

CORNELL CHRONICLE

The official weekly of record for Cornell University

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Thursday, February 17, 1972

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Just Ducky

These ducks, out for a stroll with their owner to enjoy the recent balmy weather, relax in the so-called "Wee Stinky Glade" between Day Hall and Sage Graduate Center. The new Social Sciences Building can be seen in the background.

Yaffe Releases COSEP Report

An investigation of Cornell's COSEP (Committee on Special Educational Projects) Program has "resulted in no complaints about the administration of the COSEP program which raised legitimate questions of fact," according to a report released today by University Ombudsman Byron Yaffe. (See complete text on Pages 20-21.)

As a consequence, Yaffe said, the Ombudsman's Office has taken "no further action with respect to its offer to the Cornell community to provide an impartial review procedure to resolve such complaints."

Yaffe released the report to the Cornell community following its submission to a University Board of Trustee ad hoc committee on COSEP which met here yesterday as part of a meeting of the Trustee Executive Committee.

The 17-page report supplies answers prepared by the Ombudsman's Office to 22 questions about the COSEP Program, its policies and procedures.

The questions were submitted to the Ombudsman by various members of the Cornell community last fall as part of the Ombudsman's investigation requested by Delridge Hunter, COSEP director.

Hunter made the request after a number of allegations were made against him and the administration of the COSEP Program during the course of the fall semester.

Cranch Urges Faculty To Aid Planning Effort

Edmund T. Cranch, associate dean of the College of Engineering, yesterday urged his faculty colleagues to contribute ideas and suggestions in the planning effort of the University in order to assist Cornell through "a period of family planning."

Cranch, who is chairman of a committee of faculty, students and administrators appointed last March by President Dale R. Corson to study the long range financial and educational problems of the University, addressed a meeting of the University faculty.

(A complete text of Cranch's remarks, including several charts and tables, will be published in a future issue of the Chronicle.)

"I believe that we're in for a period of family planning, hopefully without fratricide or abortion, but I think we're going to have to enter this era," Cranch said in summarizing his view of the University's immediate future. He said he

felt this will result in a stronger University and one in which planning will play a vital part.

In introducing Cranch, University Provost Robert A. Plane told the faculty that there is a "parallel activity going on," but the faculty should understand that this activity will not interfere with or take precedence over the work of the Cranch committee.

Plane said that last year the State Legislature passed a mandate for all universities in New York to take part in an overall plan for higher education. University officials received the forms in late November and they must be completed in March. Plane said "we can't do the job required" on such a time schedule.

"We will submit a plan that is largely an extrapolation of the status quo," he said, but it will be made clear in the report that the University will have to amend the plan
Continued on Page 6

Senate Elections Set

Elections for the third University Senate will get underway Thursday and Friday, Feb. 24 and 25, when 11 polling places open on the campus for the election of undergraduate senators.

Ballots and campaign statements of candidates in all other constituencies will be mailed to voters Feb. 24 and must be returned to the Senate office in 133 Day Hall by 5 p.m. Friday, March 3.

A special meet-the-candidate night for student nominees to the Senate and student trustee candidates will be held at 8 p.m. Sunday (Feb. 20) in the Memorial Room of Willard Straight Hall. Candidates for seats representing various constituencies will be present to answer questions.

Undergraduates may vote at any of the polling places on the campus and

must bring their student identification cards with them. Campaign statements of the undergraduate candidates for the Senate and student trustee candidates are printed in today's Chronicle.

The following is a list of the undergraduate polling places and the voting hours:

9 a.m. to 9 p.m.: Baker Dormitory mailroom, Willard Straight lobby, North Campus Union mailroom, Mann Library lobby.

9 a.m. to 5 p.m.: Campus Store lobby near west entrance, Goldwin Smith Hall lobby, Martha Van Rensselaer auditorium foyer, Hollister Hall lobby, Morris Hall lobby.

5 p.m. to 9 p.m.: East Balch mailroom lobby.

3 p.m. to 6 p.m.: Africana Studies and Research Center.

Three Candidates Named

Senate to Elect Outside Trustee

One trustee from outside the Cornell community will be elected to the Board of Trustees Tuesday by the University Senate. The Senate meeting will begin at 7:30 p.m. in Kaufmann Auditorium in Goldwin Smith Hall.

The three candidates are Glenn W. Ferguson, president of Clark University; Matthew F. McHugh, Ithaca attorney and former Tompkins County district attorney and Aryeh Neier, executive director of the American Civil Liberties Union (ACLU).

Ferguson has served 20 years as an executive in education and government service. He received his bachelor of arts and master of business administration degrees from Cornell in 1950 and 1951 and his doctor of jurisprudence degree from the University of Pittsburgh Law School in 1957. He was one of the original leaders of the Peace Corps in the early 1960's and was the first director of VISTA (Volunteers in Service to America). From 1966-69, he served as U. S. ambassador to Kenya. He returned to the U.S. as chancellor of Long Island University (LIU), where he stayed until 1970 after which he took on his present position.

He has written on comparative government and judicial administration and has held various professorships at Pittsburgh, Union Graduate School in Yellow Springs, Ohio, LIU and Clark. At Clark, he has been known as an "open-door" administrator with an independent mind.

Senators Elect Platt New Student Trustee

Robert C. Platt, a junior chemistry major in the College of Arts and Sciences, was recently elected to the Cornell Board of Trustees by the student members of the University Senate.

He will serve for two years on the board as one of four elected student trustees from the Ithaca campus. His term will begin March 1.

Platt has been an active member of the University Senate since its inception in May, 1970 and has served on the executive committee of that body. Before the Senate was formed, Platt served on the Cornell Constituent Assembly, a body that was responsible for the formation of the student-faculty-employee Senate at Cornell.

"One of the things I campaigned on was trying to keep down the cost of education," Platt said. "I also hope to work actively with the Senate — perhaps even more so than my predecessors — to help ensure its impact on University governance," he added.

In addition, Platt said he hopes to encourage the Board of Trustees to establish student task forces to study matters being



Robert C. Platt

considered by the board.

In other activities, Platt is on the executive board of the Cornell chapter of the New York Civil Liberties Union, is alumni secretary of Delta Kappa Epsilon fraternity and was treasurer of the Cornell Mathematics Society.

He lives and is active in various activities at Risley Residential College, a special coeducational dormitory on the campus devoted to activities in the arts.

McHugh served as district attorney of Tompkins County from 1969-72. He received a bachelor of science degree from Mount St. Mary's College, where he was president of the student body and editor of the college newspaper. In 1963 he received a doctor of jurisprudence degree from Villanova Law School where he was editor of the Law Review.

After practicing law in a New York City law firm, he came to Ithaca to join the law firm of Wiggins, Tsapis, Golder and Holmberg. Currently, he is a partner in the Ithaca firm of O'Connor and McHugh. He belongs to the American Bar Association, the New York State Bar Association, the American Trial Lawyers Association and the Tompkins County Bar Association.

Active in several community activities, McHugh was 1971 chairman of the Tompkins County Cancer Crusade and is on the boards of directors of Alpha House, a drug rehabilitation project and the Camp Fire Girls. He was recently named to the board of directors of radio station WVBR.

As district attorney, McHugh took an active role in informal meetings between students, faculty, University officials and local law enforcement agencies with the purpose of improving communication and understanding of problems of mu-

Senate to Consider Two Bills On Campus Conduct Codes

Two bills that would bring students, faculty members and other employees under the same campus conduct code and would have violators of this code tried under new judicial procedures will be informally considered at the University Senate meeting tonight at 7:30 in Kaufmann Auditorium, Goldwin Smith Hall.

One of the most controversial aspects of the two bills is that employees will be included in general rules set down for the entire campus. If those rules are violated by an employee, his case will be heard by a board made up of three employees, one faculty member and one student.

The bills, B-161-a, an Act to Unify and Expand the Student Code and the Regulations for the Maintenance for Public Order and B-119-b, The Judicial Reform and Restructuring Act of 1972, appear on Page 8 of today's Chronicle.

The new Campus Code of Conduct proposed in Senate bill B-161-a would apply to all members of the Cornell community and would include the Regulations for the Maintenance of Public Order and other rules concerning conduct at Cornell.

One section of the code says it is a violation "to breach one's duty to the University." This stipulation as it would relate to employees is the source of objection by some persons at the University.

The complimentary judicial bill that would create new procedures for dealing with student, faculty and employee violations of the code also will be considered.

Public Hearing

A bill that would create new procedures for dealing with student, faculty and employee violations of any Cornell University campus codes of conduct, including the Regulations for the Maintenance of Public Order, will be considered at a public hearing Monday.

The hearing, which is open to all members of the Cornell community, will begin at 7:30 p.m. and will be held in the Art Room of Willard Straight Hall.

To be considered at the meeting will be the University Senate bill B-119-b. This bill is aimed at replacing the present judicial boards, with two proposed trial and appellate tribunals,

tual interest.

Neier became executive director of the ACLU in 1970. He joined the ACLU staff in 1963, serving first as field development officer and then as executive director of the organization's New York State branch.

He has written and lectured widely on civil liberties. Some of his articles on civil liberties have appeared in books such as "Negro and Jew" (1967); "Criminological Controversies" (1968) and "In Opposition: Images of Dissent in the 60's" (1968).

Neier has served on the faculty of New York University and has been a lecturer at the New York City Police Academy. Before joining the staff of the ACLU, he was associate editor of Current magazine.

He was one of the initial members of the Board of the National Association for the Repeal of Abortion Laws and is presently a member of the Board of Directors of the National Organization for the Reform of Marijuana Laws.

Born in Berlin in 1937, Neier became a refugee to England shortly before the outbreak of the war in 1939. He came to the United States in 1947.

This bill would replace the present judicial boards with one trial tribunal and one appellate tribunal to hear all cases involving violations of the conduct code by any member of the community. Presently there are separate trial and appellate boards for violations of the student conduct code and for violations of the Regulations for the Maintenance of Public Order.

The proposed tribunals would consist of nine members — three students, three faculty members and three employees. Anyone accused of violating the code would be heard by a trial board consisting of three of his peers and one representative from each of the other two groups.

A provision in this bill says the procedures would "apply to faculty members and employees only in the case of alleged violations of the Regulations for the Maintenance of Public Order and shall be without prejudice to any academic or non-academic grievance procedure which may be applicable."

Objecting to parts of the proposed bills, Diedrich K. Willers, director of personnel services said, "The question is the right of management to manage — should this be or can it be delegated to a third party?"

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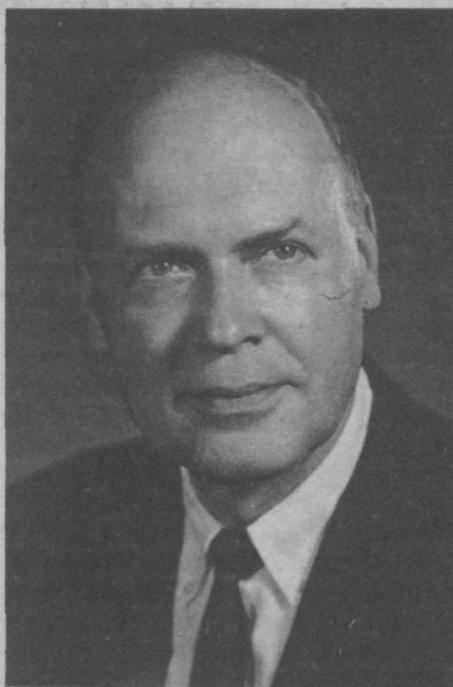


Schultz to Retire as Engineering College Dean

Andrew Schultz Jr., dean of the College of Engineering since 1963, has submitted his resignation as dean, to be effective before the beginning of the fall, 1972 term. He will return to Cornell as a professor after a year's sabbatical leave during the 1972-73 academic year.

In announcing his plans at a meeting of the engineering faculty late Monday, Schultz said he would like to direct his future work at the college to the improvement of the quality, responsiveness and efficiency of instruction, and to a strengthening of relationships between those in professional practice and classroom, teachers and researchers at the college.

In commenting on the resignation, Cornell President Dale R. Corson said: "Dean Schultz' record of leadership in pursuing curriculum reform, strengthening the faculty and its internal leadership, enhancing the graduate program and improving the interaction between practitioners and educators has been impressive. While I regret that he wishes to be relieved of his administrative responsibilities before the expiration of his term as dean, I am pleased that he wishes to continue work in areas of great importance to the College of



Andrew Schultz Jr.

Engineering." Corson is himself a former dean of the college.

A 10-member search committee, chaired by Provost Robert A. Plane, has been named by President Corson to find a

successor to Schultz. The committee is scheduled to have its recommendation ready by next summer.

Members of the committee, besides Plane, are Robert F. Risley, vice provost and associate dean of the School of Industrial and Labor Relations; Mark J. Eisner, assistant professor of operations research; Alonzo Wm. Lawrence, associate professor of environmental engineering; Paul R. McIsaac, professor of electrical engineering; Donald L. Turcotte, professor of aerospace engineering; Kenneth B. Bischoff, the Walter R. Read Professor of engineering and director of the School of Chemical Engineering; James A. Krumhansl, professor of physics; Raymond C. Loehr, professor of agricultural engineering and environmental engineering and Richard F. Porter professor of chemistry.

Schultz is the only man in the 104-year history of the College of Engineering who has held every academic position. He has been a student, instructor, assistant, associate, full professor and dean. With the exception of a year in industry, military service as a lieutenant colonel in World War II, and a year as vice president and director of research for the Logistics Management Institute in Washington,

D.C. (1962-63), he has been at Cornell continuously since his matriculation 40 years ago.

Schultz was born in Harrisburg, Pa., was graduated from Phillips Academy in Andover, Mass., and earned the bachelor of science and doctor of philosophy degrees at Cornell in 1936 and 1941, respectively.

The nine years during which Schultz served as dean were turbulent ones nationally for engineering education. Early in his tenure, rapidly changing technologies required an increased emphasis on research and a redirection of faculty effort and development. In the middle 1960's, the issue of relevance in education and the great diversification of the educational goals of engineering students required revision of courses and curricula. There was also a growing effort nationally to encourage the preparation of women and disadvantaged students, primarily blacks, for engineering careers.

Most recently, cutbacks in defense-related projects, affecting especially the aerospace and electronics industries, have tended to dampen interest in engineering among young people. However, in spite of a national decline of 15 to 25 per cent in

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John P. Hertel Retires From Ag College Post

Prof. John P. Hertel, associate director of resident instruction and secretary of the New York State College of Agriculture and Life Sciences at Cornell, has retired after almost 38 years with the College.

He has been named professor of personnel administration emeritus by the Board of Trustees.

Hertel, who has been in the Office of Resident Instruction since 1938, is familiar to almost every student in the college for his guidance and personnel work. For many years he taught an orientation course for freshmen to acquaint them with the rules of the college, its history and traditions and the opportunities it offers its students. He has also had charge of student records and of the faculty advising system.

He is well-known to faculty members as secretary of the college faculty committees on petitions, scholarships and international student exchanges. Hertel also served on the University faculty committees on student conduct, the calendar, and registration and schedules.

A native of Trout Run, Pa., Hertel received his B.S. degree from Cornell in 1934 and worked as a graduate assistant in the Department of Agricultural Economics while earning his PH.D. degree. After receiving his doctorate in February, 1938, he was an extension instructor in the department for six months before receiving his appointment in the Office of Resident Instruction.

Agriculture College Names Five to Positions in ORI

Five appointments in the Office of Resident Instruction at the New York State College of Agriculture and Life Sciences at Cornell have been announced by Prof. Herbert L. Everett, director.

Prof. Earl H. Brown, of the Department of Agriculture Economics, has been appointed associate director and Donald C. Burgett, formerly associate director of admissions, will have responsibility for registration, petitions, and student advising.

Gordon L. Peck, assistant director of admissions will become associate director, replacing Burgett; and Richard A. Church, formerly administrative assistant in the Office of the Dean, will become assistant director of admissions.

Allen W. Perry, recently assistant professor of agricultural technology at the State University of New York Agricultural and Technical College at Canton, has joined the staff and will be responsible for student intern programs and student interviews with prospective employers.

Director Everett, in announcing the appointments, said the college is making a special effort to identify career opportunities, improve the effectiveness of its educational programs, and to provide more financial assistance to students.

In addition to assisting with the administrative work, Brown will be responsible for communication with prospective employers and the faculty.

Unique Mating Habits Ornithologist Studies Tinamous

The unique mating habits of a little-known bird which accumulates a harem by whistling when it wants to make love and then incubates the eggs the females lay in a common nest has been described in detail for the first time by a Cornell ornithologist.

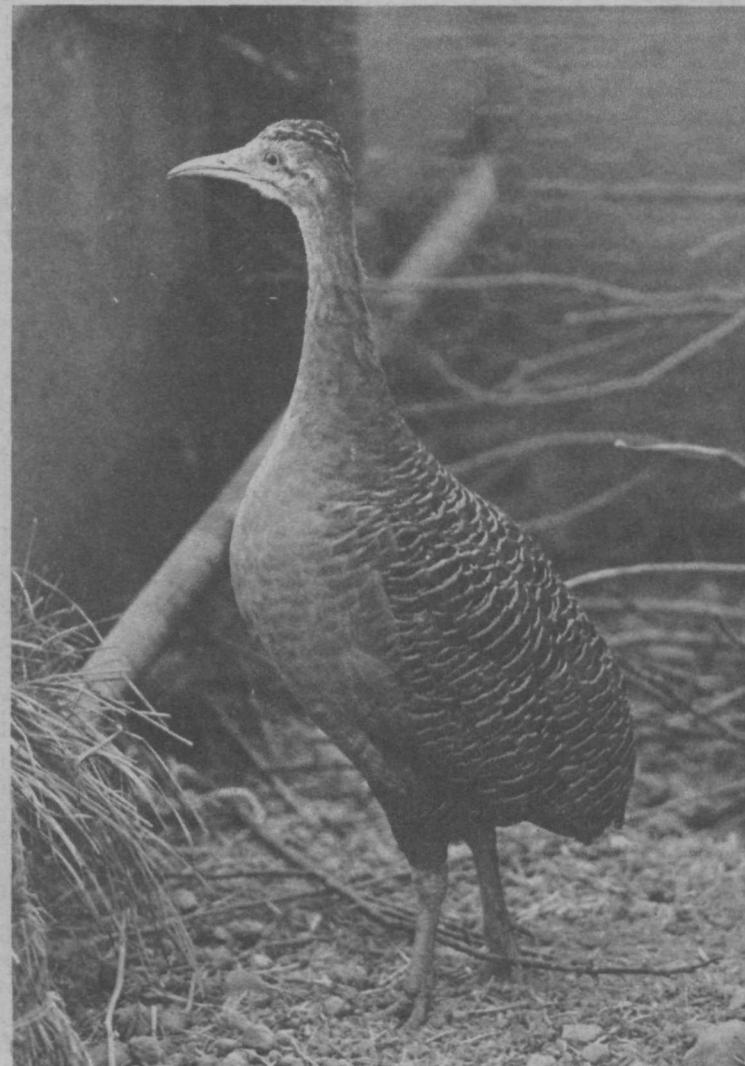
The birds with this bizarre love life are Tinamous, natives of Central and South America. The birds range in size from that of a robin to that of a large chicken. A detailed study of several species, about which scientists know very little, has been made by Douglas A. Lancaster, assistant director of Cornell's Laboratory of Ornithology.

To date only a few minor field studies have been done on Tinamous. Lancaster said he is finishing up about 12 years of study on the species and plans to publish his findings soon. Virtually nothing is contained about the Tinamou in ornithological journals, he said.

The male Tinamou's love life is not ideal from the human male's point of view, Lancaster said, since the females of the species, once they have laid their eggs, walk out on their mate to answer the whistles of another male while the father Tinamou is left sitting on the eggs.

