and control the forces and attitudes presently shaping their lives.

The long overdue recognition of this omission and of the importance of correcting it has led to the creation at Cornell of a Black Studies Program.

In American education it has been traditional for educators, social scientists and intellectuals to restrict their consideration of Afro-American life to topics of "disorganization." There has been a general failure to do the research on the culture and conditions of Black people to allow for scientifically validated generalizations. Few social scientists have investigated the "organization" that exists alongside the chaos, and fewer still have attempted to assess the diversity of development within the Black society.

Presently, Black students are being trained to live and work in a White middle-class environment. They are compelled to study and learn the politics, art, economics, and culture of White people as if Black people, their community, and their problems did not exist. The implication, at any rate, is strikingly clear, that the achievements of Blacks are inconsequential. The demand upon educational institutions today is for them to make available to the Black student sufficient resources and facilities so that he can develop a high degree of competency and expertise that is relevant to the needs of the Black community. For many, the community from which they come will be the community to which they will return to live and work.

A Black Studies Program seeks to remedy the total indifference of the American system of education to the needs of the Black people. The token revision of textbooks to include previously omitted material, and the incorporation of courses in "Black History and Culture" into biased, controlled educational structures will do little to correct the distortions and inadequacies that have led to the present crisis in education. What is needed is a total reorientation of educational and academic practices towards minorities. Afro-Americans in particular. Indeed, such an

orientation must recognize the need for a pedagogical as well as a substantive educational revolution. It will mean a radical departure in approach from tradition and orthodoxy in regard to institutional procedure, perception of valuable academic subjects, and organizational relationships.

Black Studies is the comprehensive study of the African diaspora, and the three primary Black world communities — Africa, North America, and the Caribbean: the people, problems, arts, culture, politics, economics, history, and social development. We respond, as have other educators, "... to these legitimate educational imperatives by making the Black experience central to our curriculum design and teaching plan. ... One significant pedagogical point to which discussion frequently returns is the relationship of a Black perspective to breadth, depth, and excellence in the total curriculum. We believe these are compatible, that making the Black experience central is in fact a superior means of developing a deep and broadened understanding of the aims, methods, and materials of humanities, the natural sciences, and the social sciences. Far from compromising our commitment to academic excellence, it enhances it."

(1. Twentieth Century Man: A Black Perspective, Raleigh, North Carolina: Shaw University, August 1, 1968.)

The development of Black Studies programs and the recruitment and enrollment of

interested students into such courses of study should, in no way, be construed as a retreat from expanding educational and economic opportunities particularly as this might be true for Black students. Instead, such programs should be understood as a progressive thrust forward, with exciting innovative potential which holds out the prospect for improving traditional curriculum. Our basic responsibility as educators is not only to pioneer and develop Black studies as a vital educational field but also to train people who will be intellectually and technically competent. It must be realized that the great historical need in the Black community is to develop serious, creative thinkers, disciplined social analysts, and talented professional workers. Black Studies provides the best presently conceived models to achieve these educational needs.

Students will provide important impetus, and participate significantly in the direction and development of the Center; providing a prototype of faculty-student relations. Students will be involved in matters of policy, curriculum and faculty recruitment. Foremost, the Black Studies Program at Cornell, to be referred to formally as the Africana Studies and Research Center, will be a community of scholars: teachers and students.

Its central thrust is towards the creation of an international center for Black Studies, with strong emphasis on research, broadly conceived; and effective and innovative teaching in terms of structure, use, method, and content. Most classes will be

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Turner Report

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relatively small (approximately 15 students per class; larger for such popular lecture courses as Black History and Black Literature, possibly approximately 25). Seminar format and maximum student participation will be encouraged. It is, therefore, an experiment in scholarship within a specific context and a definite social focus. Among our basic concerns and commitments is the determination to set our skills to a new understanding of the past, present, and future condition of the peoples of African descent, wherever they may be found, with an initial emphasis on America and growing components on Africa and the Caribbean.

Our curriculum plan calls for initial development of comprehensive interdisciplinary courses in the humanities and the social sciences as a basic foundation for a course of study for developing a major. These core courses will be spread across the student's first 1-1/2 to 2 years of study. The core of our curriculum begins with the study of political history broken into these three major categories: Ancient African History, the History of Africa since European maritime contact, and the subsequent Black diaspora. Additional courses in literature, political science, sociology, and psychology will be built upon an analysis of the various stages of historical experience of Black people in Africa, the United States, the Caribbean, and parts of Latin America.

In Black literature, for example, in the North America context, we will seek to develop in our students a sense of historical perspective for analytical purposes. This course of study would involve looking at Black people during three broad historical categories: the period of slavery, the post-Civil War and segregation era, and contemporary twentieth-century America. The student will be involved in the study of the influence and impact of the social, political, economic, and cultural factors that were prominent in each period and the change as a result of transition from one period of historical time to another, the purpose being to develop insight and analytical ability for mastery of the subject of Black literature. The same kind of comparative and analytical framework would be used for study and theoretical development in all other courses in the social sciences and humanities core. Comparative study will involve not only differences across periods of time but also differences and similarities of Black people in the three major geographical areas.