What's more, Lancaster added, the male Tinamou's parental guidance is short lived since the male and young go their own way within a week after they leave the nest. They leave the nest only 12 hours after hatching.

Lancaster did much of his research during expeditions to British Honduras, where he studied the Slaty-Breasted Tinamou, and to Tucuman Province in northwestern



Argentina where he studied the Brushland Tinamou. He also has four species of Tinamous on which he conducts research in a specially heated structure at the laboratory.

"Although polygamy among birds is not as uncommon as we once thought," Lancaster said, "the combination of features characteristic of the Tinamou mating system combined make their pattern of reproduction unique."

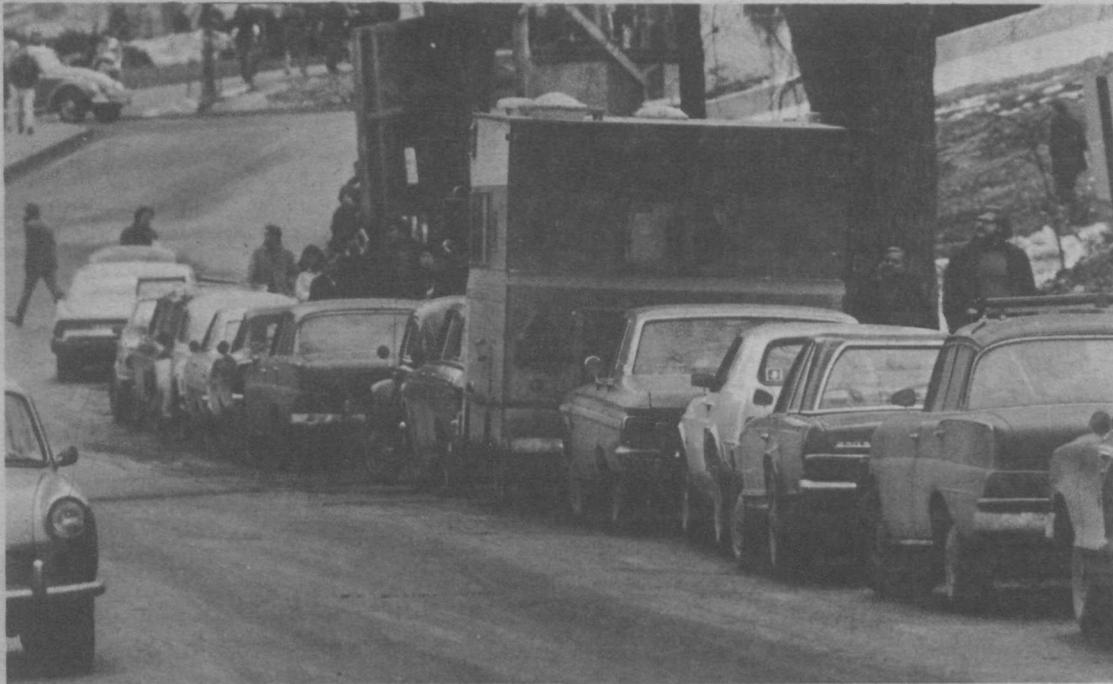
The male Tinamou, whose love

call is a low, plaintive whistle, has brownish and greyish plumage, very much like the color of the floor of the forests and plains it lives in. It lives in a wide variety of environments ranging from deep tropical forests to the grass covered plains of the pampas. Some species even are found in the Andes Mountain regions as high as 17,000 feet above sea level. The Tinamou is an omnivorous bird, eating both plants and whatever animal life it can get.

Chronicle Comment

Chronicle Comment is a forum of opinion for the Cornell community. Comment may be addressed to Kal M. Lindenberg, managing editor, Chronicle, 122 Day Hall.

Complaint on Bus Service, Traffic



Editor:

It would seem that, far from restoring a pastoral atmosphere to the Cornell campus, the parking regulations and road and bus arrangements have succeeded only in turning it into a jungle.

After spending two successive mornings in ten degree temperatures standing outdoors at the A lot while three full buses pass waiting passengers by in twenty-five minutes, I am led to wonder where the innovations got us.

There still remains heavy traffic on the main streets of the campus, cars with U and S stickers and large numbers of buses.

The peripheral roads are frequently clogged with traffic, and the bypass on the south side of Forest Home hardly allows two cars to pass each other safely owing to severe ruts and soft shoulders.

The bus service is incredibly bad. It is common experience for people to wait for a half hour behind Goldwin Smith for buses to the A lot, particularly at rush hour. It is especially bad at lunch time, when one cannot plan to make a one p.m. doctor's appointment by leaving one's

The Result Is Far From That Intended

office at noon. Buses arrive at Goldwin Smith completely filled with passengers embarked further up the line. Similarly at morning rush hours buses arrive at the A lot already filled with passengers picked up at the corner of Jessup and Triphammer, the North Campus Commons, and Hasbrouck.

The result is far from that supposedly intended when this year's changes were placed in operation. Lateness to classes and appointments is commonplace. Traffic is as noisy as ever. Anger and frustration are far too common. Shoving and crowding is the lot of the bus passenger, if he manages even to board a bus.

But, the retort runs, let the faculty purchase U stickers. If we all did that (so we were told last year) there would not be sufficient space; and, even if there were, the hope of reducing traffic on campus would even further dim. Moreover, the U sticker alternative is open only to

the relative few. To purchase a U sticker is, under present conditions, only to subsidize buses (at least at rush hours) for students who understandably do not wish to walk from the North Campus dorms to the Ag campus, in either direction, while those who park in the A lot must walk if they wish to get to class on time.

David K. Wyatt

Sun Editorial on Senate Criticized

Parts of the recent Cornell Daily Sun editorial "Saving the Senate" (Feb. 7) are not well reasoned. When the University was small, its problems were solved at the lunch table at the far end of the Straight Cafeteria. The table, by tradition, was reserved for faculty and administration people who happened to drop by, but if they needed some students' opinions they could collar some from a nearby table. The function of the table was to establish a consensus about the problems of the University. In general, for a large class of University problems, a consensus is possible because there is no fundamental ideological

Kudos to Chronicle

(Editor's note: The following letter, on Cornell Daily Sun stationery, was submitted by a gentleman identified by reliable sources as Philip H. Dixon '72.)

Chronicle Comment
c/o Mr. Arthur Brodeur
Director of Public Information

Dear Art:

Dear Editor:

Dear Chronicle:

Kudos to you and the Cornell Chronicle staff. Ever since the Widow folded, Cornell has been sorely lacking a really good satirical humor mag, but your February 10th ish was as good as anything those old lampooners ever turned out.

Congrats to whoever was responsible for the hilarious Dragnet spoof, "I am Joe's traffic control booth." It was worth every inch.

May we suggest, as possible

Traffic Booth Story Was Worth Every Inch

follow-ups to this piece ... "I am Joe's steam heating plant," "I am the Sperry Hall Coke machine" and "I am the Ivy Room french fry vat"?

Again, kudos for a really great spoof ish, and keep up the good work ... we really dig your mag lots.

Sincerely,
The Competition

(we're too poor for a xerox, so...) please cc for us:

Kal M. Lindenberg

Thomas Tobin

Robert (Sgt. Friday) Smith

SUN/PHD

Query About Tenure

Editor:

I wish to become better informed as to the pros and cons of the various ways in which Cornell and other universities might respond to the question of academic tenure during times of financial stringency and relatively constant size of faculty. I am interested especially in hearing opinions and ideas from members of the non-tenured faculty, though suggestions from

I Am Ineterested In Hearing From The Non-Tenured

others would also be most welcome.

Paul Feeny,
Assistant Professor and
non-tenured Faculty Trustee,
Department of Entomology

Mackesey Clarifies Cost of Addition to Savage

Editor:

Professor Richard McNeil has raised questions in the Chronicle about the cost of the proposed new fourth floor on Savage Hall. Mr. McNeil's point is well made for all building is now expensive and the cost of any new construction should be measured against the benefit gained. His computation of the cost per square foot at \$90, however, can be misleading.

Mr. McNeil has computed the net area, that is, the floor area of assignable rooms. That figure excludes the area of corridors, stairs, janitors' closets, mechanical equipment rooms, exterior and interior walls, all of which take dollars to build. For comparison with other construction projects, the cost should be figured on a gross area

Computation of Cost Per Net Square Foot Can Be Misleading

basis.

The new floor had 5517 gross square feet. The construction cost is estimated at \$212,880. Additional costs of laboratory equipment and furniture, design and construction supervision, and a contingency item bring the estimated project cost up to \$286,800. The construction cost per gross square foot is estimated at \$38.60; the total project cost is estimated at \$52.00 a gross

square foot.

These costs are not out of line with new construction costs for similar facilities. What we are doing here is, in effect, building a new small building on top of an existing three-story building. The space is intended to house small animals essential to research in the Graduate School of Nutrition. Space housing experimental animals must be built to standards imposed by public agencies.

The money for this project will come from funds earned on research by the Graduate School of Nutrition. They are not available for general budget relief and it seems appropriate that such funds be used to improve the research facilities of the School.

Thomas W. Mackesey
Vice President for Planning

immediate past, which were devised to deal with non-academic problems, had failed. Because of the times, the Senate was also given the option of expressing the political views of the community, and it early blossomed many "sense of the body resolutions." The ideological views of the Senate did not produce much effect (except for the legal, apolitical, non-ideological resolution on lettuce). The fact is that the outside world is largely indifferent to the political views of the Cornell Community. As more people realize that the Senate is not an effective ideological mechanism, but is an effective way to make the Cornell environment more sensitive to the needs of its people, there should be fewer contested seats, particularly in constituencies where people know each other well. There is little point in setting up election contests if there is no ideological principle at stake. If the Senate begins to fail, then a "turn the rascals out" election might result. To make the Senate function well over all the areas where effective consensus is possible, one only needs to fill the slots with intelligent, hard-working students, faculty, and staff who come from a reasonable cross-section of the University.

Surely, it is apparent, that there is no special magic in any
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Defense Research at Issue

Protesters Meet CAL Recruiters

A group of youthful demonstrators protesting the presence on campus of two recruiters from Cornell Aeronautical Laboratory (CAL) in Buffalo confronted University officials with questions and criticisms in the Office of the President Tuesday morning, then went to Barton Hall where they questioned the recruiters about CAL's work on defense research.

About 45 demonstrators were outside the Career Center in Sage Graduate Center at 8:30 a.m. waiting for the recruiters when they learned that the recruiters were in Barton Hall conducting interviews. After being told that some 30 Safety Division patrolmen were also in Barton to prevent any disruption of the interviewing, the demonstrators moved to the office of University President Dale R. Corson in Day Hall.

Corson, Jackson O. Hall, executive assistant to the president and Lowell T. George, director of the Safety Division, talked with and listened to the demonstrators for 50 minutes. The confrontation took place in the hallway within the suite of offices occupied by the president, the provost and their staffs, but outside the president's own office.

During the confrontation, the demonstrators questioned Corson about the relationship between the University and CAL.

Corson repeated earlier statements that the University wants to achieve complete separation of the laboratory from the University. He said he and other University officials had sought to develop more non-defense business for CAL.

At another point, Corson said he hoped that "CAL will be working 100 per cent on other kinds of problems (non-defense problems) and doing it without any connection with Cornell University as soon as possible."

When a demonstrator asked who decided to

have the CAL recruiters in Barton along with Safety Division patrolmen, Corson said, "I am ultimately responsible for what goes on in the University, so if you want to pin it on me, go right ahead."

Corson suggested that if the demonstrators would select several representatives, he would ask the CAL recruiters to meet with them at a time that would not interfere with the interviewing schedule.

During a lengthy discussion among the demonstrators on what should be their course of action, Hall made it clear that the University was not going to allow the demonstrators to "barge in and disrupt the interviews." George ordered the group to move out of the president's office or be liable for suspension or arrest.

After two votes, the demonstrators decided to go to Barton and confront the CAL recruiters as a group. Before they got there, however, they went to Willard Straight Hall, then to Goldwin Smith Hall, in an attempt to gain supporters. The group chanted, "Stop CAL. Stop the Killing. Come to Barton Hall," as it moved around the campus.

About 60 demonstrators arrived at Barton at 10:15 a.m. Hall explained to them that he had talked to the recruiters who had agreed to talk to five or six demonstrators at 10:30 to discuss the possibility of arranging a meeting with the whole group.

William Rickard and Alfred Ritter, the CAL recruiters, agreed to meet with the group while the recruiters were having lunch. About 50 demonstrators were on hand at 12:45 p.m. when Rickard and Ritter began responding to questions and comments.

Most of the 35-minute session centered on specific defense research in which CAL is reportedly engaged and on questions of the morality of CAL's involvement in such research.

Kisker Charges 2 Involved In Honeywell Demonstration

Cornell's judicial administrator, Hartwig E. Kisker, said Monday that he is filing charges against two students involved in the Feb. 7 antiwar demonstration on campus against recruiters from the Honeywell Corporation.

Conviction on the charges, which will be handled through the University's judicial system, could result in the two students being permanently dismissed from the University, Kisker said.

The students were charged under the University's Regulations for the Maintenance of Public Order. In one case, the charge was "obstructing or restraining the lawful movement of another or obstructing or restraining his lawful participation in authorized activities and events, including, without limitation, regular and special curricular activities, extracurricular activities, and employment interviews."

The other student was charged with violation of the rule that "no person shall refuse or fail to comply with a lawful order of any clearly identifiable University or public official acting in the performance of his duties in the administration and enforcement of these regulations."

Gurowitz Clarifies Policy On Access to Campus

Here is a statement from Cornell University Vice President for Campus Affairs William D. Gurowitz clarifying the University's position on campus access policy.

"I am certain that the President (Dale R. Corson) in his discussions with the University Senate Executive Committee, which I also attend, was not indicating an intent or decision to ban any individuals from the campus. These meetings, held

monthly, are designed for informal discussion and the exchange of ideas, nothing more. In this particular case, the President was asking for the advice of the Executive Committee regarding a hypothetical situation involving personal safety. He was not indicating a decision on his part to follow a particular course of action if such situations should arise in the future. He was seeking advice."

Law Students' Efforts Free Seven From Prison

During the past year seven inmates of New York State's maximum security prison at Auburn have been freed as a result of efforts by Cornell University Law Students.

The third-year law students presented the cases of their prison clients before state officials and in state courts as part of a two-year pilot project that combines education with community service. Entering its second year, the project is supported with \$80,000 in federal funds administered through the New York State Division of Criminal Justice.

According to Gray Thoron, the professor of law at Cornell who conceived and organized the program, winning the freedom for an inmate by righting a legal injustice is certainly a dramatic and fulfilling experience for all involved.

As an example, he cited the case won earlier this month by senior law student Karen Johnson. Arguing her case before Judge Ormand N. Gale in Onondaga County Court, she had a 30-year sentence for robbery against a 41-year-old Syracuse man substantially reduced. Today James Lee Brown (who had served four and a half years) is a free man out of prison on 10 years probation and reunited with his wife and three children.

Miss Johnson argued her case on the constitutional point that Brown had been unjustly sentenced as a second felony offender which resulted in the severity of the sentence handed down by Judge Gale in 1967.

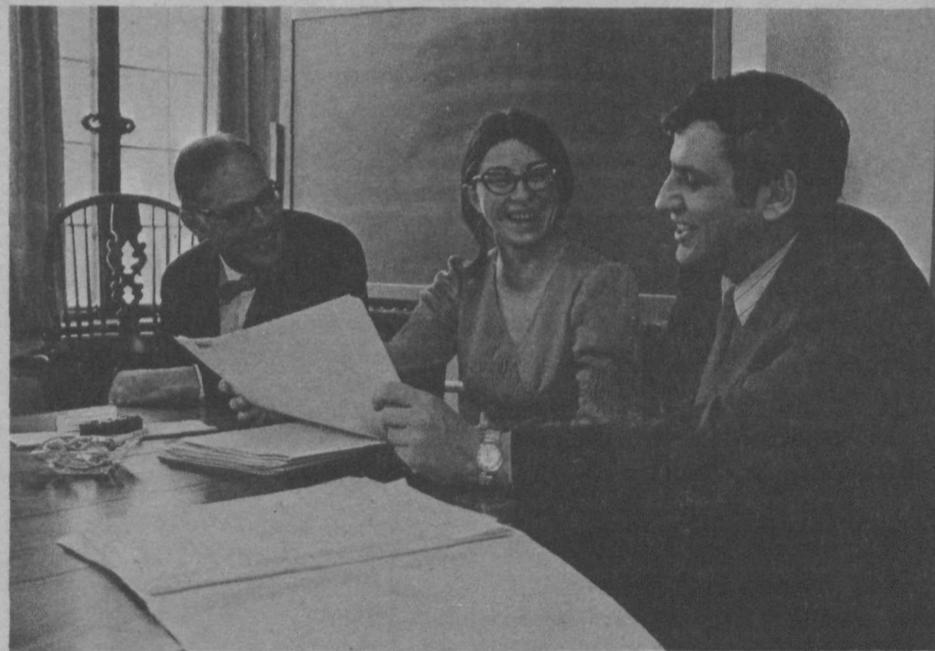
Brown's first felony was a conviction in Florida in 1947 for breaking and entering for which he served five years. The conviction was unconstitutional, Miss Johnson argued, because Brown was never represented by an attorney nor was he ever apprised of his rights to have an

attorney. She also presented detailed affidavits signed by Auburn prison guards stating that Brown had exhibited exemplary character in risking his own life to protect guards during the November 1970 prison riots.

Miss Johnson was able to present the case in court under special permission granted the project at its inception by the New York State Supreme Court Appellate Division. With this special permission students in the project are able to represent their clients in court as long as they are accompanied by a faculty member who is a member of the New York State Bar. Faust Rossi, professor of law, appeared in court with Miss Johnson.

"Because a case like this seldom occurs," Thoron said, "it is not a true measure of the overall value of the Auburn Legal Assistance Program." He pointed out that in the past year 21 students in the program have received nearly 300 applications for legal assistance submitted by prisoners at Auburn.

"Roughly half of the inmates writing the project, he said, have so far been interviewed. Many of those who are not interviewed receive a detailed letter explaining why we cannot take their case (perhaps they already have a lawyer) or why we believe from the facts they give us that there is no legal basis for seeking relief on their behalf. Those who are interviewed receive a lengthy opinion letter, written by a student staff member and supervised by a faculty member, regarding the law applicable to their case and the student's opinion concerning the possibilities for legal or other relief. Where it appears that some kind of legal relief may be available, the project will prepare court papers and try to see that relief is



VICTORY SMILES — Karen A. Johnson, Law '73, reviews a recent case in which she won freedom for a prisoner serving a 30 year sentence at the Auburn Correctional Facility. At left is Gray Thoron, professor of law, originator of the Law School's Auburn Legal Assistance Project. On the right is Faust F. Rossi, professor of law, who advised Miss Johnson on the case.

obtained."

Recently, an inmate was notified by the State of Florida that a warrant for attempted murder had been filed against him. Law student, Terry Calvani '72, wrote the state, providing information that the inmate had been a model prisoner and could be eligible for parole, if the warrant were withdrawn. Florida officials wrote back and agreed to drop the warrant, because, as it turned out, the evidence against the inmate was rather flimsy.

"It is in cases like these," Thoron said, "that the project's efforts make a real difference — the inmate could not have obtained the same result on his own." Karen Johnson has successfully had

family court warrants withdrawn in two separate cases, he added.

Of the seven inmates released from confinement, in three instances the project was able to show that an inmate's credit for time spent in confinement before reaching Auburn had been incorrectly computed. One of these cases was argued in court by a student and won; in the other two the State agreed to the release of the inmates after being presented with the facts.

In other cases parole assistance was given, a bail reduction was negotiated in a deportation case, and a prisoner was released on habeas corpus for having had his parole improperly revoked.

Cranch Urges Faculty to Aid Long Range Planning Efforts

Continued from Page 1

from time to time. Cranch said his committee sees its job as one of determining how, over the next five to 10 years, Cornell can maintain financial viability and improve the stature of the student body, the faculty and other personnel.

He said the committee first had looked at all facets of the problem and now has five sub-committees to deal with the "meat" of the work. The sub-committees are on educational goals and priorities; academic affairs; non-academic affairs; tenure and rewards, and academic productivity. The committee hopes to complete its work and report to Corson in the spring.

A great deal of statistical material has been gathered by the committee and Cranch summarized much of it in a number of slides. He cautioned the faculty that there are pitfalls in looking at these "gross numbers" and that there is much to be considered below the surface ratios.

In discussing the University's deficit, he stressed the fact that unrestricted funds are being used to meet operating expenses, funds that could otherwise be used in other ways, such as adding them to the endowment to increase endowment income.

"Serious inroads are being made into unrestricted funds in order to meet the deficit," Cranch said. He noted that available funds in the Budget Stabilization Reserve and from the Centennial Fund have been used up and that only money from a Ford Foundation Fund remains to meet the deficit.

The Cranch committee has been studying the University's overall growth since 1960. He called it "remarkable," but not unlike the growth at similar institutions. Cranch said that if the growth rate continued, the University will spend endowment and will lose quality in faculty

and students.

There has been a 45 per cent growth in the student body since 1960, according to Cranch. The most spectacular growth has been in endowed graduate enrollment — 108 per cent. Endowed undergraduate enrollment has been about 25 per cent.

"Unwatched growth (in enrollment) can get us into difficulty," Cranch commented.

Over the same period there has been a 43 per cent growth in faculty, with the endowed units up 77 per cent and the statutory units up 16.5 per cent.

At the same time, the student-faculty ratio in the endowed units fell from 14.5 to 1 to 11.5 to 1. Cranch observed that as the student-faculty ratio dropped during the 1960's "we began to run into financial problems." He said this was not necessarily a cause and effect condition, but that it is "something to keep in mind."

The percentage of increase in University expenditures has far exceeded the percentage of growth in the number of faculty and students, Cranch said. There has been an increase of over 300 per cent in financial aid to students since 1960, for example.

Cranch said that over the last 12 years the University has been adding faculty in the beginning ranks at a much greater rate than in the upper ranks. The number of assistant professors grew by 191 per cent, while associate professors grew by 73 per cent, professors grew by 61 per cent, and the overall growth in rank was 75 per cent.

Noting that "there is a wide spectrum on campus" of faculty who hold tenure, Cranch cited several examples of the percentage of faculty on tenure: Agriculture — 80 per cent; Arts and Sciences — 63 per cent — Engineering — 76 per cent; Industrial and Labor Relations — 78 per cent; Law — 90 per cent.

Programs Enable Employees To Meet Senate Candidates

Cornell employees will have opportunities to meet employe candidates to the University Senate at a series of special programs starting today at various locations on the campus.

The programs for non-exempt housing and dining employees will begin at 2:30 p.m.; those for all other constituencies will begin at 11 a.m.

In a memorandum issued last October, Robert F. Risley, vice provost, urged supervisors to permit their employees to participate in Senate related activities during working hours when such activities are held during those hours.

The following is the schedule of meetings:

Non-exempt employes, statutory

division:

Thursday, Feb. 17, Martha Van Rensselaer Auditorium

Tuesday, Feb. 22, Schurmann Hall Auditorium

Non-exempt employes, endowed division:

Thursday, Feb. 17, Kaufmann Auditorium, Goldwin Smith Hall

Tuesday, Feb. 22, Room 700 Clark Hall

Thursday, Feb. 24, Anabel Taylor Auditorium

Other non-exempt employes:

Tuesday, Feb. 22, Room 213 Ives Hall

Exempt employes:

Tuesday, Feb. 22, Martha Van Rensselaer Auditorium

Thursday, Feb. 24, Kaufmann Auditorium, Goldwin Smith Hall

Housing and dining non-exempt employes:

Thursday, Feb. 17, first floor lounge, North Campus Union

Tuesday, Feb. 22, Room 308, Noyes Student Center

Employees who do not know their constituencies may find out by calling the Senate office at 256-3715. Ballots for the election of employe senators will be mailed Feb. 24 and must be returned to the Senate office in 133 Day Hall by March 3.



LUNCHTIME CONVERSATION — The two Cornell Aeronautical Laboratory recruiters seated in the foreground spend most of their lunch hour Tuesday in Barton Hall talking with the demonstrators who came to protest CAL's work on defense contracts. They are observed by more than a few reporters and photographers.

Bulletin of the Faculty

(Publication of this Bulletin is supervised by the Secretary of the University Faculty Robert M. Cotts, 315 Day Hall, 256-4843.)

Report of University Faculty Meeting Feb. 16, 1972

Provost Robert A. Plane called the meeting to order at 4:35 p.m. There were 50 present.

The Provost announced the death of:

Thomas A. Silk, Professor Emeritus — Hotel Administration.

George H. Healey, Professor of English and Curator of Rare Books, University Libraries.

Alice M. Burgoin, Professor Emeritus — Institution Management, Human Ecology.

William L. Hewitt, Associate Professor of Civil and Environmental Engineering, Agricultural Engineering.

James Frederick Mason, Professor Emeritus — Romance Languages and Literature.

Donald Stuart Welch, Professor Emeritus — Plant Pathology.

He then relinquished the chair to the speaker, Professor John H. Whitlock.

Professor Whitlock announced that since the meeting lacked a quorum, the meeting could receive reports, ask questions, and hold discussion.

The Minutes of the Meeting of Sept. 23, 1971, were accepted.

The legislation on Committee on Membership of the University Faculty could not be debated because of the lack of a quorum.

Dean of the Faculty, Norman

Penney, called attention to the published list of Nominees for Standing Committees (*Chronicle*, Feb. 10). One change in the published list has been made because Assistant Professor Robert Whitlock, Veterinary Pathology, announced he could not serve if elected. Assistant Professor R. Kenneth Braun, Large Animal Medicine, Obstetrics and Surgery, agreed to accept the nomination for a non-tenured, non FCR position on the Committee on Admissions and Financial Aids.

Professor Whitlock asked for nominations from the floor. There being none, nominations were declared closed.

Provost Plane outlined the history of the Committee on Long Range Financing and Planning, Professor Edmund T. Cranch, Chairman. Professor Cranch reviewed progress of the committee and announced that a detailed report could be expected later this spring.

As the meeting drew to a close, Professor John G. B. Hutchins, Business and Public Administration, asked what constituted a quorum and how the Faculty could assemble a quorum. The question of a number was answered (148), but the latter question could not be.

A Report on Cornell Faculty Compensation for 1971-72

With all the discussion of Cornell's deficits and New York State's fiscal problems it is not surprising to find that the growth in average compensation for full-time faculty was small in 1971-
Continued on Page 19

Chronicle

All items for publication in the Cornell Chronicle must be submitted to the Chronicle office, 122 Day Hall, by noon on the Monday preceding publication. Only typewritten information will be accepted.

Big Red Hockey Tri-Captains Discuss the Game

(A Chronicle Special Feature)

"We just don't seem to worry about some teams and it ends up a close game with them, which shouldn't really happen, but it does." — Larry Fullan

"Last year I had a lot of points in a short span. This is what a lot of people look forward to ... When a person gets the points or goals, they say 'Well, he's playing a great game' If you get the points, they think you're playing well." — Jim Higgs

"It's tough to end a record like we had going at home, but records are records and they have to be broken some time. It's unfortunate to be on the team when it happens. But I'm not going to lose any sleep over it." — Ron Simpson

Interviews with many college athletes can be disasters. All too often, they have nothing to say and they say it badly. Cornell hockey players — at least tri-captains Fullan, Higgs and Simpson — are different. They have opinions and ideas that they're not afraid or unable to express.

In addition to their openness, there's much else they share. All are seniors from Ontario, Canada who had second thoughts about the game while teenagers, who've played under two different coaches at Cornell, who've experienced a leveling off in eastern college hockey, who've had positive off-ice experience here, and who look forward to a chance to play pro hockey.

(And, as Simpson's comment indicates, none cried in his pillow after the 63 game winning streak at Lynah Rink was snapped by Clarkson on Feb. 2.)

For all their similarities, Fullan, Higgs and Simpson are three individuals.

Fullan, from St. Michael's High School in Toronto, is in the New York State College of Agriculture and Life Sciences majoring in business administration and marketing. A center, he led the team in scoring last year and leads again this season. But there's nothing about the 5-10, 180-pounder that would cause a stranger to pick him out of a crowd as a star athlete.

Higgs, on the other hand, has the rugged features and demeanor that many people expect in sports figures. At 5-8, 195, he looks like the kind of guy you'd want on your side in a fight. Defenseman Higgs, third in scoring in 1970-71, scoffs at the critics who suggest he's not having a good senior year. He's from Huntsville High School and is majoring in business administration and marketing in the Agriculture College.

Simpson is the kind of undergraduate dreamed about by coaches, admissions officers and alumni. A smiling, personable blond, Simpson has excelled as an industrial engineer in the College of Engineering as well as on the ice. The most articulate of the three, he gives the impression he could be a successful



Saturday night's game with Harvard at Lynah Rink might well be the topic of conversation among Cornell's hockey leaders. From left are Jim Higgs, Ron Simpson, Coach Dick Bertrand and Larry Fullan. Higgs, Simpson and Fullan are the Big Red tri-captains.

lawyer or businessman, two of the fields he's considering for the future. The 5-11, 185 pound defenseman is from Ttobicoke High School in Islington.

Fullan, Higgs and Simpson weren't born with skates on, but, like most Canadian males, they were skating before they had mastered the Canadian equivalent of the Dick and Jane Reader. When they had reached their teens, however, all of them gave some thought to giving up hockey.

When Fullan was 18 and playing junior varsity hockey, "the team I was on wasn't going that well and I sort of thought maybe I was getting fed up with the game." But after realizing how much he enjoyed the routine, the practice and the games, he stayed with it. He admits to feeling "tired and glad when the season is over, but I always want to come back next year."

Where "next year" will be for Fullan when the current Cornell season ends, remains to be seen. "What I'd like to do is to try to play pro hockey, at least give it a chance and see if I like it and it likes me. If it doesn't, then at least I can say I had the chance to try," Fullan says. Graduate school ranks second in Fullan's plans.

Higgs had his moment of doubt about hockey when he was 16 and had an unpleasant experience playing away from home during the summer. "What they said, you had to do, whether you liked it or whether it was right or wrong. You really had no choice; they controlled your life," he recalls. He went on to play with "guys who were just there to have a good time" and now says he'd like to play hockey "as long as possible."

Higgs expects to be invited to a camp by a pro team after graduation. "I'd like to try it. If I don't make it, well, at least I will have tried it," he says, sounding much like Fullan.

The time Simpson came close to giving up the game was in high school "when nobody else in the school played organized hockey. In the league I was playing in, I was playing hockey on Friday and Saturday nights and not really having a good time. Nothing to talk about on Monday morning." Now, playing hockey is what he wants to do. "I'm very happy about it and I enjoy getting out there with a puck and stick."

Like Fullan and Higgs, Simpson wants a crack at pro hockey. "The challenge is there and I love a good challenge. I believe I've got the ability to make it."

If he doesn't, and also decides against law, he might just wind up a millionaire designing hockey equipment and uniforms. Combining his hockey and engineering experience, Simpson thinks that a great deal can be done with the equipment and uniforms to improve skating and cut down certain injuries. He's now looking at the feasibility of the whole idea.

The tri-captains are in agreement on what's the same — and what's different — playing under coaches Ned Harkness and Dick Bertrand.

Harkness, who coached at Cornell for seven seasons including the 1969-70 season when Fullan, Higgs and Simpson were sophomores, and Bertrand who coached the Big Red last season and this, both employ the same hockey style or system, according to the tri-captains.

"They handle players differently, which is natural," Fullan says. "They're two different people with different attitudes toward the players. Dick perhaps is not as polished as Ned was on certain facets of dealing with the individuals, but this is something he's going to learn with more years of coaching."

It may not be possible for anyone to ever again get the results Harkness achieved because of the great improvement in college hockey noted by Fullan, Higgs and Simpson.

All three claim that the competition is tougher than in the past. They attribute it to more talent coming to the United

States from Canada, better coaching, and the fact that the good teams like Cornell, Harvard and Boston University "can't improve as much as the bad teams can," Simpson says.

The trio also was impressed with what it saw on its trip to the Midwest to play Notre Dame and St. Louis. "I predict that St. Louis is going to be a powerhouse in the West," according to Simpson.

In appraising their own team, all three have somewhat different views. Fullan points to the problem of getting the Big Red "up" for certain opponents, many of which "like nothing better than to have a victory against us on their schedule." Higgs sees the 1971-72 squad as a "closely knit team" with many of the same qualities of the 1969-70 team that won the national title. Simpson's observation is that this Cornell team is not as tall or heavy as most opponents. "It takes a lot of confidence and desire to go up against a 200-pound defenseman and come out with the puck."

For all the pleasure Fullan, Higgs and Simpson have given to Cornell, they feel they've received a great deal from the University and the Ithaca community.

Fullan came to Cornell because of the recommendations of his high school teachers and his brother, Rick, a member of the Class of 1970, and Harkness. ("Ned Harkness was a fairly good persuader.") He's seen no stigma attached to his being a Canadian playing hockey at Cornell.

Higgs, a talented lacrosse player in high school who hopes to play for the Big Red this spring, was recruited by Harkness also. He says that being a Canadian here is "definitely not something they resent or hold against you. If anything, it's in your favor." Higgs is quick to point out that being a Canadian hockey player doesn't bring any "favors" in the classroom. "If we don't produce in academics the same as anyone else, we won't be around."

It was a combination of getting a good education, playing good hockey and "a lot of Ned Harkness that got me here," Simpson says. "Canadians playing Cornell hockey is a way of life at Cornell, I guess. It's been that way since Ned got here. I find it's a very friendly campus. Any person in any capacity in Ithaca is very nice to me and I feel it's an honor and a privilege to return it."

Career Calendar

Sign-ups are now being taken at the Career Center for the following interviews:

St. Paul's School — Summer Teaching Internships — Wednesday, Feb. 23.

Mennonite Central Committee — Domestic and International Voluntary Service Positions — Friday, Feb. 25.

Recent Acquisition: "A Guide to Professional Development Opportunities for College and University Administrators: Seminars, Workshops, Conferences, Internships & Fellowships," Management Division, Academy for Educational Development, a nonprofit planning organization.

Youthgrant in the Humanities, a program of the National Endowment for the Humanities is seeking applications from students interested in "translating their educational and ethical concerns into concrete projects, and to reflect critically on their own beliefs and values as well as those held by the larger society." For further information, write to: Youthgrants in the Humanities, National Endowment for the Humanities, Washington, D.C. 20506.

The Senate Page

The Senate Page is the official bulletin of the Cornell University Senate. Publication is supervised by Ellen C. Mandell, secretary of the Senate, 133 Day Hall, 256-3715.

An Act to Unify and Expand the Student Code and the Regulations for the Maintenance of Public Order

B-161-a

ABSTRACT: This bill proposes that the Student Code and the Regulations for the Maintenance of Public Order be replaced by a conduct code applying to all members of the Cornell Community.

TEXT: Be it RESOLVED that this Campus Code of Conduct, except Article I thereof, is enacted and that the Student Code approved by the Faculty Committee on Student Affairs on July 24, 1969 is rescinded; and be it further

RESOLVED that the Senate recommends to the Board of Trustees that it adopt ARTICLE I of this Campus Code of Conduct to supplant the present Regulations for the Maintenance of Public Order except VI and VII thereof, concerning which the Senate intends to make future recommendations.

Campus Code of Conduct
ARTICLE I — Regulations for the Maintenance of Public Order
Section One — Applicability

This Article I shall apply to all persons on any campus of Cornell University or any other property or facilities used by it for educational purposes.

Section Two — Violations

It shall be a violation of this Article I:

(a) To disrupt or obstruct or attempt to disrupt or obstruct any instructional, research, service, or other University operations or functions, or interfere with or attempt to interfere with the lawful exercise

of freedom of speech, freedom of movement, freedom of peaceable assembly, or other rights of individuals, by action including but not limited to the following:

i. By intentionally using or threatening physical force or violence to harass, abuse, intimidate, coerce, or injure another, or to cause damage to or loss of property; or

ii. By intentionally urging and inciting others to violate the provisions of this subsection (a); or

iii. By obstructing or causing to be obstructed the lawful use of, access to, or egress from University premises or portions thereof, or by making unauthorized entry upon or use of University property or facilities; or

iv. By obstructing or restraining the lawful movement of another or obstructing or restraining his lawful participation in authorized activities and events, including, without limitation, regular and special curricular activities, extra-curricular activities, and employment interviews.

(b) To refuse to comply with any lawful order of a clearly identifiable University official acting in the performance of his duties in the enforcement of this Article I.

(c) To possess, carry, or use firearms, including rifles and shotguns, ammunition, explosives, or other dangerous weapons, instruments, or substances in or upon University premises (except in the case of law enforcement officers or except as specifically authorized by the University), subject to the exceptions stated in the Trustee Legislation of September 5, 1969.

Section Three — Amendment

This Article I may be amended by the Board of Trustees upon the recommendation of the Senate.

ARTICLE II — Other Regulations

Section One — Applicability

This Article II shall apply to students, members of the University Faculty, other employees of Cornell University, and University-registered organizations except all of the aforementioned whose connection with the University is exclusively with its New York City divisions.

Section Two — Violations

It shall be a violation of this Article II:

Senate Calendar

Thursday, Feb. 17 — Physical Education and Athletics, 439 Statler, 2 p.m. Committee on Committees Public Hearing, North Room, WSH, 4:30 p.m. Senate Meeting, Bache Auditorium, Malott Hall, 7:30 p.m.

Friday, Feb. 18 — Minority and Disadvantaged Interests, International Lounge, WSH, 3 p.m.

Sunday, Feb. 20 — Meet the undergraduate student candidates night. Memorial Room, Willard Straight, 8 p.m.

Monday, Feb. 21 — Executive Committee Agenda Meeting, Senate Office, 4:45 p.m. Campus Life Committee, Clark 609, 3:30 p.m.

Tuesday, Feb. 22 — Senate Meeting, Kaufmann Auditorium, 7:30 p.m.

Wednesday, Feb. 23 — Parking and Traffic Subcommittee Open Hearing, G-17 Barton Hall, 1 p.m. Board on Student Health Subcommittee, Sage Infirmary Library, 7:30 p.m. Executive Committee Meeting, Senate Office, 4:30 p.m.

(a) To forge, alter, or wilfully falsify or otherwise misuse University records, permits, identification cards, or other documents.

(b) To furnish false information to the University with intent to deceive.

(c) To bribe or attempt to bribe a University official.

(d) To claim falsely to represent the University or a University-registered organization.

(e) To misappropriate University funds.

(f) To breach one's duty to the University.

It shall also be a violation of this Article II, on any campus of Cornell University or any other property or facilities used by it for educational purposes, or on the property of a University-related residential organization, in the Ithaca or Geneva area, elsewhere in such area when directed against a member of the Cornell community, or in any other place whatsoever in connection with any curricular or extracurricular activity:

(a) To endanger, injure, or threaten to injure the person or property of another.

(b) To defraud.

(c) To steal or possess stolen property.

(d) To refuse to comply with any lawful order of a clearly identifiable University official acting in the performance of his duties in the enforcement of University policy.

(e) To traffic, for profits or otherwise, in goods or services, when incompatible with the

interests of the University and the Cornell community.