Africana Studies and Research Center

The Africana Studies and

Research Center approaches the controversial and highly significant issue of Black Studies in America with five basic assumptions. They affect the character of all that we do and all that we plan to do in the area of Black Studies. These are the assumptions:

1. That Black Studies is a field still being born. This is not to deny the existence of significant, and often unappreciated, work related to Black Studies that has already been done, but it does deny the fact that there is any clear understanding of the specific ways in which a profound mining of the Black experience challenges and transforms the basic educational structures of the nation.

2. That the establishing and the defining of the field of Black Studies stands logically as a task and a challenge for Black people in America and elsewhere. Others may be called upon for assistance, but the initiative must be ours.

3. That the Center and its counterparts on other campuses are in an excellent position to play a central role in defining the field and creating some of the models so urgently required. In this task, of course, we must find ways of combining the thought and activities of those Black persons throughout the nation who are working at the Black Studies task, often in scattered and isolated situations.

4. That a unified, rather than a conventionally understood academic-discipline-bound, approach to the creation of Black Studies is not only desirable but absolutely necessary. Indeed, this unified approach is central to the demands of most thoughtful Black student and faculty groups across the country.

5. That a serious building of this field is the task of years, and not a makeshift program for a few persons to do in several weeks or months.

Basic Program Elements

Against this background of assumptions, the director and faculty of the Africana Studies and Research Center have been working towards course models, benefiting, of course, from the older hopes and dreams of such predecessors in Black Studies as W.E.B. DuBois, Charles S. Johnson, Ralph Bunche, and Alain Locke, to mention only a few. Already it has become apparent to us that several elements must be a part of any creative, well-structured approach to Black Studies. We have understandably sought to include them in our own planning. Among these elements are the following:

1. Serious research in many areas of historical and contemporary Black existence that have either been ignored, or only superficially explored (e.g., Social Structure in the Black Community, Comparative Black Urban Development in the New World, Comparative Slavery).

2. The encouragement of those creative artists who are

searching for the meaning of a Black aesthetic, who are now trying to define and build the basic ground out of which Black creativity may flow in the arts. Encounter among these artists, on the one hand, and scholars, activists, and students, on the other hand, must be constant in both formal and informal settings.

3. Continuous research on those contemporary political, economic, and social policies that now shape the life of the Black community in America and that determine its future.

4. Constant experimentation with the meaning of Black Studies for the surrounding Black community, and openness to the possible input from that community into the development of Black Studies. The two-sidedness of the experience is essential and must be encouraged.

5. The development of new materials for and new approaches to the teaching of the Black experience, which must grow out of laboratory situations at every grade level.

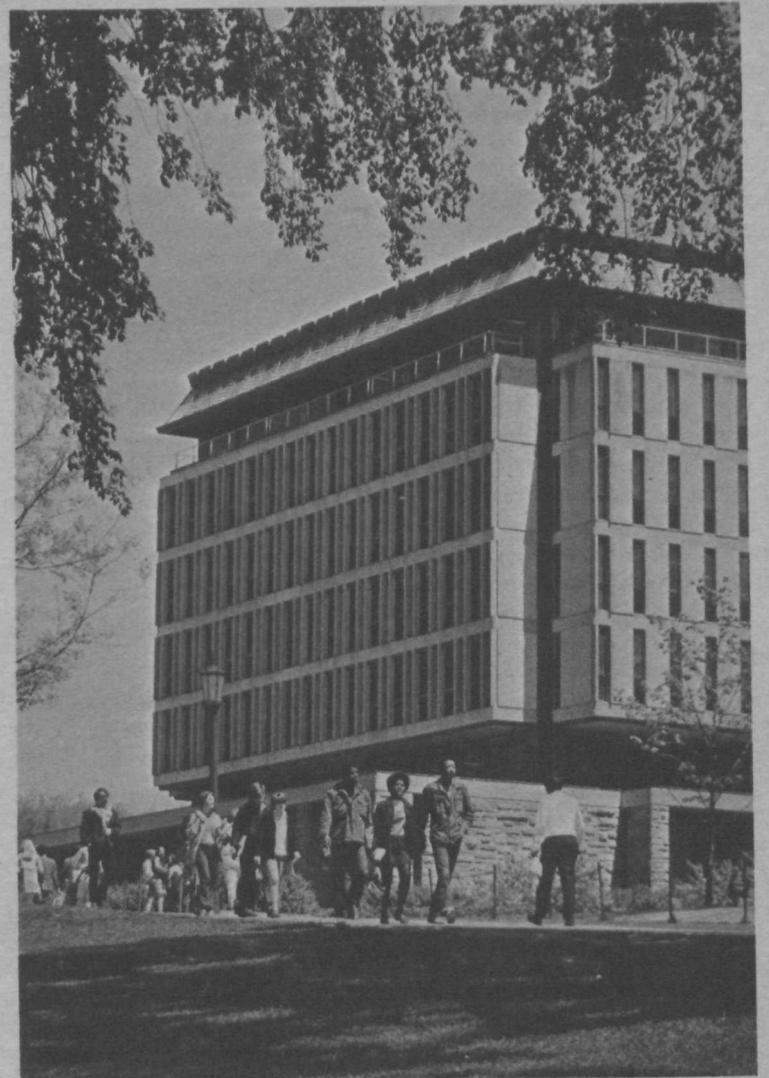
6. The training of a constantly expanded cadre of persons deeply immersed in the materials, methods, and spirit of Black Studies, who can help supply the tremendous demands for personnel in a variety of formal and informal teaching environments. The development of new materials, methods, and curriculum for the teaching of Black children.