(f) To incite another to violate this Article II:

(g) To attempt to violate this

Judicial Reform and Restructuring Act of 1972

ABSTRACT:

This bill repeals all Faculty and Senate legislation with regard to the Student-Faculty Boards on Student Conduct and recommends to the Trustees repeal of the administratively created "Henderson Act Boards" which currently enforce "The Regulations for the Maintenance of Public Order."

In place of these boards the bill provides for creation of two nine-member trial and appellate tribunals, each consisting of three students, three faculty members, and three other employees all nominated by the Senate Judiciary Committee. While the appeals board (called the University Review Board) would hear each case with all nine members sitting, cases brought before the lower board (University Hearing Board) would be heard by a panel of five members. Appeals will be heard by the full nine-member University Review Board.

TEXT:

Section 1 — Office of Judicial Administrator

A. The Judicial Administrator shall be nominated by the President of the University and approved by the University Senate. The Judicial Administrator shall not be a Senator.

B. The Judicial Administrator shall be appointed for a two-year term; a Judicial Administrator can be renominated by the President and reappointed by the Senate for additional terms.

C. The Office of the Judicial Administrator shall be independent, subject only to the powers of the Senate to redefine the role of the Office. He shall be subject to removal during his term of office only by action of the Board of Trustees.

D. The Judicial Administrator shall be solely responsible for the Office of Judicial Administrator.

E. Included in the duties of the Office of Judicial Administrator shall be:

1. Receiving and investigating complaints concerning alleged violations of the Student Code, the Regulations for the Maintenance of Public Order, the Statement of Student Rights, and such other documents as the Senate may direct;

2. Initiating investigation of possible violations of these documents where there has been no formal complaint;

3. Preferring of charges alleging such violations;

4. Informing defendants of such charges in writing;

5. Insuring that the defendant is aware of: all the rights and options available to him; the procedures of the Office of Judicial Administrator and Judicial boards; the alternative procedures hereafter described in Section Four; his right to counsel; and his right of access to the Office of Judicial Advisor.

Article II.

ARTICLE III — Amendments

This Code may be amended by the Senate, except as provided in Article I, Section Three, thereof.

6. On request of University officials, the Judicial Advisor, committees, boards, or other judicial mechanisms as hereafter described in Sections 2 and 4, to provide a copy of charges made against the defendant;

7. Reach a summary decision acceptable to the defendant; or refer the case to the University Hearing Board for adjudication. In the event that the summary procedure is employed:

a. The only penalties that may be assessed (via summary decision) shall be written reprimands and fines.

b. The Judicial Administrator and the accused shall be allowed to reach agreement within the full spectrum of remedies prescribed in the Uniform Penalties and Remedies Act.

c. A summary decision shall not become final and binding (subject to the provisions of subsection F.) until 48 hours after the initial agreement.

d. The Judicial Advisor shall be notified of each summary decision as soon as possible.

F. If a complainant is dissatisfied with the decision of the Judicial Administrator not to prefer charges or with a summary decision which has been accepted by the defendant, he can, within 72 hours of the decision, request in writing a review of the decision by the full membership of the University Hearing Board.

The University Hearing Board, at least five members concurring, can order the Office of Judicial Administrator to:

1. Reopen the investigation; or,

2. Prefer formal charges so that the case can be adjudicated by a panel of the University Hearing Board.

Section Two — Judicial Boards

A. University Hearing Board

1. The University Hearing Board shall hear cases involving alleged violations of the Student Code, the Regulations for the Maintenance of Public Order, the Statement of Student Rights, and such other documents as the Senate may direct; and shall review decisions of the Office of Judicial Administrator, as provided for in Section One.

2. The membership of the University Hearing Board shall be three students, three faculty, and three other employees nominated by the Senate Judiciary Committee.

a. Written applications shall be solicited from the Cornell Community by the Judiciary Committee.

b. All nominations are subject to Senate confirmation.

c. No individual shall be a member of the Senate, a Senate committee or board, or a Senate employee and a member of the University Hearing Board at the same time.

d. Members of the University

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Current Legislative Log

BILL NUMBER	DATE SUBMITTED	TITLE	SPONSOR	COMMITTEE REFERRED TO
B-174	2/10/72	Change of Quorum Bylaw [The quorum is set at 40% of the voting members of the Senate.]	Ulric Neisser	1. Executive Committee 2. Internal Operations
B-175	2/14/72	Academic Calendar for 1973-1974 [Establishes Academic Calendar for 1973-1974.]	Calendar Comm.	Calendar Committee

The Senate Page

Continued from Page 9

Hearing Panel must sit for a given case.

d. At least three votes shall be required for conviction.

e. A defendant has the right to a public hearing if he notifies the Office of Judicial Administrator of his desire for such a hearing 48 hours before the hearing is held.

(1.) Although an open hearing must be maintained the panel has the right to enforce order in the hearing room.

(2.) All deliberations shall be in private.

B. University Review Board

1. The University Review Board shall hear appeals of cases heard by Hearing Panels of the University Hearing Board.

2. The nine members of the University Review Board shall elect a Chairman from among themselves.

a. The Chairman shall have the right to convene the University Review Board.

b. The Chairman shall summon legal counsel at the request of any member of the University Review Board.

3. All defendants have the right to appeal to the University Review Board.

4. The members of the University Review Board shall be selected in the same manner as the members of the University Hearing Board are selected.

a. A nominee to the University Review Board must be eligible for but not a member of, the University Hearing Board.

b. Members of the University Review Board shall serve terms of office as follows:

1. For the first term of office only, two students, two faculty members, and two employees shall be appointed for terms of one year. All other members of the University Review Board shall be appointed for two years.

2. Thereafter the terms of the University Review Board shall be for two years.

c. The term of office of a member of the University Review Board shall begin with the confirming date of the Senate or as ordered by the Senate.

5. Hearings

a. All members of the University Review Board shall sit for a given case.

b. A quorum for any hearing of the University Review Board shall be six.

c. A five member vote is needed to reverse a University Hearing Board conviction, reduce a penalty, or modify a remedy.

Section Three — Office of Judicial Advisor

A. The Judicial Advisor shall be nominated by the President of the University and approved by the University Senate. The Judicial Advisor shall not be a Senator.

B. The Judicial Advisor shall be appointed for a two-year term; a Judicial Advisor can be renominated by the President and reappointed by the Senate for additional terms.

C. The Office of Judicial Advisor shall be independent, subject only to the powers of the Senate to redefine the role of the office. He shall be subject to removal during the term of office only by action of the Board of Trustees.

D. The Judicial Advisor shall be solely responsible for the Office of Judicial Advisor.

E. The duties of the Office of Judicial Advisor shall include:

1. Act as consultant if defendant requests advice and assistance in addition to that provided by the Office of Judicial Administrator.

2. Obtain from the Office of Judicial Administrator a copy of the charges made against a defendant when the defendant requests his assistance.

3. Give a defendant any additional assistance he may request in preparing a defense.

4. When requested by the defendant, provide assistance in securing counsel.

Section Four

These procedures shall apply to faculty members and employees only in the case of alleged violations of the Regulations for the Maintenance of Public Order and shall be without prejudice to any academic or non-academic grievance procedure which may be applicable.*

Section Five — Defendant Counsel

A. When he appears before the Judicial Administrator, the University Hearing Board, University Review Board or University officials acting in a judicial capacity, a defendant has the right to counsel by an individual of his choice.

B. The counsel for the defendant may be selected from any member of the Cornell Community or general public.

C. The defendant has the option of seeking assistance from the Office of Judicial Advisor in the selection of counsel.

D. The defendant shall have the right of acting as his own counsel.

Section Six

A. Procedures currently applicable to the present judicial system and not specifically revised here shall continue to be in effect, unless modified by the University Hearing Board or University Review Board.

B. This legislation shall take effect with respect to the Regulations for the Maintenance of Public Order upon ratification by the Board of Trustees and with respect to all other codes with 30 days after enactment by the University Senate.

C. The "Judicial Reform and Restructuring Act of 1971," A-194 (SA-46) and "Adjudicatory System for Student Conduct" of May 1, 1968 and September 4, 1969 are hereby repealed.

*-Tentatively approved.

COPY APPENDIX A ARTICLE 129-A

REGULATION BY COLLEGES OF CONDUCT ON CAMPUSES AND OTHER COLLEGE PROPERTY USED FOR EDUCATIONAL PURPOSES

Section 6450. Regulation by colleges of conduct on campuses and other college property used for educational purposes.

6450. Regulation by colleges of conduct on campuses and other college property used for educational purposes. 1. The trustees or other governing board of every college chartered by the regents or incorporated by special act of the legislature shall adopt rules and regulations for the maintenance of public order on college campuses and other college property used for educational purposes and provide a program for the enforcement thereof. Such rules and regulations shall govern the conduct of students, faculty and other staff as well as visitors and other licensees and invitees on such campuses and property. The penalties for violations of such rules and regulations shall be clearly set forth therein and shall include provisions for the ejection of a violator from such campus and property, and in the case of a student or faculty violator his suspension, expulsion or other appropriate disciplinary action. Such rules and regulations shall be filed with the regents and the commissioner of education not later than ninety days after the effective date of this act. All amendments to such rules and regulations shall be filed with the regents and the commissioner of education not later than ten days after their adoption.

2. If the trustees or other governing board of a college fails to file the rules and regulations within the time required by this section such college shall not be eligible to receive any state aid or assistance until such rules and regulations are duly filed.

3. Nothing contained in this section is intended nor shall it be construed to limit or restrict the freedom of speech nor peaceful assembly.

CORNELL UNIVERSITY SENATE APPENDIX B COPY

February 18, 1971

MEMORANDUM:

TO: William Overstreet, Chairman, Cornell University Senate Judiciary Committee
FROM: David B. Hayter, Assistant University Counsel
RE: Proposed University Judiciary System

Although neither I nor other concerned members of the administration have had an adequate opportunity for review and consideration of your committee's proposals as set forth in today's issue of the *Cornell Chronicle*, the fact that you are holding a public hearing this evening prompts me to offer some immediate comments with the understanding that we may have some additional comments later on.

Section One. Bearing in mind the responsibilities of the Board of Trustees and the President for enforcement of the Regulations for the Maintenance of Public Order, it would seem more appropriate with the Judicial Administrator being appointed by the President with the consent of the Senate. Secondly, while there is much to be said for the independence of a Judicial Administrator, I think it appropriate that he be required to report periodically to the President and to the Senate. In this respect, you might think of the Judicial Administrator in a role parallel to that of an attorney general who is responsible for enforcing the laws, even if they may apply to members of the government or administration of which he himself is a part and the fact that he reports to the chief executive and to the legislature in no way compromises his duty and ability to prosecute members of an administration or a legislature. Next, we do not believe that there is any need to provide for removal of the Judicial Administrator. Indeed, this provision, taken together with some of the other provisions of your proposal, would make it difficult to obtain the services of a qualified person.

Turning to the provisions of Paragraph E, it should not be necessary that the Judicial Administrator receive a complaint in order to initiate action. Mere notice that a violation of regulations have occurred should be sufficient.

Under Paragraph G, we still have some reservations about injecting members of the Hearing Board into the investigative process notwithstanding the fact that they would be thereafter disqualified from participating in the case.

Section Two. The major item for consideration here is the matter of a consultant. It seems inappropriate that any party to a disciplinary action, whether he be the accused or the prosecutor

should have the privilege of having an advocate sit as a member of the Tribunal. Such a procedure seriously compromises the integrity of the system and the fact-finding responsibility of the Tribunal. A healthy alternative, however, might be to permit a consultant or advisor to confer with the Tribunal in executive session on such matters as mitigating circumstances. Thereafter the Tribunal would deliberate in private. I call your attention to the fact that the hearing procedures for the Regulations for the Maintenance of Public Order presently mandate the Hearing Board to consider such matters as mitigating circumstances.

In Sub-Paragraph B-4-b, the inference is that a tie vote of the Review Board would result in affirmance of a decision of the Hearing Board. Again, our comments with respect to a consultant are applicable to the sections dealing with the Review Board.

Section Three. We take it that the Judicial Advisor is conceived of as a sort of public defender. Possibly, this function could be discharged in connection with the Ombudsman, but we would prefer to give the matter further thought.

The foregoing comments are obviously painted with a broad brush and we would hope to have an opportunity for further discussion with you and your committee after you have had an opportunity to consider these comments and those that will be offered by others at your public hearing this evening. In the meantime, let me reiterate that the substance of your total proposal is certainly imaginative and should go a long way toward achieving a fair and expeditious disposal of disciplinary matters. I think we agree that we all share a common concern that the University have a strong judicial system and I am sure that we can achieve that objective.

(Emphasis Added)

Candidate Information Sheets

Undergraduate Senate Candidates

Africana Studies Major (1 Seat)

DELORES M. MORTIMER:

Africana Studies At-Large (1 Seat)

FRANK SCRUGGS:

Agriculture (10 Seats)

LEON W. KUNDROTAS: I am running for the Student Senate, because I am concerned over the campus situation existing now at Cornell. I have kept up an interest in the affairs of the Senate for the last year of my 2 years on campus and have listened to many personal opinions that have not been adequately represented in the Senate. Speaking with several former senators, they too agreed many of the students' points of view and opinions were not known to the Senate due to lack of interest or misrepresentation. I would like to correct this

representation to include these broader points of view. I have had a few rough semesters here at Cornell and have experienced how an institution can make you feel when things are not going your way, thus, I feel qualified to represent the groups of people not overly enticed by the present status quo of the affairs surrounding the student and affecting his academic status. Having other experience in several other campus organizations, I would like to contribute my enthusiasm and skills to the Senate to make the University a more livable and humanistic place.

LARRY MORGAN: Having observed the activities of the Senate over the past two years, I feel that there are many areas of importance to students that it

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touches upon. This past year has shown a need for initiative on the part of the members. The Senate was originally organized to facilitate input from all parts of the Cornell community on issues concerning every member of the University. This communication channel over the past year appears to have broken down due to a lack of interest on the part of both senators and their constituents. Even in a calm period like we are having now, the Senate is an important, viable aspect of the University. Having served on the Scholarship Committee of the College of Agriculture, I feel that I have some insight into the University's problems and the time to devote towards their solution.

C. MORTON BISHOP: I want to be your Senator. With my great diversity of background (coming from the Pacific Northwest and seeing and participating in many differing activities in many regional areas), I believe I could offer a broader perspective to our somewhat regionally confined delegation. On my political opinion, I am neither an extreme Liberal or an extreme Conservative, but I am a person who would look for progressive practical improvements which would benefit and upgrade the quality of life in the Cornell community. I would hope to strengthen relations between Cornell U. and the town of Ithaca, between blacks and whites, students and faculty, students and Cornell employes, and between the Senate and its constituents. As a Senator, I would be open-minded and receptive to suggestions, so that I could make a final decision with some feeling of respect for those that I represent.

MORRIS A. DIAMANT: As the Senate has the general responsibility over the non-academic matters of Cornell's community, its power is not to be slighted.

Immense control over the budget is one of the least broadcasted facts concerning the Senate. Did you ever wonder where your student fees go?

I hope to be sensitive enough as your Senator to pay fair attention to your needs. I am aware of many of the University's problems — housing, dining, calendar, etc. A caucus of dedicated Senators can give their constituency strong representation.

Probably my most important platform is my initiative concerning ECOLOGICAL activities. I have studied many of the environmental problems on campus, and have watched closely the very few Senate actions on such matters. I will strive to establish recycling depots on campus, investigate our excessive consumptive uses of energy, and look into the Dining Service's practice of

selling foods that have been pumped up with chemicals that may be hazardous to our health. I have several years experience with organizing such programs, and I am now a member of the Ecology House.

JOSEPH F. NOVICK: I am a candidate for the Cornell University Senate for several reasons. First, I believe that while Cornell University and the College of Agriculture, my College in the University, have many fine attributes, there are many areas that need to be changed now. In addition, there always will be a duty in the future to keep the University as dynamic as the academic community and the rest of the world. These changes will require a Senate made up of people qualified to make responsible judgments for the whole academic community. Second, I want to promote a greater degree of communication between the students and the Senate so that the students have a greater role in the operation of Cornell University. I also want to create a better relationship between the administration, the faculty, and the student body. My background and my experiences at Cornell, I feel, qualify me to serve on the Senate and to participate in the planning of constructive programs for Cornell. I ask for your vote, therefore, for together we can have a *representative Senate* at Cornell University.

KENNETH L. DINNAR: Two and one half years at Cornell have taught me that this institution and the students here have problems. Many of the past Senators have forgotten their responsibility to us, the students, and to the University, through absence, lack of enthusiasm, or a thorough disinterest in studying relevant problems. The following is a list of some of the things I will bring to the Senate's attention for its consideration: the need for meetings between faculty and students of the different divisions, the setting up of a Senate office in each college, a more liberal grading system, more student housing and an improvement of that existing (West Dorms), an examination into rent and tuition fees, an investigation into the use of a private catering service to take over cafeteria operations, etc. I am interested and enthusiastic in the possibility of improving the system.

JOHN CHARLES WAHL: The bus system is totally inadequate during rush hours. Often, Ag. students are waiting for a bus, and empty busses will drive by.

Mini courses offered for no credit and/or one or two credits could be taught during the month intersession, with each class meeting three or four hours a session, for two or three weeks (ceramics, photography, carpentry, horseback riding, skiing, etc.). Dorms would be

open during all vacations.

All campus expansion should be constructed so that classrooms, offices, lounges, and living quarters are in the same structure. This would provide for an integration of living and learning.

People who want to go to school for a semester or two at other universities, both here and abroad, should get much more help and encouragement from Cornell in arranging it.

I was a Senator at Alfred Ag. Tech. and a Peace Corps animal science volunteer in India. Next Fall, I will be practice teaching, and if I cannot devote the proper amount of time to my Senate duties, I will resign. In that event, another Ag. student will take my place.

BARRY GLASSER: The Senate has a \$16 million budget to work out and power over all non-academic areas. So I will push for the following reforms:

Trees should be planted where the old elm trees were cut down. There could be a grove of pine trees instead of the crummy parking lot between Day Hall and Sage Chapel.

Dogs should not be banned from campus.

The North Campus Union and Noyes Center should be left open until 3:00 A.M. on weekends. Although the Straight had a similar experiment this year, it failed because it was poorly publicized and also because no one lives near the Straight.

Students should be allowed to drop a course and/or elect S-U grading up until the last month of classes. (This system has been in effect at many other universities.)

Mixed sex doubles in dorms should be allowed, with double beds furnished. (Yes, this is legal, and done in College Town all the time.)

BARBARA GREENBAUM: The Senate, for all intents and purposes, controls student life on campus either directly, by creating rules and regulations, or indirectly, by appropriating funds for various groups. Yet its importance is assumed trivial and its support minimal from those whom it affects most.

I have no platform, nor do I intend to invent one to suit the occasion. I am running for Senator because I care. I am running not only as an "Ag. representative" but also as a representative of student organization which is constantly being regarded in the Senate with apathy and financial extinction. I am running because I am concerned about University policies and how they affect myself and others like me.

To those who aren't already concerned, get with it!

To those who are, spread the word — please.....

PIERRE E. CHAGNON: I am running for the Senate because I have interest in and a desire for the fair and equitable governing of the University. In particular, I wish to give better representation to the College of Agriculture and to fraternities.

JOSEPH HOUSTON BOARDMAN: I feel the Senate

should spend less time on matters such as our penal system, and resolve more questions on campus. Example: bus service and schedules. I'm a student employe and feel that I can take both sides and see problems that might be encountered between students and campus employes.

CLARK D. DINGMAN: I want to put *strength* into the Senate by increasing the students voice in the affairs of the university. My attitude is that of a liberal when it comes to protecting and expanding students personal liberties, but that of a conservative when it comes to spending students money. One of my main objectives is to see the large amount of money which flows through the Senate spent more efficiently and equitably. I think students should have a say in the quality and effectiveness of their education by having a vote in giving faculty tenure. I am eager to make sure the students play an integral and effective role in the planning and directing of the affairs of this University.

ELAINE DALRYMPLE: As a junior I have seen the initiation of the Senate and its struggle to become a viable body. To be successful, it needs interested individuals who sincerely want to represent their constituency. I very much want to see student interest well represented. I feel the Senate has a good deal of influence and power in the management of the university. It is my desire to help in the formulation of progressive policy.

NEIL WOLFF: Refresh. Spark achievement, *relevant* action into a systemic structure that we are paying for, that we are living under. Unclear the clouds: find out what is being done and what can be done. Sometimes I get the feeling that representatives are merely playing "Senate." I want to swerve away from any possible egotistic playground present and really represent your views. I have the energy, time, patience, and desire to push for the things you want and have gotten involved already by being a non-Senator member of the Internal Operations Committee. I refuse to sit back, if elected, and just attend meetings. Why is our Judiciary System the way it is? Can't something be done about the rising cost of housing accompanied by lower services? Why don't we get better food? Why can't we allot a dorm place, where dogs and other pets are allowed? Where is the stimulating academic, political and social atmosphere? These problems and many, many more bother me. I truly want to tackle them.

SCOT MC CLINTOCK: Without an impressive past record, I have no qualifications excepting an honest desire to uphold the students' abilities to help regulate the functioning of this university. The Senate is losing Senators to graduation and no new Senators are stepping up to take their place. I'd like to be one of those who steps up as I want to keep Cornell a progressive

University, as it can only be with the help of a student touch in government.

STEPHEN BROMFIELD GELD: The Senate is at present one of the few organizations in which student concern regarding the University's policies and its role in relation to the campus community at large can still be heard. Its potential as a means of communication between the students and the administration should no longer be underestimated. And it is therefore vitally important that the Senate survive. To some this survival may appear worthless, as admittedly it has done virtually nothing over the past year to justify its existence (as can be seen by the lack of confidence students today deposit in this institution). Consequently, it is necessary the Senate be "brought back to life" so as to actualize its potential.

This can be done by its engaging itself in more meaningful activities that can realistically be dealt with and that in fact as well as in theory bear upon areas of relevance to most students.

WILLIAM TEICH GREENE: CORNELLIAN: As President of the Student Organization, A.I.E.S.E.C., I have been made aware of the bureaucracy "behind the scenes" at Cornell. I have also come to the realization that the student, singly, is virtually powerless to even override a decision on a parking ticket.

The Senate has influence over student affairs, student organizations, and on the Board on Traffic Control, to name only a few. As representative of the students, I feel that I can honestly bring forth our ideas and, perhaps, instigate some action.

BRUCE H. BAILEY: The Cornell University Senate is a major organization that should contain members with major interests in Cornell and its students. I believe I have that major interest, and the initiative to work for what the Senate should be — a true representation of the student body's interests.

In the past, I have taken on such responsibilities in high school, as well as in some extra-curricular activities, then and now. I have the time and the desire to work for the Senate, and this is what is important.

DAVE SLOCUM: I am running for the Senate because I would like to do something for Cornell. I am proud of the opportunity I have in attending this University. Feeling this way, it is my duty to do what I can for it. As a Senator I feel I could do something constructive for Cornell — the institution and the people.

PETER A. LIFSON: The Senate has and can continue to play an important role in shaping campus life. However, when only one Senator from the College of Agriculture has attended four of the last five meetings, something is wrong. It's easy to be big on campaign promises; it's another

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thing to follow them through. As a concerned student in this college, I will make it my business to be present at all Senate and Senate subcommittee meetings to insure that the College of Agriculture is truly represented.

WILLIAM A. ZUBER: I am a Junior in Animal Science and have been involved in enough campus activities to feel I can represent the interests of agriculture students. My deepest concern is the smooth operation of the university as an academic unit. I am especially interested in the administrative and academic communications problems between students and faculty in the College of Agriculture and Life Sciences. I am an independent and a member of the Varsity heavyweight crew team.

CHARLES F. COLLINS: I feel as though the Senate has been too lax in its dealing in the past year. I would like to help the Senate fulfill its original intent and stop wasting time.

BRUCE K. WHITNEY: I am a very progressive person, and I believe in a high degree of action. The University Senate has been a very stagnant organization in the recent past. My main goal, if I'm elected Senator, is to see that action is accomplished.

DOREEN M. KNOPMACHER: I recently overheard a student being told that he was only one in 16,000. This really annoyed me. Our school should be one of 16,000. We really should get together on what we want because things can happen, especially through the Senate. I want the Senate to improve the campus bus service, having busses running from West Campus, and more busses scheduled to run during the busy hours of 10:00 & 12:00. I want to make all of U.H. Coed, and I feel that the phone and linen service should be continued next year. I feel matters of civil law do not belong within Cornell's jurisdiction and I intend to do all I can to change this. If elected, I plan to make the Senate do what we, the students, want done in this university.

ALAN A. DANSER: I'm a Junior majoring in Ag. Engineering, and I row on the varsity crew. I am running for the Senate because I would like to help make the decisions that will shape Cornell's future — including the calendar, housing and dining, and athletics. I would also hope that I could help increase student participation in the Senate to help it become more highly regarded. I feel that the Senate is a very important part of the Cornell community, and I would like to be a representative to it.

BILL LEWEK: The University Senate has recently entertained a bill supporting recycling on the Cornell Campus. My primary interests will focus upon

continued support and definite implementation of recycling within Cornell University. The biological concept of recycling will not only help provide a cleaner environment but is economically sound in the long run. The University could eventually expand the project to include the entire Ithaca community developing a unique model project.

I have been involved in the Ecological Action Committee of 1970 and the Ecology House recycling project in 1972. I am employed by University dining and have had extensive contact with both student and non-academic employees.

Architecture, Art and Planning (1 Seat)

DONALD T. RUSTIN: Today's civilizations are plagued by negative influences. The Bible tells one that such influences are characteristic of the Devil and his demon followers. Other so-called history books separately present these negative persuasions as being somewhat inherent in the nature of all men.

If the Bible and other assorted historical documents hold true on the aspect of "positive, negative, God, Devil, love, hate, good, bad" and many others, then to he or she who understands the relationship of themselves to these God Devil dual terms, surely, there will exist no doubt as to the fact that a side must be chosen. One must be for the people as well as oneself or against the people as a result of being against oneself. One chooses the character of his or her nature; it does not mysteriously attach itself to people permanently without their knowing the results of what the do.

If man persists in the usage of negative traits in spite of what he knows, are there then any seats in the Senate or any governing body who swears its allegiance to the elimination of negative influences and is willing to allow all those sincerely concerned to aid in that effort?

Should Donald Rustin be considered as one of these sincere candidates?

JOHN EDWARD CLEVER, JR.: DEARLY BELOVED: We are gathered here today to witness the fulfillment of Divine Right. As a boy, John Clever was raised to rule in office. It has coloured everything he has undergone in childhood and adolescence. Your Majesty has arrived on the Threshold of Adulthood. Let us restore the Blood Royal to his rightful throne and throw the Usurper and Pretender out. Loyally yours, HAROLD BISHOP of Cleaves.

Arts and Sciences (13 Seats)

DAVID BACHMAN: Despite appearances, this is not the humor page of the Senate newsletter. (Fill in the dots to see the Bird of Paradise.) You will find, though, the fiery prose of many a hungry pre-med or pre-law desperately trying to

transcend his grades and boards. These are the sane students who offered to make your high school "relevant." Well, if your high school never changed, neither will Cornell.

This University is sinking in shit. The gorge this fall smelled like a sewer, complete with toilet paper. As usual, nothing has been done. The Hotel School, besides producing football players, also produces hotelies, yet Dining services are a shambles and dorm rents are a rip off. A new building has been proposed to be built on Alumni Field, but there has been little discussion of alternative sites that would not result in another piece of campus being paved over. The list is long. I don't know if the Senate can do a damn thing, but I would like to try.

DAVID SAUBERMAN: Same old issues, but they must be brought up again, year after year. End ROTC at any expense, even if it means sacrificing Morrill Land Grant. Break blatant, and some of the more subtle, ties with the military and with unresponsive and irresponsible industry (e.g.: GM proposal voted down by Trustees.) Acknowledge the social and political ties that the University denies it has, but must inevitably have. Acknowledge them and direct them correctly.

Credentials - went on unconditional strike in Spring 1970, when there was still a risk of flunking semester and expulsion. Have been involved in various anti-war activities, in Ithaca and at home.

Extra-legal activities are more important and effective, but we must keep representatives on the legal side, we must keep on struggling.

KENNETH M. AGELOFF: An interest in the quality of life at Cornell and a confidence in my ability to represent the students of this college form the basis of my candidacy.

I am sure that you will agree with me that experience is the best teacher a man or woman can have. In my 2 1/2 years at Cornell I have been an active member of the Codes Committee of the Senate for two terms, Parliamentarian of the Senate for one term, and a reporter for the SUN.

What have I learned? Among other things, how to write effective legislation and how to persuade my associates to provide the support essential to accomplishing what students need and want. In a word: expertise.

I should say a few words about myself as a person. I am always willing to listen to reason but very impatient with nonsense palmed off as reason. I am independent minded, some of my friends say a bit stubborn. I have an unflagging distaste for secrecy and abuse of authority.

My interest is the quality of life in all its aspects. Realistically, I can't say now in the light of today's problems what my particular proposals will be. Instead I will wait until I know next year's problems in order to

propose next year's solutions. If my interest is your interest too (I believe it is) then vote for me.

CLIFFORD MASS: As a Senator for the past two years, I've worked hard to better Cornell and have gained considerable experience in the process.

Last year as a freshman Senator I was a member of the Housing Subcommittee and worked for more co-ed dorms, a more reasonable rent structure and served as co-chairman of the North Campus rebates committee which refunded some of the rents of dorm residents in cold rooms.

This year I've been a member and secretary of the Committee on Campus Life, the committee which oversees housing, dining, the campus store, physical education and athletics, and several other areas. As one of the undergraduate members of the committee I voted to keep rents down, supported increases in the funding for the international students office, women's intercollegiate athletics, counseling and the health services.

In my statement last year I stressed my interest in the environment and promised to take action. Once elected I submitted three bills: The Soap and Detergent Act of 1971, the Material Recycling Act and the Division of Campus Life Recycling Act. At one of the last Senate meetings the latter bill which called for a policy of recycling within the Division of Campus Life (including housing, dining, etc.) was passed. Hopefully as a result recycling will become "standard policy" not only for dorm residents but in other areas like dining as well.

If reelected I hope to continue working in the area of "campus life" because I see it as the area most affecting students. I feel a lot of work is needed in several campus life areas specifically in the dining services. Also I plan to continue working for a more extensive recycling policy not only in the Division of Campus Life but in other areas e.g. Day Hall computer facilities, as well.

MICHAEL M. SILVER: During the past Senate term I served as chairman of the Board on Student Health, the policy making body for Health Services at Cornell. In the past year the Board on Student Health has, among other things, come up with a tentative proposal to provide free birth control and contraceptive services for students at the University.

If we at Cornell are to see such a policy come into being, it is necessary that some continuity remain in the Senate.

If I am re-elected to the Senate, I will be in a good position to see that the tentative birth control policy becomes official policy.

TATNALL W. WARNER: My first concern lies with the work remaining to be done in the organization of the proposed University government. I am presently working as a member of the Senate Judiciary Committee, and I hope to

continue that work in the Senate by helping to insure that the fair and impartial University Judiciary we have devised will be approved without harmful amendments. In conjunction with this the drafting of a new student conduct code which will govern the activities of all students. I also hope to work toward making this code fair and free of excessive regulations. In another critical concern, University policy. I believe that more attention should be directed towards the needs and concerns of the students. Too often, policies are undertaken which result solely from economic interests or trustee and alumni pressure. I feel such measures can, and should, be eliminated or at least tempered by a greater sensitivity to the student population.

JOHN PAUL MCIVER: What Needs To Be Done

1. Greater participation within the Senate is necessary. The failure of present members to put sufficient effort into this organization has limited its scope and effectiveness. While it should be the major policy-maker it has been grossly inadequate. It must be made more responsive to the needs of the Cornell community.

2. Educational innovation is essential. The present system is antiquated. New methods of teaching and learning must be introduced. The grading system should be modified. The Senate must initiate policies in this area.

3. The need for draft counseling is a great one at Cornell. With each succeeding year as more students become exposed to Selective Service it is essential that it be made a University supported and funded counseling service.

4. We must also deal with the problems of the budget and the dubious necessity of compulsory physical education.

I am a junior government major and a counselor at CDIS.

JOSEPH A. HARMON: Considerable question has been raised as to the effectiveness of the power vested in and exercised by the Cornell University Senate. This is apparent particularly in the area of Campus Life and specifically in the area of athletic financial affairs. The unfortunate result has been a loss of faith in the Senate on the part of many people.

If elected, I would endeavor to work for the increasing of student confidence in the Senate, to help strengthen the position of the Senate, and to properly and accurately represent my constituency in the Senate.

Frankly, I have no great plans or ideas to promise to fulfill; I can only promise to attempt to responsibly represent you in the Senate and to undertake a course of action which seems consistent with the thinking of my constituents.

SCOTT D. KANTOR: As a Senator last term, it became obvious to me that the Senate can only function effectively if
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intelligent, responsible, and open-minded people serve on it — people who want to improve Cornell and not just hear themselves talk. The most important function of the Senate should be to truly represent and lead the community (especially students) in the eyes of the Board of Trustees, so that the student trustees can affect meaningful proposals. (The Trustees still have most of the power, to be sure). Only when the Senate starts debating substantive issues will it deserve the respect, encouragement, and support of the community. And only individuals can make this happen.

S. MITCHELL SAVITSKY: Given the diverse nature of the Cornell Community as a voting bloc, I do not feel able to produce an instant appeal to any definable group. Rather, I feel, from observing the Senate these past two years of its existence, as well as by actively participating on the Senate Committee on Admissions and Financial Aid, that I can make use of the opportunity afforded University Senators to implement educational and administrative revisions which I believe are needed. My work on the Admissions & Financial Aid committee has proven to me that effective measures can be achieved (e.g. the new student employment service) through the medium of the Senate, when enough effort is made to cut through the layers of administrative insulation. I am willing to make this effort.

ROBERTA AXELROD: I am running for the Senate because I would like to work to help improve campus life, and because I am disappointed in the general state of apathy of the student body, which is most apparent in the non-action of the Senate.

The Senate can be a more effective body if there are people in it who are concerned about the running of school affairs and above all take it more seriously. The Senate should be able to stimulate the community to act as a unified body. This is necessary in order to pass any proposals of merit. My primary interests are in creating closer ties with the faculty and administration which would facilitate greater student decision making within the university.

HOWARD LYN HILLER: Enjoyed sitting on your big, fat couch at home in Great Neck with your mother for a month? If you did, vote for your mother; if not, consider this: Why not leave the University dorms open during all vacations? Cornell could offer courses during the wasted month called Christmas break or intersession. Independent study with credit could also be offered. Non-academic activities like skiing, carpentry, learning a musical instrument, photography, cinema, any other

activity could be sponsored and certainly the summer programs could be similarly revamped to get rid of wasted time and to utilize untapped resources.

I will not waste any time talking about crap like the star on top of McGraw Tower. The Senate talked about this for two weeks. The University has money, land, potential; the individual student should begin taking advantage of it.

THOMAS HOFSTADTER: The Senate has made progress but nevertheless Cornell is still an afflicted institution. The Judicial system is much in need of the proposed revamping (especially when one man acts as both prosecutor and defense attorney), the bookstore and housing and dining are still ripping us off only more subtly, the administration advocates disembarkment from Vietnam and expresses dismay with government secrecy but yet advocates credit for military sciences and refuses to release its own report dealing with the racism of the athletic department. And the trustees pay little attention to Senate recommendations regarding university investment policy in South Africa and the military-industrial complex.

Most student Senators are on an ego trip and are similar to Congressmen — once elected they represent mainly themselves. I propose to do otherwise, to seek and poll your opinions, and stop this bullshit.

MICHAEL DANIEL GORELICK: I am running, quite frankly, to satisfy my own curiosity about the workings of the University, as a continuation of my general education. I'm sure you're just as qualified as I am. If, however, I can do anything to make this area more hospitable to humans, I will consider it a success. I would, for instance, be happy if I could tell everyone where they could take a bath around here. I advocate Natural Science for the Natural Scientists!

Play Lacrosse, the fastest game on earth. Send a kid to Summer Camp. Vote for me.

WILLIAM RUSKIN: I'll do what I can.

ELIOT JAY GREENWALD: As chairman of the Minority and Disadvantaged Interests Committee, I have worked on issues such as funding for the Female Studies Program, additional funding for Women's athletics, additional funding for the International Students Office, funding for the basic orientation of International students, the creation of the Special Study Committee on the University and the Prisoner, and the establishment of a subcommittee on Native Americans. Last Spring, I was involved in the negotiations with the College of Agriculture on migrant labor that resulted in the establishment of a program of community work with migratory workers in Wayne County.

I also support residential colleges; the recycling of materials; no further increases in dormitory room rents; a grocery pick-up for the west campus area; additional student counseling; contraceptive services at Gannett Clinic; the conversion of CAL (Cornell Aeronautical Labs) to consumer oriented and environmental research; the establishment of a public research and legal services group to deal with the problems of the poor, the environment, and the consumer; the creation of fair disenrollment procedures in ROTC; a socially oriented University investments policy; and the boycott of non-UFWOC lettuce.

STEVEN C. HAYWORTH: I will bring you a generation of peace and prosperity.

PETER LAVIGNE: I am now a Freshman Senator. I seek re-election because I have come to know the workings of the Senate, and I believe I can work well within that system. I have an excellent attendance record. At a time when the Senate is beset by apathy, and beleaguered by absenteeism, I will work to preserve student government, and more importantly, work to make it more relevant and more effective.

MICHAEL MASSA: All I can promise is that I will follow my conscience diligently, and put in my two cents whenever it seems appropriate.

KENNETH HOROWITZ: The Senate is powerful. Students associate the Senate with their High School General Organizations and do not realize the scope of its jurisdiction. The Senate, for instance, has complete policy making power of the Division of Campus Life which includes control over a budget of *seventeen million dollars!* It has power of the University Codes and Judiciary and the academic calendar.

In the past year and a half, certain Senators have elicited my assistance in helping them to get through red tape. There have been many internal problems (such as setting up committees, writing bylaws, etc.) but these matters have now been resolved. The Senate can now go forth and act, effectively using its position in the university, providing there are Senators who are willing to put the time and effort necessary into getting things done. This is my primary qualification for this office. I have demonstrated this willingness in the past and believing in the Senate's potential, wish to take advantage of it.

Saying that one supports the prevention of room rent increases, the end to sex discrimination in admissions, the end to problems that COSEP students face with the COSEP administration is one thing, but *pledging* that I will fight unheedingly for the correction of these and other matters is another.

STEVEN COHEN: When I first became a member of the Senate two years ago, I expected to change the world ... or at least

the University. I succeeded in neither. Important bills were vetoed by the trustees, progressive legislation was voted down by the faculty, and soon apathy on the part of the Senators themselves prevented any action. I became disillusioned and disgruntled with the Senate, and I too sank into the depths of apathy — perhaps more than most. But since that time, my political outlook has changed somewhat. I've lost much of the bitterness and cynicism and gained a small degree of optimism. The Senate can't drastically overhaul the University, but it nevertheless is an important part of the decision making process. As a Senator I wouldn't abandon my old sometimes idealistic goals of change within the University. But this time around, I've lowered my sights a bit. We may not change the world, but we must guarantee that our voices are heard by those who make the decisions.