7. The creation of consortium models which will make possible the constant interaction of Black students and faculty on northern and southern campuses around certain selected foci of Black Studies. This must also expand to the encouragement and development of contacts among Black students, scholars, political leaders, and artists from various parts of the world. It is clear that Black Studies cannot really be developed unless we understand more fully both the unique and common elements of our experiences in the Black diaspora.

8. The gathering and consolidation of those library and archival resources which will facilitate the development of Black Studies as it proceeds towards definition.

9. The establishment of good contacts with publishing enterprises, which will not only make available the results of the experimentation and study of the Center, but which will also encourage that increasing number of authors and researchers who wish to present their work from the heart of a Black matrix.

10. The gathering, cataloging, and critical analysis of those Black Studies programs and personnel already developed across the nation, so that we may begin with a fuller sense of direction, possibilities, and problems. This process began with a summer-long seminar in June, 1969, and will continue with monthly seminars of Black



Studies directors and several larger working conferences at least through the summer of 1971.

The director and faculty of the Africana Studies and Research Center see all of these elements as crucial to the development of creative models for the kinds of Black Studies programs which will not be palliatives, but significant pathways to the redefinition of American education and of the Black Experience. These are, therefore, the elements which have guided us so far in the establishment of the Center.

(The script and ideas carried under the headings Africana Studies and Research Center and Basic Program Elements were derived largely from documents developed by scholars and educators at the Institute of the Black World, and distributed at a Workshop on Black Studies in which the Center participated this summer.)

Basic Outline of Center Development

1. PURPOSE

We expect to develop an institution that trains teaching and research scholars as well as professional technicians who possess the necessary skills, technology, and experience to deal effectively with the problems facing Blacks in this country. We plan to fill the void of competent persons efficiently attacking these problems by producing thoroughly prepared and committed professionals who will deal with such problems as a lifetime career.

The initial conception of Black Studies as referring only to Black history and culture has been superseded by the recognition of

the importance of relating technology and science to the modern industrial conditions of Black people in urban and rural environments. The Black Studies Program must eventually become a center for preparing a new cadre of intellectuals who are at once precisely trained in scholarship of the Black Experience, and interested in specializing in scholarly work (i.e., teaching, research, creative arts) in some facet of this developing academic field. Also, it must develop into a new kind of professional school concerned with developing and applying new techniques of planning and economic development in the ghettos and rural areas. The intention is to enhance the training of Black professionals by providing an approach to the problems of Black people in America, with the point of view of considering their political, economic, cultural, and social needs. Our endeavor is to fashion skills for a purpose and to generate knowledge for the sake of serving; to develop scholarly, technical, and professional careers tailored to conditions and requirements of the Black community.

We will seek the establishment of creative links with our counterparts, i.e., students and educators in other areas of the Black world. We hope to be involved in travel and exchange with parts of the Caribbean, Africa, and elsewhere, with Black scholars, artists, educators, and community workers who are grappling with many issues very similar to those which engage us in North America.

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Turner Report

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II. STRUCTURE

A. Campus (Home) Center. The main center of studies will operate on three levels.

1. For those majoring in and taking degrees in the program, an intensive two-year introductory sequence has been designed to give students the necessary academic background and perspective to spend the third year doing field work in the urban component of the Center. The fourth year would probably be spent on thesis work. In this sequence, it is expected that the student's first two years will have made him sufficiently sophisticated to initiate an appropriate field project in his third year. The field project would probably then be the subject of his thesis work in the fourth year.