DOUGLAS ADLER: Although some might disagree, there are things the Senate can do. However, until this point in its short history, I would have to concur with those who have said this body to be, for the most part, ineffective. The Senate has the power to reform, help reform, and suggest the (too obviously needed) reforms our too-slowly-changing university requires. Maybe the fault of the system lies not only in the structure, but also in those who have been our representatives and made up that structure. I have never been a Senator and never even ran for that position until this date. Some say the Senate is dying (or is dead) — maybe it needs some new life.

BRUCE ROTHSTEIN: The primary problem the Senate presently faces is that there is a lack of enthusiasm and confidence in it. A significant number of students feel the Senate is ineffectual and non-representative of their beliefs. What these students fail to realize is that the Senate is still young and is in a constant state of being reshaped to correct its imperfections. What the Senate needs most at this time are people who are willing to take on responsibility and who will care. Such people will be able to generate an enthusiasm in the Senate and thereby give it the time it needs to mend itself.

JERRY NEUWIRTH: I hope to help the Senate claim its proper role as director of an evolving university. I see three failures of the present Senate. First, student skepticism permits it to operate in a vacuum. If it were a center of novelty and controversy, student pressure would demand better performance. Without mass interest the Senate lacks new ideas, new people. Student-oriented programs are needed for student involvement. This points to the second problem: the Senate has no power over the area of greatest student concern: educational policy. It possesses only the power to recommend or delay faculty

legislation (powers it has never used).

The need for innovative, aggressive Senators is the Senate's third concern. I would attack the above problems at both ends. A student power base can be built and attract students to work for a voice in educational policy.

STEVEN A. WASSER: The University Senate does not only have the power to disperse \$14 1/2 million in funds - it also has the power to make changes. There is no excuse for what passes as food in the Cornell cafeterias; no excuse for the Campus Store to charge the highest prices in town on all items, especially textbooks; no excuse for increasing room rates in dorms while services are reduced. The Senate has the power; what it needs now is the will to act.

Laurie Sherman: I am running for the Senate to prevent it from becoming dangerous to the interests of students. If the Senate should be captured by administrators and faculty members, then they will use the Senate to legitimize their actions. We must make sure that the Senate is used for our ends, not theirs.

GEORGE GOLENWSKY: I would vote for and support policies that will make life here at Cornell better for everyone. To do this more efficiently I would make an effort to have questionnaires passed out to the community before important issues, such as the calendar, are voted upon and not afterwards as was done this year. This way the community will have a greater voice in the decisions of the Senate.

DAVID HIRSCHLAND: I want to be a Senator. I have had some experience with committees at Risley and in a presentation to two Senate Committees. I will attend meetings. I intend to keep in touch with my constituency and to keep you informed about issues facing the Senate. I am opinionated. I understand and can use parliamentary procedure. I am not afraid to speak up and can, on occasion, be articulate. To say any more or to make any further promises would be pretentious.

THOMAS GORDON HUNTINGTON: I sincerely believe that when one is dissatisfied in something in which he has invested time and effort he should work for change. Working within the present system has proven very inefficient and perhaps too slow. But, because this year many are taking this path of changing institutions from within, I have decided to run and perhaps represent my views where they may be heard. Cornell is in some ways less progressive in its approach to education than I had hoped and I would work to bring new ideas before the Senate.

NORMAN H. COHEN: The most obvious qualification I possess is experience. As a Freshman Senator I learned the processes of the Cornell Senate.

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and how to participate effectively. I sponsored a bill (still stuck in committee) to extend the Campus Bus routes to West Campus, and I am currently helping to draft a proposal for a program of deferred tuition payment at Cornell, whereby tuition could be paid over a period of perhaps 20 years, the amount of the yearly payment depending on the earnings of the former student.

I am running for re-election so that I may continue to work on this and other matters of interest to me and to you.

MICHAEL C. DOWNING: I am running for a student representative position from the Arts school section of the University Senate because of the obvious lack of concern among many of the Cornell students to get involved with the Senate this year. We cannot expect a voice in university affairs without first showing to others that what happens here at Cornell is important to us.

If elected, I will take an active interest in the Senate. I would like to see the Cornell Concert program for big weekends become profitable, or at least break even. I have several ideas for doing this. I would also like to see costs, like student housing, lowered if possible. Elect me and give me a chance to see what I can do for us.

BILL RIDLON: I'm interested in politics and government and feel that being in the Senate could be useful later experience. Also, I've found that the Senate was instituted to be a place where students could have grievances expressed without fear of reprisal. I would like to see this intention fulfilled, and even if I don't agree with your stand will try to get action to change what you feel is wrong.

STEVEN M. MELLER: I believe that the Senate should focus its attention on improving the quality of life within the community. One of my immediate desires is to restore the original beauty of the campus. Central Avenue in front of the Straight should be earthed over and planted. It is a dead end now, anyway. The grounds used to be covered with trees. Many have been removed and not replaced. Instead, the grounds are a conglomeration of mud ditches and pavement. In order to make dorms more appealing, I propose to make contracts binding for one term at a time. People should be able to apply for double rooms with their lovers where possible.

In addition, I would like to create a more equitable system for distribution of hockey tickets. Few realize that we can register in I.C. courses freely. To facilitate the exploitation of this opportunity, I would endeavour to create regular bus service to I.C.

CLAUDIA ANN HEBEL: Very few of us can pledge any great

promises or changes so I'll be perfectly honest as to why I am seeking this position. Since I've been at Cornell, I've heard hardly anything about what the Senate has done, what it has failed to do, or what its capabilities are. I'm convinced this is true of the majority of the students here. But by running for this position, I intend to find out and let others know. Maybe there is need for reform or maybe the whole body should be abolished altogether. Nobody really knows and that's why the Senate has often been labeled a farce. People must care but how can they be expected to when they have no idea about what's going on. After all, the Senate is a voice of the students; we have a right to know!

JOHN SAMUEL MASSA: I offer no pre-election proposals and promises. Candidates create proposals to get elected; campaigns become a battle of promises which are forgotten after the election. I suggest that another qualification is more crucial than the art of promise making: experience. Promises, even when combined with interest and hard work, will amount to little without the skills necessary to enact the legislation. My qualifications in this respect are: 1) Speaking to various large groups - over 30,000 total. 2) Chairing 3 large legislative bodies. 3) Presenting oral argument to the county board of supervisors in my home state calling for the repeal of final examinations for 40,000 high school students ... the proposal was subsequently enacted. 4) Being a delegate to the White House Conference on Children and Youth. Through these and other legislative experiences I have acquired the skills necessary to consistently enact legislation along the lines of my proposals. Anyone can make proposals - transforming a proposal into legislation requires experience. (I have conducted a door-to-door campaign, contacting some 1,500 Arts students who live on campus.)

DAVID L. LAMBERSTEN: I have decided to run for the Senate because I believe it is in dire need of people determined to make it a viable political institution. To many Cornellians, the Senate is a meaningless and worthless "circus" - but the Senate has the potential to play a valuable and constructive role at Cornell, for it has extensive constitutional power. I am anxious to end the "Senate circus," to revitalize it and make it approach the problems with which we Cornellians are faced.

As an ardent civil libertarian - I am Chairman of the Cornell Chapter of the New York Civil Liberties Union - I shall strive to reform our judicial system and to liberalize the student drug policy, which was made exceedingly rigid last fall. I shall be alert to any encroachment upon student rights. And I shall bring the Senate to act on all the

many socio-political problems of our community without permitting conservatives in the Senate to hinder progress.

KATHRYN ELISE DUBINA: Despite its diversified student body, Cornell is virtually devoid of interaction between these different kinds of people. This lack of interaction leads to intellectual sterility. Cornell is unusually academically (grade) oriented, and therefore, the Cornell Students are unusually tense. There should be a mingling of student and faculty minds, and not only in the high school connotation of the student memorizing the ideas presented by the faculty. On an informal basis, discussion groups should be arranged in the individual departments. And there should be a meeting place where the international students can offer films and presentations of their cultures to the American students.

FARHAD (JOE) MOTTAGHI: If I get elected, I'll do my best to minimize bureaucracy in every possible way at Cornell, see that better food is available in dining areas, and that the College of Arts and Sciences becomes more responsive and sympathetic to students' needs and problems. At the moment, I am the chairman of the committee governing 1400 international students. I feel my experiences from there will help me in the above aims.

ROY LUBIT: The University Senate should begin to exercise the power and potential which it possesses. Working effectively it could make Cornell more conducive to study and better to live in.

Library hours should be extended; minimally, the reserve desk and some reading rooms should be open later on weekends. More cooking facilities, food machines, sound-proofing in the dorms, and a West Campus pick-up are all essential now, not four years from now. Better street lighting, bus service in West Campus and more on-campus parking facilities for student use are needed.

Finally, Cornell should cease silently condoning the pollution and immoral practices of many large industries (within which we are major stockholders). Along with other universities, we can and should have a major effect (through our stock options and buying practices) in changing policies we do not condone.

WALTER MOONEY: While the Senate does not affect the academic policies of the Arts College, it does make decisions concerning the University as a whole. Experience has shown me that student input and voting often make a crucial difference on such things as health services, last year's attention on the Cohn Farm, and decisions as to how the University should use its proxy votes to force corporate responsibility. It would be a mistake for the students in the Arts College to lose this power.

DOMINICK MIGNONE: I wish to be elected to the University

Senate because I feel that students have an undeniable right to take part in the decision-making process which determines the course of the academic community of which they are a part. I want to represent the Arts College students in the Cornell University Senate because the Senate is the only body in the University whose great potential for decision-making has as yet not been realized. For the Senate to become an influential viable representative body, it needs people who appreciate the greatness of the University of which they are a part and who are concerned enough to work to improve it. Such a person should demonstrate himself to be wholly committed to the implementation of policies which are consistent with the needs of his constituency. A student Senator must be willing, through hard work, to motivate and inspire members of his community to willingly cooperate to achieve a common objective.

I firmly and sincerely believe that I can articulate your aspirations for and your attitudes concerning our Senate.

IRA SANDERS: I believe the major challenge that would face me as a Senator would be to make my constituency aware of the tremendous power of the Senate and dispel the apathy students feel for it. In order to function as a truly democratic governing body, it must be responsive to and constantly communicating with the Cornell student body.

JOHN M. GURAN: One crisis of the University is the loss of its capacity to serve as a haven of free expression, where ideas can be accorded a fair hearing before they are subjected to critical analysis. Though the University, due to its position in society, cannot operate totally outside of a political context, it should not compromise its role as an open forum by institutionally acting as an agent of political action independent of the sentiments of a significant proportion of the University community. As a Senator, I would be sensitive to the opinions of my constituents and work to plot a rational course for University policy.

JOSEPH M. SCHWARTZ: A few days ago, I probably would have chosen not to run for the Senate, because it is clearly a rather impotent body (when it comes to substantial issues), subject to the veto and whims of the trustees and higher-level administrators. However, the recent committee approval of the "lettuce bull" (which would permit the University to buy non-union lettuce) has demonstrated that the Senate can contribute to the general social irresponsibility of the University. To combat that irresponsibility, I would not only try to make sure that the limited powers of the Senate are utilized for progressive purposes, but would also press for increasing the powers of that body. For the Senate, as unimportant as it is now, does have the potential to become the main governing

body of a democratic university, run by its constituents, the students, faculty, and employees. If elected, I would also work for the phasing out of all military presence on campus (both ROTC and defense research), the elimination of any veto power over the Senate, and a widening of the Senate's power over such issues as University investment policy, tenure and hiring guidelines, and academic policies.

MICHAEL J. CIARALDI: The Senate has failed to set policy in many areas where it is explicitly authorized to do so - areas like housing, dining, traffic, health, and judiciary matters, all of which affect students directly every day. It has spent most of its time arguing about academics and social relevance, where it has only advisory powers. I hope to alter these priorities.

The Senate is the only way for all segments of the University to make their opinions heard. Through well-publicized hearings and committee meetings, policy can be made by those who are most affected by it, rather than by the administration alone.

If the Senate is to survive, it must show the Cornell Community that it can act decisively, wisely, and responsively. When it does, it will be in a much stronger position to make its recommendations heard. If the Senate dies from lack of interest, we will lose that chance; I don't want that to happen.

FRANK FUKUYAMA: Without beating around the bush, the following at the very least should be done: 1) The Senate should replace the now-defunct SCAN with a more comprehensive and accurate system of teacher evaluation, like those instituted at most other Ivy League colleges, for the students' sake and for those good undergraduate teachers now at the mercy of arbitrary firing policies. 2) The treatment of black athletes at Cornell was shameful and should not be repeated; some reasonably objective body outside of Phys. Ed. should be empowered to judge such issues in the future. 3) The Campus Store should be improved in efficiency and broadened in content, which may rebound in lower prices. 4) The Senate should select student trustees with a view towards *real* representation of student opinions, particularly in regard to University investment policies. 5) Of course, Cornell should buy absolutely no non-union lettuce!

DANIEL SCHULMAN: My decision to run for the University Senate was arrived at only after a long period of introspection. Being a Senator is a commitment, a very large commitment, but it is one I am ready to make. Too many of our present Senators have *not* been willing to make that commitment, as the present level of absenteeism and indifference will attest. I am a government major in the Arts College. I have closely followed the workings of
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the Senate, and I am astonished that so little has been accomplished by a body with so much latent possibility. The Senate is *not* powerless - but its life is being sapped by the malignant apathy of its members. When meetings have to be cancelled because a quorum is lacking, then I say it is time for a change. When the University Senate loses the respect of the student body and becomes the butt of their jokes, then I say it is time for a change. Elect me, and I cannot guarantee I will bring any more wisdom or subtlety to the office than those who came before, but I can promise that I'll bring the guts and perseverance needed to make our Senate the powerful, respected body that by all rights it ought to be.

JEFFREY APPELBAUM: I, for one, am tired of being manhandled by an administration to which I must hand over my life savings for returns of questionable worth. Unfortunately, on every major issue (housing, educational facilities, general costs, educational requirements, and administrative policy), those, including myself, enrolled in the Arts College have neither recourse nor effective representation. To the extent that the Senate might be an effective remedy, it has been rendered useless by the Senators themselves. Consider the view of one current member, "The University Senate could be abolished without significant repercussion, for few members care enough about policies to even bother with attendance." Indeed, this view represents the consensus of many, if not most, of the individuals currently involved with the Senate. To help correct the situation, I pledge two things: first, participation; second, the constant maintenance of a view advantageous to those in the Arts College whenever possible.

RICHARD SCHREIBER: I am running for the Senate because I feel I can best represent the students of the Arts College. I have been active in student and student-faculty government for many years and so I am familiar with the problems of campus government. I am now a member of the Codes Committee which has introduced me to the ways of the Senate. My primary concern is with educational policy. I will press for a more unified foreign language and literature department, an improved and unified student and faculty code of conduct, more on-campus student housing, and greater financial support of student-run organizations.

The Senate is a viable force to affect important and long-lasting changes. When it is time to represent the students, I do not hesitate to speak out and voice my opinion. You are welcome to drop in at 3206 University Halls

or call 256-0943 anytime to discuss my candidacy in greater detail.

KAREN JANE YOUNGQUIST: Interest groups were the only effective means to reform before the Senate was established. Yet, given a University as diverse as this the plethora of pressure groups representing all interests could only end in confusion. Hence, a Senate is the best compromise for all groups, and individual Senators were chosen for involvement in at least two ways: Firstly, to carry certain individual interests into the office with them. My personal interests include three areas which I think warrant close investigations: why so many freshmen seriously consider leaving Cornell, the operation of bureaucratic structures at Cornell, like the Straight, and methods of decreasing pollution of Cornell water resources. Secondly, to examine each new or old issue that may arise in terms of the fairest, most equitable, most workable alternative possible for everyone involved. If elected, I will try to operate within this dual framework of responsibility.

COSEP (2 Seats)

LINDA C. BOONE: Having just acquired my Senate seat late last semester, March 1 approaches all too soon and my term will be up. It is not reasonable to think any concrete actions could be finished in this short time. I would hope that my constituency would re-elect me to the Senate for a full term to ensure some representation. This is not to say that sweeping changes are going to occur, but even one small voice can create an echo.

ROBERT E. GARDNER: I am running for one of the COSEP Senate seats for two reasons. First, I feel that the time has come for Black students to take into their own hands the task of ensuring that they will be treated fairly by the University, since it is obvious that the faculty and administrators are not about the business of maintaining the welfare of our community. Second, I have served on the Senate Committee on Minority and Disadvantaged Interests for almost a year and I am now the Chairman of the Subcommittee on Black and Other American Minorities of that Committee. The importance of the University Senate is very great because it controls the non-academic areas of campus life. (This includes COSEP.)

It is on the basis of the need for experienced COSEP representation on the Senate that I offer my time and services to the Black community of Cornell.

Engineering (8 Seats)

CLARENCE BURDETT JACOBS: Throughout my freshman year I took a position that was widespread in the Engineering school. This was one of apathy. I feel that this posture was an injustice to myself and all Engineers. It is

because of this that I have decided to become involved and to the best of my ability, represent the mood of my constituency.

I can promise nothing except my earnest desire to work for my peers and, at all times, be open to and seek out their opinions. I hope to make my position one of voice, not merely a title.

RICHARD H. DE MARLE: I am a junior in the School of Civil Engineering, planning to get my masters in Environmental Systems. Realistically speaking I can give no promises. I watched the Senate originate and I've been to its functions and as I and many others realize, one cannot go into this organization with high hopes of accomplishment. (Bureaucracy exists here as anywhere else). What I will do is try. Try to get good and beneficial laws and commitments passed. The Senate is a fairly powerful organization. When it realizes this it can help Cornell and Cornell students to the fullest of its potential. What I will do in order to help the Senate achieve this is to be a contributing and resourceful participant; one who believes in its capabilities. I believe in the Senate and how it can help Cornell, that is why I want your support.

HARRY P. SOLOMON: Presently serving as freshman Senator, Introduced the following legislation:

SATURDAY LIBERATION ACT - Eliminates Saturday classes and protects against discrimination due to observance of religious days of rest.

BARTON HALL RENOVATION ACT - Investigates the feasibility of upgrading Barton Hall for the accommodation of large concerts.

OMNIBUS HOUSING IMPROVEMENT LEGISLATION - Provides for the improvement of the dormitory environment, the creation of additional residential colleges, and the elimination of freshman dorms.

RESOLUTION ON RESTRUCTURING THE STUDY OF SCIENCE - Recommends that the study of the physical sciences come partially under the College of Engineering, reorganized as a College of Science and Engineering.

MARK S. DUDZINSKI: The effectiveness of the Senate is totally dependent upon the efforts of the individual Senator. In the past, the truly effective Senators have been characterized by basically two things: an idea of where to find answers to questions, in this, what appears to be Cornell's own special type of bureaucracy; and, a desire to personally investigate pending legislation. My experience in finding answers in this university has come as a member of the Executive Board of the University Unions. As for the latter requirement, I have the desire to make the Senate effective and sensitive to the needs of the Student. I would currently support action by the Senate to: gain a greater say in giving tenure to professors; allow

individual University Departments to keep interest accrued on money allocated to them; and, have a greater allocation of money to those University Departments involved in programming for the students.

DOUGLAS R. SMITH: I have had little experience as a representative per se. My only qualification is interest.

JOSEPH JAY SANGER: "In these troubled times, when you can't tell the A.C.'s from the D.C.'s ..." Spoken to us by *The Firesign Theatre*, these words are symbolic of the general lack of understanding on Campus of the Engineering student and his concerns. All too often, the "Engineer" is mentally filed, like an IBM card, into a little stereotyped slot, where one need not worry too much about his problems. This situation is due, in part, to the fact that last session, it was our Senate Representatives who boasted one of the worst records of attendance at the meetings. How can we hope to educate the rest of the people on Campus, if our representatives themselves are too busy to bother?