Example: A student interested in economic aspects of our situation might study, during his year of field work, a particular Black community with a view towards ascertaining both the sources of their resources and the areas, ways, and means by which those resources are drained from the community. After locating the industry, service, or class of commodities which relatively drain the most community resources while returning the least in new resources (jobs, etc.), the student would study and grasp completely all factors which would be involved in establishing a community-owned entity to fill the designated void, factors such as capital accumulation, co-operative organization, and worker-management training programs. If possible, the student would then enlist the community and the Center in a joint effort to do what had to be done. Most probably, however, the student would write a thesis covering what he had already learned and done, while outlining his plans for completing the project. Of course, all aspects of his work will be done in conjunction with the expert assistance available in the community and the Center. It is clear, however, that the student, after graduation, will be continuing work already started, thereby making our educational program relevant, functional, and productive from beginning to end;

2. A field of study for graduate students;

3. When the program is sufficiently large, it will be able to provide general survey courses for the student community as a whole, servicing students not in the program who have only an idle interest in our work or who desire only a general knowledge of the situations we will be dealing with. The specializing committed students will then not be hampered in their work, while the program will still provide a general service to the university community.

B. Urban Resident Center.

The urban resident center, based in an urban Black community, will be residential in nature and possess its own faculty. Its functions will be to provide a continued relevance to the community, an arena for field research and experience, and to provide a base for functional community programs. The extension center will accomplish these goals primarily through three mechanisms:

1. The community will be involved in all phases of the Center at all times. All operations and projects will be joint community-Center entities. There will be a constant interaction between the community and the Center as the community people enlist our aid for their particular projects and needs, while we enlist their aid to the same ends. Furthermore, community residents will be welcome to participate fully in courses given at the Center;

2. There will be a free interchange of faculty between the home center and the extension center, thereby insuring that all faculty are well aware of reality. Perhaps the faculty will conduct research and other projects from the extension center, while analyzing their success, failure, or findings in the home center atmosphere;

3. Students will always bring fresh insight to both the urban resident center and the home center. At the urban resident center they will energize ongoing community and center projects, while hopefully helping to develop new functional operations. When returning to the home center, students will have tested and be freshly prepared to evaluate the curriculum and teaching in the home center in light of its efficiency and effectiveness in preparing them to perform functional jobs. They will be a constant means of evaluating the veracity of data and theory and the validity of method taught at the campus Center.

III. RECRUITMENT AND ADMISSIONS

In the recruitment and admission of students, the program will place the highest value on relevant background and experience, along with commitment to be functional in working on the problems with which the program will deal. While seriously considering such factors as academic training and standing, we must place the greatest reliance on the candidate's relevance to the Black community and his commitment to work towards the solution of its problems. We have neither the time nor resources to operate a race-relations project wherein well-meaning but inexperienced and dysfunctional White students would occupy positions that might better be filled by Blacks. Of course, relevant and equally well-qualified (background, experience, commitment) Whites are welcome, but such qualified candidates will undoubtedly be rare.

The Program envisions the existence of two equally legitimate streams of Black students coming to Cornell. Of course, there will continue to be the normally admitted Black students interested in traditional aspects of the University program. We in no way wish to interfere with the recruitment and admission of such students. But we do plan to solicit a second stream of Black students interested specifically and primarily in the problems attacked through our program, students who probably would not consider college at all if such a program did not exist.

In the recruitment of faculty, the program will once again stress relevant background and experience, along with a proven ability to be functional and productive in appropriate spheres. Only through the employment of such persons can we guarantee that all phases of the program will maintain a practical bearing, avoiding the trap of academic overintellectualization of very real and pressing problems.

IV. DEGREE-GRANTING

Degree-granting status is necessary to a strengthening of the program and an accomplishment of its objectives in at least two vital areas:

1. Enabling the program to recruit directly and admit those students most likely to both make successful and be successful in the program of the Center;

2. Begin the vital process of establishing standards of quality and expertise for people and programs operating in the Black community. By establishing real and viable standards of expertise and effectiveness, the program will make possible a more effective and efficient concentration of the limited resources available to deal with the problems facing us. For example, if the federal government had possessed real and viable standards of who was qualified to do what in the poverty program, the billions of dollars appropriated could have been more efficiently allocated and effectively used.

V. TIME TABLE

The home Center will begin full operations in the fall of 1969, hopefully moving to the establishment of an extension center by 1971, and to degree-granting status by 1972. It is expected that the Center will be able to offer a major with the commencement of full operations in the fall of 1969.

Addendum

Professor Robert S. Browne has been retained to develop a plan and to do research on the Urban Component under the guidance of and in consultation with the director of the Center. Mr. Browne is director of the Black Economic Research Center in New York City, professor of Economics at Fairleigh Dickinson University, and will teach at Rutgers University this year.

While in the interim stages of development, toward a professional school, the Africana

Center is organizationally different from other university units called "centers." It is not an interdisciplinary program composed of a loose confederation of faculty who hold appointments in other departments and offer courses under the aegis of their respective departments. As a general principle, joint faculty appointments are avoided because they would compromise the Center's distinction, and the integrity of its purpose. A centralized faculty can better provide a cogent and integrated curriculum. The Africana Center's faculty is multidisciplinary, but they are appointed directly to the Center. Likewise, courses for credit to the extent of comprising a major

sequence, will be offered directly from the Center. Though the Center provides its own curriculum, course credits for a major and a university degree are presently processed through the Arts and Sciences College, since the Center is not yet a degree-granting unit. The Colleges of Human Ecology, Architecture, Art, and Planning, and Engineering have also approved the Center's courses for their students, and we hope approval from other colleges will be forthcoming. Some courses at the Center have been accepted as appropriate for fulfilling freshman humanities requirements by the University-wide Freshman Humanities Program.

Cornell Black Studies

Continued from Page 1

particularly curriculum development in urban black schools.

His research and teaching interest, range from the study of competence in black children to psychological aspects of culture and political awareness in Afro Americans.

Jones was born July 6, 1940 in St. Louis Mo., is married and the father of three children.

James Cunningham, writer in residence and lecturer, is a poet and essayist who was born in 1936 and raised in St. Louis. Most of his work has been done in Chicago as a member of the OBA-C Writers Workshop and Gwendolyn Brooks' writing and discussion group. Poems and essays have appeared under his professional name, Olumo, in such periodicals as *Negro Digest*, *Black Expression*, *Journal of Black Poetry*, *Nommo* and *Arts and Society*. Three books are in preparation for publication: a book of essays in collaboration with Chicago poet Sterling Plump and two collections of poetry titled *The Blue Narrator* and *Fishing After Gwen & Other Precious Streams*.

He received a bachelor's degree in 1960 at Butler University. He attended the Christian Theological Seminary for a year and a half before moving to Chicago and later did graduate work in English at Roosevelt University. In the fall of 1968, Cunningham left the OBA-C Writers group to teach in the black studies program at the University of Wisconsin Milwaukee.

His interests as a teacher and writer range from contemporary Afro-American, African and Caribbean literature and culture to Afro-American writing techniques.

Gloria I. Joseph, associate professor, came to Cornell in 1962 as a graduate assistant in education psychology and received her doctorate in 1967. She was assistant dean of students at Cornell from 1965 until she joined the Center. Born and brought up in Yonkers, Miss Joseph was graduated from New York University with a bachelor of science degree. She received

a master's degree in psychological services from City College of New York in 1955.

Before coming to Cornell, Miss Joseph served for three years as a school psychologist specializing in elementary school guidance for American-run schools in Germany and France. She worked as a guidance counselor in the New York City School system from 1952 to 1958.

Rukudzo Murapa, assistant professor, was born October 16, 1940 in Umtali, Rhodesia. He came to the United States in 1961 and attended Kendall College in Evanston, Ill., for two years. He enrolled in 1963 at Hamline University, St. Paul, Miss., where he received a bachelor's degree in history and political science in 1965. He has subsequently attended American University in Washington, D.C., Syracuse University, and received a master's degree in political science from Northern Illinois University in 1966. He began work on a doctoral degree at Northern Illinois and served as a faculty assistant until January 1968.

From January 1968 until coming to Cornell this summer, Murapa was executive director of the Winnebago County Community Action Committee in Rockford, Ill.

J. Congress Mbata, associate professor, was born in Johannesburg, South Africa where he attended St. Peter's Secondary School and the University of the Witwatersrand. He also attended University College of Fort Hare in Cape Town. In 1940, he became a high school teacher, was a high school principal from 1944 to 1956 and was a supervisor of schools in 1957-58. From 1958 to 1966, he was a field research officer, South African Institute of Race Relations. In 1967 and 1968 he was a research associate at Northwestern University's Program of African Studies and was a lecturer in the Department of Linguistics and the Department of History at Northwestern from September 1968 until coming to Cornell in August of this year.

Mackesey Answers Questions On Campus Store Modifications

Vice President for Planning Thomas W. Mackesey has responded to questions about the modifications in the plans of the campus store which have raised the building in the ground from the elevation originally planned.

When bids were taken, Mackesey said, the low bid was found to be about \$250,000 over the budget. There then followed several days of intensive restudy of the building and of negotiation in an effort to find ways to reduce cost without reducing the selling area or otherwise emasculating the project. The principal participants in these sessions were the architect, Earl Flansburgh; the low bidder, William Pahl of Syracuse; James Yarnell, director of the planning office; and Robert Matyas, director of construction.

As a result of cooperative effort, Mackesey said, the cost was cut by \$200,000 and it was decided to let the contract and get going on the building.

The building was and is cut in bed rock in order to hold it down in the ground as much as possible. It was found a major saving could be realized by raising the building some and reducing the rock excavation. The floor slab was raised four feet above that originally planned. At the same time, reductions were made in the thickness of the roof slab, and the soil cover over the roof slab. This resulted in reducing the height from the floor to the top of the earth cover over the roof by 20 inches. The ground surface, therefore, is now 28 inches higher than originally planned.