I am interested. I will attend. I will contribute. This is the very least I can offer my constituency; however, I shall deliver much more.

ESTEBAN G. ROSAS, JR.: As a student of Engineering, I have found my experience at Cornell unsatisfactory and I would like to improve it. My manifesto for the election is as follows:

1) As you know, Engineering students have a lot of work to do and we need a reasonable period of rest, a good suggestion being the suppression of Saturday classes.

2) As an Engineer you know that your work in the lab deserves a lot more credit than that they are giving to you; so, why not get more credit for a lab?

3) We can try to extend the period of the bus service for at least 2 hours (until 9 p.m.), hiring a student for the job (from 7-9) and possibly charging a small fee (3-5¢) after 7 p.m.

4) We will work to have some more parking areas available, especially during night games or special performances.

5) As an International Student, I would like to adjust the dining period to everybody's necessities and costumes.

I am sure that we will work together always up and ahead.

FRANK ESPOSITO: Think seriously for a minute. The fact that you plan on voting indicates that you have an interest in our representation in the Senate. The Engineering School has been accused, from without and within, of being apathetic. The only way we can get anything done is to first show some interest in the School. My only promise is one that I can keep; I'll remain interested in what happens in the Senate to give the Engineers of the University physical, vocal, and above all active representation. This is all I promise. You won't get any great and glorious plans from me, only

honest results.

WILLIAM JOSEPH BYRON: I am running for a position in the University Senate because of my interest to see more diversified representation on this important decision-making body. With the importance of this body's power evident, I feel that responsible and far-reaching representation is desirable. Being a fraternity member and an Engineer with interest in University affairs, I feel that I am a qualified candidate and ask for support from all Engineering students, especially fraternity members.

RICHARD ALAN LIEN: The almost frantic appeal for candidates by members of the present Senate indicates that a state of apathy and total indifference exists toward the Senate today. As a result, the question of the validity of the Senate and its actual powers has now arisen. The only way to restore confidence in the Senate is to use all the powers which are available to it. Though in many cases the Senate has only advisory power, it can still be a viable power in campus life.

As a member of the Senate, I would attempt to use effectively all the Senate's powers on policies affecting campus life, including living units and dining services, academics and social activity.

My qualifications for being a Senator can be summed up into one phrase: your interests and mine.

JAMES A. HECKER: Do you really know how much power the University Senate has? Being the principle legislative body for non-academic matters here at Cornell, the Senate probably has more of an effect on you personally than you realize. Would you like to see some of the parking and traffic regulations changed? What about improving the dining areas around campus? Controlling athletics, setting the school calendar, and contributing to housing regulations are just a few more of its powers and responsibilities. As a capable candidate for Senator, I will do my best to see that these matters be dealt with in the best of the students' interest, and will act as a mediator between you, the student, and the Senate and keep both as informed as possible on these pertinent issues.

G. REZA SHAREGHI: I am an International Student, a junior in the Engineering College. In the last two and one-half years, I have been actively involved in programs for a better college life for Cornell students (especially engineers), serving on the Senate Subcommittee for International Affairs, active in the Cornell Engineering Society, and involved in a number of other activities.

Some of the proposals which I, as a Senator, will strongly work for include:

1) Campus bus routes and services need an expansion to include University halls; and Fraternities located on lower

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campus.

2) Betterment of a dining service that has failed miserably to supply low cost or quality food;

3) Expansion and coordination of the Career and Summer Jobs Placement Services;

4) Review of appropriation of extra funds received from students for Gannett Clinic;

5) More advisors, financial aid and concern for international students;

6) Establishment of seats on the University Senate for international students;

7) Improvement of the poor social life which so many Engineers experience.

RICHARD J. ARENA: The Cornell Senate has wasted too much time by concerning itself too extensively in activities and issues outside its domain. I believe that it should interest itself with matters directly related to the University where it has full jurisdiction.

There are two areas in particular where Senate action has been lacking. First, the all important lines of communication between Senators and their constituents should be improved. An attempt to this effect was made concerning the University calendar. However, this is only the start. Other programs to obtain feedback must be initiated so that the Senate may better serve the people it represents.

The representation of fraternities and sororities on campus is also an important issue. Unfortunately, these organizations which contribute so much to Cornell are more often than not ignored. The Senate should make provisions whereby the fraternities and sororities on the Hill can be represented. If anything, this would help reaffirm the Senate's relevance, something that unfortunately needs to be done.

GEORGE M. HYMAN: I think the Senate can be more than a debating society. It has sufficient budgetary power to be a large influence on campus life and it can build enough prestige to influence the rest of the Cornell community. I think the Engineering College has a right to good representation in the Senate, and I think I can provide it. Besides, this will look real good on job applications.

EDWARD SCULL:

CHRISTOPHER R. YEAGER: My purpose in running for a seat in the Senate is to try and make the average student's life at Cornell more pleasant — something which is both possible and meaningful to the student (for example, making room contracts binding for one semester only and renewable for one semester at a time).

Students should be allowed to drop courses or elect S/U grades up until the last month of classes (Ohio State University and many other colleges have similar

systems).

I promise not to waste the Senate's and my time arguing about such garbage as the star on McGraw Tower.

All University housing should be open during vacations. During the month intersession, mini-courses both of academic and non-academic subject could be offered.

On weekends, the first two floors of North Campus Union and the ground floor of Noyes Center should be kept open until 3 a.m. Something similar was tried in the Straight this year but was very badly publicized; besides no one lives near the Straight.

I will try to make the Senate the meaningful thing it can be.

ANTHONY L. PALMIERI: As a member of the University Senate, I feel that I can better act in the interest of my fellow students to improve conditions here at Cornell. The powers of the Senate cover both the academic and living conditions on campus, and improvements can and should be made. As a Senator I will be open to comment and suggestion from the community and will attend Senate meetings so these opinions can be heard.

JOHN HOWARD REYNOLDS: I have two valid and just reasons in running for the University Senate. One being to represent a large minority of people heretofore not at all represented and the other being to bring the University Senate back down to earth, or in a sense back down to Cornell.

The minority sector particularly unrepresented on the Senate is the one manned by either a fraternity member, a member of a varsity sport, or both. I think it only fair that a body which has such power in the area of Campus Housing and Athletics should have a member from the above areas.

I feel also that the Senate could be a great tool for change at Cornell without wasting itself on extra-Cornell issues on which their power and influence runs short. The Senate has considerable power, and used at Cornell, can help make this a better school.

DOUGLAS PAUL FITZGERALD: As an Engineering student here at Cornell, I feel that I have a responsibility to become actively involved in the government that formulates the policies which directly affects us all. For a long time now, Engineers have generally been considered by others in the University to be too wrapped up in their own work to become involved in any other activities outside of class. I think that with the active participation in the Senate that I will provide, this general feeling of student apathy will be replaced by one of student concern and involvement. I want to represent those who do not have the drive nor possibly the inclination to

participate to such a degree. After talking to many Engineering students, I feel that I am capable of such a responsibility. I have the desire to serve and can best represent our school in the many facets of University life, such as housing, academic and financial policies.

STEPHEN EASTWOOD: Approximately one fifth of us will major in Environmental Engineering. The rest will be influenced by the issues this area raises. Beebe Lake, Cayuga Lake, and the gorges are getting more and more polluted. You've seen the soapy crud in the gorge. The Senate has a budget of \$16 million. It should authorize and fund engineering projects to clean up the local waterways. This would be great practical experience for both students and professors.

Rising tuition and housing costs must be dealt with. I am sure there exist alternatives to further burdening the students financially. Possibly, the Yale plan of deferred payments could be initiated.

Students should be allowed to drop courses and, or elect S/U grades up until one month before classes end. This is done at many other universities.

Housing should remain open during vacations, and minicourses allowing for independent research should be offered.

I'm a Sophomore and plan to be here a few more years. This is important in terms of following things up. I will not waste the Senate's and my time arguing about holiday decorations.

STEPHEN ASHWORTH: I believe that the University should be a place where we are to become more aware of ourselves and the world we are in. Nothing is to be gained by closing ourselves off from each other or from society. Negative attitudes can only weaken the system. The Senate can increase interaction in both directions. The University is large and diverse enough to contain and act as a spokesman for its views. He should strive to creatively strengthen programs to promote the students welfare. This is what I wish to do.

AJIT SINGH: Do you, like me, feel restricted and disillusioned because you haven't received what you hoped for from Cornell?

Help me change it for us.

Is your education stimulating and relevant? Or do you force yourself to attend boring lectures to satisfy myriads of Engineering requirements?

Why must we learn outdated processes, be undercredited for lab work, sit in oversized classrooms establishing no rapport with the professor, finding no opportunity for imagination, creativity, or, finally, enough social life?

Is a free weekend bus trip to Ithaca College and University mixers that impossible?

The Senate can initiate our effort — but with your help.

The remaining Cornell Experience finds us in soaring tuition and dormitory rent. Aren't

we to question that by reducing the "parking violation" forces by a quarter. All parking permit costs can be slashed by half!!

As an International Student, aware of a different system of education, I can try to merge my past, the present, and our hopes towards a better future.

VOTE!

JAMES BURR: The present Cornell University Senate has only a modicum of power. Merely a few of its many committees have any degree of responsibility. I want this to change. I would like to see the Senate body itself dictate policy subject to no one but the Board of Trustees.

Furthermore, I want to stimulate student interest in the University through a wider dissemination of events and knowledge of the Senate. A greater number of non-Senators serving on the University committees would also serve this purpose, I believe, and promote greater opportunity for participation in Cornell's functioning.

These would be my overall goals if elected. I have specific plans in mind and would welcome the opportunity to try to implement them. I am willing and have the energy and time to work for these goals.

EDWARD C. HANZLIK: Basically, I am running for the Senate because I want to help. I want to help you, the paying students, to get the most out of your education. I feel damned qualified to run for the Senate because I have kept up on the happenings of the University. As a fellow Engineer, I have felt the same strain of academics that burdens us all. Since I am a Pre-med. student as well as an Engineer, I seek a more liberal program for Engineers concerned with student-designed programs on study extending over the usually allotted four years. As your Senator, I'll try to serve you with your best interests in mind.

JEFFREY M. KLEINWAKS: As everyone must know by now, the Senate is suffering from a lack of student support. The Senate is deemed by many to be a worthless body, and it would seem that some of the present Senators believe this, else why would the Senate be forced to adjourn for lack of a quorum. Yet the Senate does have a say in many aspects of student life. Like everyone else, I'm sure, I'd like to see that "say" increased. That will only come when people devote their time to it. I am concerned. Don't let the Senate go down the drain.

ROBERT LEVY: The Cornell University Senate is one of the few organizations which allows students to possess real power in university affairs. Unfortunately most students are apathetic about the Senate and are unaware of its potential. This is the reason why I am running for the Senate. I hope, as a Senator to involve more of the community, especially those involved in the College of Engineering in the Senate,

making the Senate the vibrant forum of ideas and action which is essential to a growing university.

My primary qualifications are that I really want to represent you the Engineering community in the decisions which will ultimately affect you. I will also try to keep the Engineering community well informed by publishing a bi-monthly newsletter on Senate affairs.

PAUL COBB: My candidacy for an Engineering Senate seat is motivated by a desire to get involved in this important decision-making process. I approach this under no illusions that my actions will transform this campus or the Senate toward whatever you think it should be. However, I plan to do my best work in the Senate, as well as outside the Senate, by listening to and questioning my fellow constituents.

DONALD PAUL MUELLER: The Cornell Senate is a truly unique organization in that it gives the students a very direct voice in matters concerning the university budget, student policy, and several other features of university life.

If the Senate is to function effectively, members must be willing to think independently, for only through independent thought do new ideas come about, and rationally, because to judge matters carefully one must divorce himself from bias and judge on the facts available, further, for an effective Senate, members, while not under the control of, must be willing to work with the administration. Finally, if the Senate is to be strong its members must be dedicated.

I feel that I can fulfill these requirements. I will not join an organization unless I feel that I can be of service to it and am willing to fulfill the obligations that membership entails.

PAUL SCHMITT: In attending Senate meetings and reading the names of the student Senators, I have noticed a disproportionate lack of athletes on the Senate. As an athletic manager, I am running to try to obtain a fairer athlete versus non-athlete representation in the Senate.

I will give athletes one more voice in the Senate and will represent them on matters such as the athletic budget.

I will not neglect the problems of undergrad engineers even though I am appealing particularly to engineering student athletes and other supporters of intercollegiate athletics. I feel I can understand and relay the feelings of the undergraduate Engineering body.

I urge you to vote so that all student trustees, both elected by the students and by the Senate, may retain their franchise since we need a forty percent voter turnout for both the Senate and the student trustee elections to ensure that franchise.

BILL HOROWITZ: The University Senate was given the power to control many aspects in
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The Senate Page

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the running of the University. So far, the Senate has refused to use most of this power, and continually gets bogged down on small issues. It would be my hope to bring some fresh thinking to this governing body, as well as a better overall perspective of the issues, which politicians remaining in office for a long period seem to lose. Independent thinking and logical decision making should become more prevalent in the Senate. It is time that students grasp the reins of power offered them and begin to truly govern themselves.

JOEL KNACK: The week before Senate nominating petitions were due, the University Senate office used all means at its disposal to put out a desperate plea for candidates. I was shocked at the apparent apathy of the student body. As students, the University is the greatest single influence of our lives at this time, and the Senate is our best opportunity to exercise some control over it. This is the major reason for my deciding to run. Much has been said about the ineffectiveness of the Senate, but no one has really made an earnest and reasonable effort to change it. If elected, I intend to make serious, practical efforts to extend the Senate's domain. I see no point in making absurd proposals, such as the one put forward last semester to remodel University Halls. However, change can be accomplished with sincere and persistent efforts.

BRADLEY TAYLOR HARSLEM: As a student in Engineering for almost two years, I have been dissatisfied with a number of the aspects and procedures in the Engineering College—the tremendous class sizes, the required Basic Engineering Program, the lack of individual contact between student and instructor, to name a few—which I feel have only restricted and inhibited my learning process. Presently, serving on the Engineering Student Council, I have gained more insight into the specific problems and grievances that the students in Engineering share. There has been an increasing amount of student apathy (as can be seen by the difficulty the Senate has had in securing enough candidates for this year's election) which I feel to be the direct result of the failure to execute the necessary reforms that could fulfill the apparent needs of the students. As a member of the Senate, I would like to pinpoint the reforms to areas in which definite progress could be made to restore student's enthusiasm in learning.

ROBERT KEEN: Much has been done to improve campus life, but now is not the time to stop. My interest focuses on housing and dining. I give a damn.

Let me know what you think. Call 273-9972.

ALLEN LEE: I represent these views: That the first priority in any decision is consideration for academics in student life! Since most of us here are spending *thousands* each year just to be able to attend classes and study; that it is especially important to see that the Engineering students' interests are protected and actively represented when many people choose to be quiet; and that opinions of concerned students, if continually polled and considered, can help make the Senate effective.

As a member of the Engineering Student Council, I am aware of current trends and activities in the College. I will convey these views, keeping the Engineering Student body in mind, if elected to the Senate.

Hotel Administration (2 Seats)

MICHAEL LEE HAMILTON: In running for the office of University Senator, I hope to accomplish bridging the "communication gap" between the faculty, administration and students, and be able to inform the students of the power that the Senate provides, in decision and *policy* making concerning money allocation, curriculum changes and administrative adjustments. My qualifications stem from working on student governments, fraternity governments and from my work with people in personnel administration.

MARY JANE KELLEY: There is a need for communication between the Hotel School Senators and their constituency. This has been lacking in the past and has led to widespread apathy. To create student involvement and interest it is necessary to elect a senator who will attend meetings and become directly involved. Many matters of importance to the Hotel School have come before the Senate in the past, and it is my contention that adequate representation has not occurred. If elected I will make it my duty to attend meetings and represent the Hotel School on all matters of importance. I also promise to keep my constituency informed of what is happening and to seek out their opinions through direct mail procedures and personal contact.

LYNN ALLINGER: I am running for the University Senate because I am interested in the University administration and especially in having students involved in it. I am willing to represent other people's views as well as my own.

Although I have no previous experience in the student government, I have held executive positions and memberships in University clubs. I do have the time and interest in participating in the Senate activities.

JAMES "JUDGE" BARRETT: My Fellow Constituents: In the past years we have elected students in the School of Hotel Administration to the Senate and

that was the last we heard of them.

My first promise, if elected, is to make sure I am heard and your voice is heard in the Senate.

Some of my qualifications: student government in high school; Freshman member on SCAN—Cornell University student committee.

I would like to represent the independents of the School of Hotel Administration, although as a fraternity member I feel I can represent them also.

This year seems to be a very crucial year for the existence of the Senate. I hope you will look closely at each person running and not just his personality.

I am sincerely interested in working for you on the Senate and pledge myself to attend regularly.

JEROME FEIN: I feel that since its beginning, the Cornell University Senate has not had full representation by the student Senators of the Hotel School. This can and must change. There are many aspects of the Senate that affect the students of the Hotel School, and they have a right to good representation. In the past few months interest in the Senate has dropped to a low point. This must change and I think I am capable of being an active member with an ear to the Hotel students. Students must be made aware of what the Senate is doing and this I will do.

JOHN W. ZARUKA: The University Senate, since its formation in the 1969-70 school year, has developed into a legislative body not representative of the mainstream of the Cornell campus. The Senators from the Hotel School, in particular, have not been as representative of the school's student constituency as they should be. By keeping in close contact with the Student-Faculty Committee and the student body as a whole, it will be my intention to bring the representation to the Senate that the Hotel School deserves.

Human Ecology (4 Seats)

CURT BRILL: I have no special qualifications above the fact that I am an interested member of the Cornell community.

MICHAEL JEFFREY FOSTER: Since coming to Cornell, I have heard a great deal of apathy concerning the University Senate. As a Senator, I want to find out if the Senate is really doing what it was intended to do—to represent the constituency (in this case, the students). I think that the Senate must represent us in all University matters and, therefore, I want to improve the relations between the Senate and students by helping to make it the student's voice.

NANCY SUSAN LEVY: At present I am a Senator and hope to continue as one. My major reasons for wanting to be a Senator are to be a voice for my constituency; represent their needs and interests, and be a part of the mechanism that makes this University function.

I am presently on the Housing Subcommittee which *has tried to*

keep dorm rates in line with a student's budget. As a Senator I have been active, attending meetings, working on budgets, etc. I also work for WVBR, so I am familiar with all aspects of campus life. I hope I will be able to work for my fellow students again this coming year.

Industrial and Labor Relations (2 Seats)

BRIAN BEGLIN: Do you know who your Senators are? Did you know them before this campaign began? Do you know what issues are decided by the Senate and how your Senators voted on these issues? Issues which affect you! The chances are very great that you will answer No to most or all of these questions. I did and that's a big reason why I'm running for the Senate.

In a school of this size there is absolutely no reason for a Senator(s) to lose touch with his constituency. If I am elected this is the first problem I will rectify. In frequent periodic installments I will report to you on the issues confronting your Senate, how they affect you, and how I voted — issues like, Access to Campus, Military Training, Religious Affairs, Vandalism, the Calendar, Housing, Transportation on Campus and many others.

Lastly I promise that if I am elected I will attempt to gear my vote according to your wishes by encouraging and weighing your reaction to my periodic reports. Let the Senate be your voice!

ANN KERWICK: In running for the Senate, I am interested in improving both the academic environment of Cornell and the non-academic services Cornell provides. The Senate, in my opinion, must concern itself with changing the tenure system, so that students' evaluation of an instructor's teaching ability becomes crucial to the granting of tenure. The Senate must also encourage the use of funds for interdepartmental programs such as Human Affairs and Female Studies as well as promoting experimentation in teaching methods. The constancy of complaints about the services of the Clinic necessitates greater effort on the part of the Senate to improve its operation. If I become a Senator, I will work to improve these and other phases of the academic and non-academic environment of Cornell.