The entire building, with the exception of a light well 30 feet square which penetrates the store, will be covered with soil and grassed.

The raising of the building by 28 inches at the ground level necessitated a series of other design changes, particularly at the southeast corner where the service entrance is. The net savings associated with raising the building was about \$100,000, Mackesey said. Another \$100,000 was saved by some substitution of materials and working out simpler construction details in some places.

The configuration of the land after the soil is replaced will not be the same as that before construction. In some places the ground level will be the same as before. In other places it will be higher. The highest elevation will be at the east end where there will be a small knoll which at its highest point will be eight feet above the original surface of Sage Avenue.

Visually, from Central Avenue and Willard Straight Hall, one will see little but the main entrance cut into the grassed bank; from the north,

approaching from the Arts Quadrangle, one will approach on the level behind Day Hall and will not be aware of any building at all until one reaches the southeast corner of Day where there will be stairs leading down to a paved area and the "rear" entrance to the store. From East Avenue, one will be conscious of the moulding of the land over the roof; the knoll referred to above will be visible and will be retained by a low wall. The view from the south approaching on Sage Avenue will be drastically

altered. Sage Avenue will terminate in the service with a loading dock. This has been depressed as much as possible, 4 or 5 feet below the old level of Sage Avenue at that point, but there will be a concrete wall just beyond Barnes.

The store proper is on one floor and a mezzanine level. The main floor is devoted entirely to books.

A summary of selling areas shows 8,400 square feet for books in the new store as opposed to 4,225 square feet in the present campus stores. Academic supplies will have 2,500 square feet in the new store. They now occupy 1,540 in the present stores. Other square footage in the new store is 1,000 for photographic, 2,000 for men's wear and athletic equipment, 100 for toiletries and 1,100 for gifts such as records and cards. In the present campus stores, photographic supplies occupy 460 square feet, men's wear and athletic equipment 730, while toiletries and gifts total 550 square feet in area.

Construction should be completed in January, Mackesey said, and the new store occupied in February.

Are You Eligible?

Endowed college faculty and employees who are 62 years of age or older and who do not perform services for salary during any month of the year are reminded that they are eligible to apply for a Social Security benefit covering those periods.

Included in the eligibility are faculty members who may receive summer salary but do not perform any service in return for salary. Also eligible are employees over 62 years of age who were appointed on a nine-month or a ten-month basis.

A New Vice Presidency: 'Across-the-Board Look'

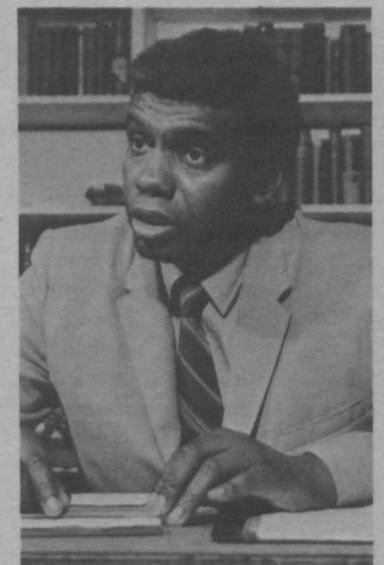
Lisle C. Carter Jr., newly appointed vice president for social and environmental studies, has described his new position as one aimed at giving the University "an across-the-board look at the problems of modern society."

In naming Carter to the vice presidency, University President Dale R. Corson said Carter "will be responsible for advising the Office of the President and for providing administrative leadership and coordination in the development of the University's appropriate role in meeting major social and environmental problems."

"It will also be his responsibility," Corson pointed out, "to coordinate within the University a variety of activities already underway... these activities will contribute to the basic attacks on war and poverty, on social injustice, and on the devastation by pollution of our human ecology."

Before joining the Cornell faculty as a visiting professor of public administration a year ago, Carter, 43, was vice president for program planning at the Urban Coalition. He was assistant secretary of HEW from 1966 to 1968 under John W. Gardner and joined the coalition staff shortly after Gardner assumed chairmanship of the organization in March 1968.

A native of New York City, Carter did his undergraduate work at Dartmouth College and



LISLE C. CARTER JR.
Vice President for Social and Environmental Studies

received his law degree, cum laude, from St. John's University School of Law in 1950. He was executive secretary of the Washington, D.C. Urban League (1954-56), a member of the New York City Board of Correction (1957-61), and was legal counsel for the National Urban League in 1960-61. In 1961, Carter went to Washington as deputy assistant secretary of Health, Education and Welfare. He moved to the Office of Economic Opportunity as assistant director for interagency relations in 1964 and in 1966 returned to HEW as assistant secretary for individual and family services.



A WOODCHOPPER'S BALL—Mrs. Alice Cook, the university's new ombudsman, lists among her hobbies membership in a rather loosely organized Woodchoppers' Chowder and Marching Society, which meets irregularly at her house during cold months to cut wood from her three-acre woodlot to burn in members' fireplaces.

Mrs. Cook Chops Away At Ombudsman Tasks

After two weeks as Cornell's Ombudsman, Professor Alice M. Cook is already deeply involved in investigating complaints while trying to set up a staff and open a permanent office.

"There hasn't been a day without queries or complaints," says Mrs. Cook who has been working out of her academic office in Ives Hall.

She expects to announce a central campus office location shortly and says, "It will delight my Dean because we are cluttering up things here at present."

The Cornell Ombudsman will appoint a staff in the near future. This will include an administrative aide "to assist on complaint investigations," a secretary, and a second administrative assistant who will work with student volunteers. The second assistant and the students will concentrate on information matters which she describes as "telling people where to go for answers when they have a problem that doesn't require a followup by our office."

Mrs. Cook has been warning job applicants that the office will probably operate on an evening, as well as a daytime, schedule and that she expects to provide "a rumor clinic type of service in the event of potential or actual campus emergencies."

Emphasizing the need to protect the confidential nature of complaints directed to her office, Mrs. Cook will not discuss the specifics of any Ombudsman investigations.

"In many instances a referral to another office or to the

appropriate administrator has taken care of the individual problem," she explains, "but we have also become involved in about 15 complaint investigations."

The investigations have developed from complaints by students and non-academic employees "although we have had a query on behalf of a faculty member which could lead to an investigation if he decides to pursue the matter," she says.

In pursuing complaint investigations, Mrs. Cook is concerned "not only with obtaining redress for the individual when it is appropriate, but also with trying to correct the problem that produced the complaint."

She characterizes the complaints received to date as "usually resulting from a well-intentioned administrator applying the rules exactly. We are not against rules but may, under special circumstances, have to ask for exceptions to them, and we have had complete cooperation on such matters."

The Cornell Ombudsman also has a growing conviction that in some areas "rules do not exist that are needed to guide individuals and groups lacking any direction."

Mrs. Cook interprets her basic role as one "of following up on complaints from any person about anything that occurs on the campus," although when her staff and office are in place, she also plans to study problem areas "which have not led to complaints but could become trouble spots."

Autos,
Guns

Continued from Page 1

exceeding speed limits. In accordance with state law, patrolmen are now using New York State traffic tickets to record violations, rather than special campus tickets as in the past.

2. Registration and Use of Firearms on Campus.

a. Hunting on University property. Hunters may use University property which is not posted against hunting if they obtain permission from the manager of the property.

b. Firearms used in University operations. Persons storing firearms on University property in connection with normal operations such as rifle club practice and destruction of animals and pests, must register the firearms with Dymek.

c. Prohibition against storage in student living facilities. No firearms may be stored in dormitories, small living units, Hasbrouck Apartments or other student living facilities. They must be registered with the Safety Division and turned over for storage in Barton Hall. Owners wishing to use their firearms for hunting may apply for withdrawal at the Safety Division office in Barton Hall at any time since the office is open 24 hours a day. They will be issued a special permit authorizing transportation of the firearms on campus inside a vehicle and limiting their use to a specific period.

United
Fund

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agricultural engineering, and Donald F. Berth, assistant dean of the College of Engineering.

University President Dale R. Corson said of the campaign:

"It is well for us to remember the interdependence among the county, city and university. The success of the campaign is vitally important to each of us, because this is our community."

The president noted that the goal this year represents a 10 per cent increase over last year, and said this "presents a great challenge."

He concluded, "I urge each of you to give personal consideration to your gift or pledge to the fund. I am sure that Cornell's response to this important effort will continue to be warm and generous."

CORNELL
CHRONICLE

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North Campus Seven



ALLEE REPORT — Expansion of residence halls must pay careful attention to construction costs and flexibility of educational programming, the Allee Committee recommends.

Administration Considers Allee Report

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system. As the apex policy and review group with access to the Administration and Trustees and with broad student and faculty representation we propose a University Committee on Housing and Dining (UCHD). It should be delegated broad policy development responsibility by both the Administration and the Faculty. It should insure student representation from each of the centers of common group interest in the housing and dining system. These centers of interest are partially organized now — the Dorm Area Councils, the IFC, the married students, the graduate students, etc. But most of these should be strengthened by the evolution of policy and review functions of their own. Finally at the unit level greater self-governance should be developed.

Capacity to support a greater variety of living groups both in programming and operations should be developed within the above structure. In addition to direct services to living groups the successful operation of the hierarchy of governing bodies will require new and different kinds of middle management capacity.

We urge the abandonment of the existing concept of housing and dining as a self-supporting related activity. In its place explicit recognition should be given to the limits on the ability of room rents and food prices to meet costs of space and services that go beyond bed and board. In normal budgetary procedures, levels of subsidy by activity and service should be based upon principles of equity and educational program justification. Without abandoning fiscal integrity and efficient management, an educational character for the program can only be fully achieved if support is viewed in a manner more like that of any other educational effort. This assumes a concurrent

development of greater educational content and student experience in the activities related to the groups centered in housing and dining facilities. The residential college concept is a case in point but by no means exhausts the possibilities.

We urge that the new governance structure, which we propose as an early objective, draw up and gain acceptance of a plan for the step by step improvement of the existing undergraduate residence halls to attempt to match in versatility and usefulness in so far as practical those now under construction. We feel an essential element of this is the integration by sex and class of the residence areas. Our suggestions are attached, but a full budget and time table are not presented as these require the kind of commitment our committee was not designed to secure, and thus did not attempt.

We urge that the new governance structure draw up and gain acceptance of a plan for the improvement through renovation and/or new construction of the facilities for single graduate students. Again our suggestions are attached.

We urge that the new governance structure draw up and gain acceptance of a plan for wider review and participation by students in the decision-making that affects them in the housing and dining and related student life services programs. We have suggested the basic structure for this, but that structure must itself evolve procedures and activities to "flesh out the bones." It will operate only as well as those concerned make it operate.

We also urge the consideration of:

1. Continuation of a residence requirement for freshman men and women with the intent of exposing them to the improving residential student life programming, and extending this to the sophomore class to

the extent that experience indicates to the governance structure that this is required to maintain fiscal stability of the system.

2. Continuation of the existing non-compulsory flexible dining plans, but offering of a rigid but voluntary dining plan with its attendant savings in at least one residential unit.

3. The implementation of greater differentials in room prices to promote greater equity, competitiveness and class mix, with concurrent partial room rent scholarships to maintain income level mix through the system.

4. Continued effort to reduce the rate at which food service costs rise due to higher prices and wages, overcrowding and under-utilization of facilities and staff through the year and within the day.

5. Regular review of the interest and amortization and program cost charges placed against each unit on the principle that competitive fair market prices are a guide to reasonableness, and each unit should carry a fair share of total system costs adjusted for its competitive position.

6. Continuation of the practice of bringing in outside consultants to study particular phases of operation and of outside management firms to confirm the fact that "inhouse" management is as able to produce the desired results.

7. Continued study and implementation of plans to construct more apartments for single students and especially married students, but we must caution against expansion of classical residence halls without careful attention to the necessary support of construction costs and flexibility for educational programming.

8. Self taxation arrangements for special programs and services.

9. The assignment of at least one professional in the

The Arts
This Week

Oct. 2—Cinema: Fellini's *8 1/2*, 7:15 p.m. and 9:40 p.m., Statler Auditorium. Poetry Reading, Prose—Cornell Writers, 4 p.m. at Temple of Zeus

Oct. 3—Lecture: Marvin A. Carlson, "French Staging Methods 1800-1890," 4 p.m., Lincoln 102

Cinema: Fellini's *8 1/2*, 7:15 p.m. and 9:40 p.m., Statler Auditorium

Oct. 4—Cinema: Forman's *Firemen's Ball*, 7:15 p.m. and 9:40 p.m., Statler Auditorium

Oct. 5—Festival of Contemporary Music—Robert Bloch, violin, and Marvin Tartak, piano. 4 p.m., Barnes Hall

Cinema: Forman's *Firemen's Ball*, 7:15 p.m. and 9:40 p.m., Statler Auditorium.

Oct. 6—Festival of Contemporary Music—Lecture

demonstration: "Listening to Robert Palmer's *Sonata for Two Pianos*." Robert Palmer and Malcolm Bilson, pianists. 4:30 p.m., Barnes Hall,

University Theatre ticket holders may exchange season coupons for tickets to *The Apple Tree*. W. S. H. Theatre Box Office, noon to 3 p.m., Oct. 6 thru Oct. 8

Oct. 7—Festival of Contemporary Music—Malcolm Bilson, piano. 8:15 p.m., Barnes Hall.

Ongoing Works of Kenneth Evett at Andrew Dickson White Museum of Art until November 12

Sage Notes

Paul J. Leurgans, associate dean of the Graduate School, reminds all graduate students who have completed at least six units of residence credit that they must attempt their Admission to Candidacy Examination (ACE) before starting the next term. Any such student who has not scheduled his ACE by the end of October should check with the Graduate School immediately. (See Miss Nancy Spencer.)

Graduate students who haven't done so should complete their green course cards and return them to the Graduate School Office in Sage Graduate Center as soon as possible.

managerial group of the Department of Housing and Dining to expedite the flow of information through the proposed governance structure.

10. The assignment of at least one professional to the planning tasks involved in improving facilities and services.

11. Some preference in space allocation for organized groups.

12. The development of a procedure where students may redecorate their rooms with adequate safeguards for workmanship and re-renting of the space.