MICHAEL S. RABIN: The University Senate should serve as the representative decision-making body of the students. As the most important part of the University, we should have control of our lives at Cornell. Serving on several University committees, both in the Senate and ILR, I see that firm action must be taken. I serve on the Senate Calendar Committee which created the current early start-early finish calendar, clearly the mandate of the students. In ILR, I serve on the Lobbying Committee, which presently is attempting to make three credit courses into four credit courses. I believe that University decisions should reflect the wishes of the

students.

A Senator should be a representative of his constituency. If elected, I will listen, and act in accordance with student desires. I will certainly try to speak for the students as University Senator.

BRIAN SHIFFRIN: The Senate seems to enjoy its bureaucratic nature. The bill concerning Christmas decorations is put on the agenda after Christmas. I will try to fight this sort of procedural means of insuring action.

The Cornell Judiciary System allows the Judicial Administrator to alternately play the role of judge, prosecutor, or student counsel. Very efficient. All records are closed — so an accused student can't try to find supporting precedents. Changing this archaic system will be my first concern.

I would like to investigate the possibility of having the People's Garage program expanded so that courses in mechanics and business might be given.

I'm interested in "trivial" items such as the reason clothes dryers in the dorms require five dimes in order to dry clothes. Or why hamburgers are so greasy.

As a Senator I could work towards accomplishing my goals.

ROBERT SCHOENFELD: Since the power to improve campus life exists in the Senate, the Senate must make greater use of its potential power for the benefit of all.

As Senator, I would actively prod:

—The Creation of more co-ed residential colleges for all (especially in W. Campus) and an investigation into the Housing Department's inflationary rate increases.

—Investigation of effects of the early start calendar in respect to academic differences between this year and last.

—A more active Senate role in pushing for smaller class sizes and less red tape.

—Liberation of the Physical Education requirement.

I've received a good Senate educational background by covering codes, University as Employer, Physical Education, and Calendar meetings for the Cornell Sun, but would resolve any conflict of interests if elected.

JONATHAN KREISBERG: W.E.B. DuBois once said that "the Price of Culture is a Lie." There is nothing closer to the truth today than this. From our earliest years, we are indoctrinated into a pattern of continuing social and academic pressures which are designed to "teach" us how to become "decent" members of society. It might be impossible to change this "Lie," but as a Senator I can only promise to try as hard as possible to have my views heard and my voice listened to. My experience as a member of a Senate committee has provided me with some insight into the complicated operations of the Senate. With your help and a lot of hard work, maybe we can do something about the "Lie."

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HAROLD LEVY: I have served as Secretary of the Senate Judiciary Committee and as chairman of one of the Senate's Traffic Boards for the last year. In fields such as dormitory prices, traffic control, and campus conduct boards the Senate should take an active role in seeing that the best interests of the community are met. One specific area where the Senate should act is in restructuring the University's Judicial Boards. Both faculty and employees should be brought within the conduct board's jurisdiction (as several bills now before the Senate propose) and the standards of judicial "due process" should be met. I am running for the Senate in order to institute these changes, which I was unable to do as a non Senator.

KENNETH NAGIN: My reasons for wanting to run for ILR Senator are threefold. First, I have much free time (being involved in nothing else), which I assume I would enjoy spending on the Senate. Second, upon reading Senate decisions in the Sun I find myself wanting to have voiced my opinion on those discussions. Third, like many other people who run for the Senate, I am egotistical.

DAVID A. KAPELMAN: I seek your support for my candidacy because I believe that the Senate still has an important role to play in the life of the University. While there are many shortcomings with respect to this institution, it is my opinion that we have a duty to try to make the Senate into a more responsive organization.

I believe that the Senate can be made to assert itself on behalf of our rights and goals—be it in the area of housing, dining, better academic facilities, judicial reform, support of athletic teams, or even expanded transportation and parking services for students.

My qualifications include service on a Senate committee, a student-faculty committee, and as host of a talk show on WVBR FM.

I do not offer any panaceas, just the voice of an individual who cares about the quality of life at Cornell. I humbly ask for your support.

HERBERT MANNIS:

NEAL HABER: In October, 1971, I was elected as a

Freshman representative to the Cornell University Senate. The past three months in office have served to educate me in the role of the Senate and the impact that it could have, with the right direction, in governing this University. I hope, as a fully-accredited member of the Senate, to put my knowledge to work in service of my constituency. I welcome any and all questions, comments, suggestions or gripes that you might have. Leave a note in my mailbox or speak to me personally and I will assist you in any way possible to achieve an appropriate resolution of your inquiry. The unresponsiveness to students in such a large bureaucracy as Cornell is most likely inevitable, but I will fight with you through the red tape to resolve your problem.

The Senate has the power to be an active force at this University but without your help, it can be little more than a debating society. Speak up, complain, speak your mind and VOTE! Give it the support it needs to exist and it can become an extremely effective institution for advancing the interests of students.

EDWIN B. KAGAN: My decision to run for the Senate from the ILR School was a careful and well-thought out one. It is not an easy task to represent adequately the views and interests of the 400 students in the ILR School. However, I feel I can best coordinate these diverse interests and speak for everyone in the Senate. At the same time it is essential to push the ILR School's importance and significance to the Cornell community. This I am ready to do.

I have worked with an ILR Senator this past Fall and presently the Senate exists as a weak and reactionary body. The new Senate anti-UFWOC proposal repealing the previously supported pro-UFWOC and union lettuce bill is only one example of the Senate's misguided and unreasonable thinking. The time has come to make the Senate what it was created for: a student-oriented body which is powerful and forceful enough to check and oversee the Administration's policies. If this is what YOU want, please vote for Edwin B. Kagan.

Student Trustee Candidates

MARK R. LIFF: The student trustee must be able to bring to the Board a knowledge of the problems and needs on campus. The purpose of the student trustee will be defeated if true representation is not achieved.

For the past two years, I have been chairman of the Senate Housing Subcommittee, which recently examined the feasibility of the freshman residency requirement. We have also sought to remove the social

stratification caused by dorm living by altering housing policy.

This past summer, the Senate employed me to write three research reports, which, hopefully, have led to constructive change at Cornell. Gannett Clinic has taken definite steps to alleviate some of the problems which formerly existed.

Yet, all our past efforts will be in vain should we fail to achieve the 40% turnout required by state law.

BRUCE STONE: any candidate for the Board of Trustees is fooling himself if he pledges to fight language and distribution requirements, campus pollution, or student apathy.

A person concerned with academic requirements should join the appropriate student-faculty committee. A person who wishes to improve campus life should run for the University Senate.

The Trustees handle primarily financial matters. When the Board considers the University's budget, the student trustee acts as a lobbyist for student interests. I will work:

1. For alternatives to yearly increases in tuition.

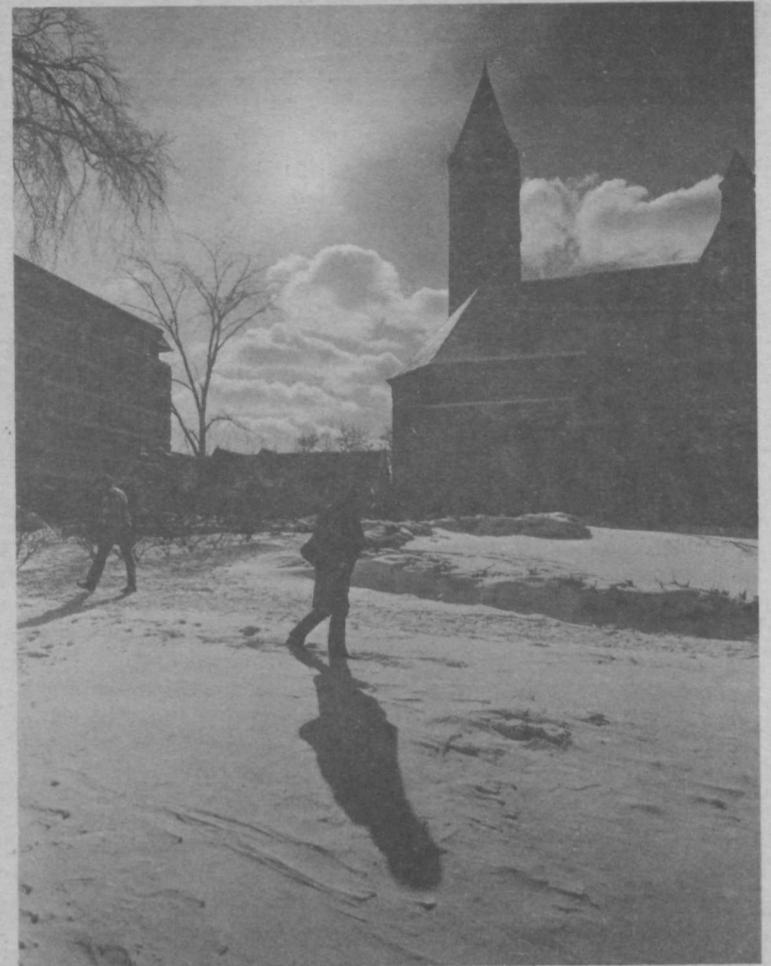
2. For more money for the libraries to increase staff and to extend hours.

3. To find increased fellowship support for graduate students.

The Trustees establish broad educational guidelines for the University. Presently teaching is a subordinate aspect of a professor's job. I feel that professors should be provided incentives for excellence in teaching as well as for excellence in research.

CLEVELAND M. JONES: My most important qualification is a sincere interest in how the Cornell Board of Trustees can serve Cornell and its students through its recommendations and policies. If elected I will work to have an alert and responsive Board of Trustees, and do all that is in my power to make it an organ to serve Cornell and its students well and efficiently. I will try to have the present policy concerning automobiles and busing reviewed and have the Board make suggestions that would facilitate transportation for all students, especially those living off campus. I am also interested in keeping Cornell a top university and will work towards maintaining high academic standards while reducing and relaxing as much as possible the inflexible requirements and red tape that may only hinder our reputation as an outstanding and up to date university. Finally, throughout my term I will not only try to be open to suggestions, but to inform the Cornell students of the actions of the Board as well.

JOHN F. CARROLL: I am running for Trustee because I am concerned about the direction of this University. I'm disturbed with the lack of responsiveness displayed by the Board of Trustees who have voted time after time in favor of corporate management in questions involving University investments — and in so doing, repeatedly ignored the recommendations of the Cornell Senate and the expressed interests of the Cornell community regarding the ecology. I do not believe that the student population can tolerate the kind of hypocrisy which sees the University on one hand encouraging international understanding, and on the other continuing to operate the defense-oriented Cornell Aeronautics Lab and invest their



stock in large corporations without considering the impact of those decisions upon humanity and the environment.

Finally, I am running for Trustee because I do not feel that watch-dog committees and student organizations with their cumbersome numbers and nebulous procedures can effectively combat the brand of callousness exhibited by the Board on issues such as these. To change the policies of the University you must either change the men who make those policies, or meet them head-on across the Board table as an equal: a Trustee. That Board is now being filled by a group of men who are inconsistent in their commitment to protecting the environment, and it is unmistakably clear that they would abdicate, if left unopposed, the social role of this University.

I want to see Cornell regain its status as a progressive University and be served by a Board of Trustees who are sensitive to both local and international problems.

RICHARD P. REICHEL: By now all of the students are tired of reading about how sincere and dedicated each candidate is and what they plan to do. My feeling is that the present student trustees are not representative of the student body. There are a diverse range of interest groups in the Cornell Community that aren't represented and should be. I will always make myself available for any input that the students have to offer. Thanks for

your support.

ROGER B. JACOBS: I have deliberately chose to run from the entire student body for Trustee. I feel only an at-large election gives every student a chance to let his voice be heard. More importantly, this insures that our Trustees will be truly representative and responsive.

Serving as a Senator this year, and also as an undergraduate member of the Campus Life Committee, has provided me with a valuable knowledge of campus affairs. Being familiar with the fiscal and general problems in housing, dining, athletics, etc., will enable me to play a competent, meaningful role on the Board of Trustees. I have also been active in politics at home and served as New Jersey State Chairman of the 1969 youth franchise move ment.

One of the principal areas of my concern is in student housing. Room rents are getting out of hand — I would like to investigate rent subsidies by Cornell. Also, efforts should be made to modernize some of our older dorms and expansion of the residential college idea should be pursued.

I want our Student Trustees to play a more active, concerted role on the Board. We finally have an opportunity to influence decisions and share responsibly in ordering Cornell's priorities. It is with concern and commitment that I seek your confidence, your support, and your vote, in helping to guide Cornell's path in the future.

Chronicle Comment

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particular electoral or selection process. It is the quality of the senator that is important, not whether he became one by volunteering at the last minute to fill a vacant slot out of a sense of community, or, instead, was

persuaded by his Dean or friend to stand for an uncontested seat. More orthodox nomination and election procedures are not always disaster-free. I can cite examples if the editor is unaware of such.

John H. Whitlock
Professor of Parasitology

Bulletin of the Faculty

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72 (table 1). The average increase of \$544 in endowed and \$595 in statutory compares with a four year average increase of \$856 and \$1,135 respectively. Unfortunately average compensation did not even keep pace with inflation during the past year (table 2a). Comparisons of changes in compensation to change in the Consumer Price Index over a 5 year period are more favorable for the Statutory Divisions and Endowed assistant professors but indicate no gain in real incomes for Endowed associate and full professors.

At the time of this report the status of the 6% across-the-board increase granted but not funded for other SUNY academic personnel is still in doubt. For the Statutory Divisions therefore this report covers only the fixed across-the-board increments in annual salary which were made of \$350, \$400, and \$500 respectively for assistant, associate, and full professors. These increases, of course, differ from the reported changes in average salary by rank (table 2b); such changes are influenced by retirements, promotions, and new appointments. For instance, if "senior" assistant professors are promoted to associate professor and if new assistant professors are appointed at salaries which are relatively low, the average compensation for assistant

professors can decline (even though those who remain in the assistant professor rank receive salary increases). It appears this actually happened in the Statutory Divisions where average compensation for assistant professors did decline slightly. Actual salary increases for those remaining on the faculty both years are shown in table 3. These salary increases in the Endowed Divisions averaged somewhat more than the 3.5 percent increase in the cost of living. In the Statutory Divisions the picture thus far is quite bleak for it indicates an average decrease in real income of 0.8%.

We publish for the first time some information on the distribution of faculty by salary intervals (table 4). These data supplement the averages reported in table 2b. Full professors clearly receive lower salaries, on the average, in the Statutory Divisions than in the Endowed Divisions while salaries at the associate and assistant professor levels are roughly comparable. For example, 24.6% of the full professors in Endowed Divisions have salaries over \$25,000 compared with 7.3% in the Statutory Divisions. In interpreting results, however, the reader must remember that the data cover a variety of colleges within each division. Each college or school faces different competitive pressures, and consequently average

salaries and the distribution of salaries, no doubt, varies greatly for the various colleges within each division. In addition the Statutory Divisions operate under the salary levels of SUNY with a top professorial salary of \$28,200 for nine months (\$33,850 for twelve). The Endowed Divisions do not have a fixed upper level.

In line with this problem of aggregation the Committee feels it would be highly desirable to provide information every three or five years on average salaries by rank by colleges where there are 5 or more professors in each subgroup. It is obvious salaries vary widely by colleges and we feel each professor is entitled to this general information so he can better determine where he stands. Instead of conducting a survey, which was done about 10 years ago, we have attempted in the past year to gather the information from each college without success. We recommend that the FCR explore this question of what types of economic information should be available to the faculty.

Rather than including the AAUP Salary Ratings, which are undergoing revision, we have provided in Table 6 direct comparisons of Cornell compensations with a number of other institutions. The selection is somewhat arbitrary but does provide some basis of comparison. For the Endowed Divisions the average compensation for assistant and associate professors compares favorably with the other 10 private universities. For full professors 8 of the 10 have higher levels of compensation. For the Statutory Divisions the comparison with the three SUNY centers is most striking.

It is fairly obvious that the University anticipates a continuation of the severe economic pressures which will obviously affect salary levels in the foreseeable future. With this thought in mind we cannot express our thoughts any better than the following.

"If current efforts to curb inflation prove to be ineffective, there is every reason to fear that real compensations in higher education will be eroded even more drastically. The intensifying financial crisis of institutions of higher education, the cutback in federal spending, and the collapse of the academic market for those seeking faculty positions all mean that it will be difficult to secure the increases in remuneration necessary to offset the effects of rapid inflation. *This makes it even more crucial to impress on administrators, boards, legislatures, and Congress the magnitude of the problem and the unwillingness of faculties to be the main source of subsidy to higher education through reduced rates of growth in compensation.*

If the preceding paragraph has a familiar ring, be not surprised. It is taken verbatim from last year's report. Recognizing a problem and solving it are unfortunately not equivalent."

—The compensation figures for the Statutory Divisions for 1970-71 have been revised downward from last year's report. The method for computing retirement benefits has been changed at the request of the AAUP. Since faculty in the Statutory Units may elect state or TIAA-CREF retirement plans, the computation of benefits is necessarily more complicated than in the Endowed Units, where the Cornell contribution is 10 percent of salary. The old formula for the state units probably overstated Cornell's contribution to retirement; the new method is more conservative.

**—AAUP Bulletin, p. 224, Summer, 1971, "At the Brink Report on Economic Status of the Profession 1970-71."

Prepared for the Committee on the Economic Status of the Faculty by:
David Call
William Tomack

Table 1. Cornell Average Compensation (Salary and Fringe Benefits), Full-Time Faculty, 9-Month Basis ^{a/}

Academic Year	Endowed Divisions	Annual Change	Statutory Divisions	Annual Change	
				dollars	%
1966-67	15,762	633	14,969	1,187	7.9
1967-68	16,395	930	16,156	539	3.3
1968-69	17,325	815	16,695	1,600	9.6
1969-70	18,140	1,045	18,295	1,212 ^{b/}	6.6
1970-71	19,185	544	19,507 ^{b/}	595	3.0
1971-72	19,729		20,102		

^{a/} Fringe benefits include Cornell's or N. Y. State's outlay for social security, retirement, medical insurance, and tuition for faculty children. 12-month salaries (11 months + one month vacation) are reduced with a conversion factor of 9/11 or 81.8%.

^{b/} Revised from last year's report; see text.

Table 2a. Average Compensation by Rank and by Division, 1966-67, 1970-71, 1971-72, 9-Month Basis

Division and Rank	Compensation		Percent Change	
	1966-67	1971-72	5 yr.	1 yr.
Endowed				
Professor	20,808	25,077	23.5	2.5
Assoc. Prof.	14,527	17,763	25.6	2.7
Asst. Prof.	11,035	14,091	31.1	2.7
Instructor	8,957	10,587	28.9	9.1
Statutory				
Professor	17,907	23,266 ^{b/}	34.8	3.8
Assoc. Prof.	13,497	18,458 ^{b/}	38.4	1.2
Asst. Prof.	11,262	15,328 ^{b/}	35.9	-0.2
Instructor	7,780	8,768 ^{b/}	49.2	32.4
CPI ^{a/} (1957-59 = 100)	114.6	137.8	24.4	3.5

^{a/} Consumer Price Index U.S. average figure for November of indicated year.

^{b/} Revised; see text.

Table 2b. Average Salary by Rank and by Division, 1966-67, 1970-71, and 1971-72, 9-Month Basis

Division and Rank	Salary		Percent Change	
	1966-67	1971-72	5 yr.	1 yr.
Endowed				
Professor	17,987	21,509	23.0	2.8
Assoc. Prof.	12,648	15,096	23.2	3.2
Asst. Prof.	9,609	11,928	28.1	3.2
Instructor	7,737	8,775	25.2	10.3
Lecturer	--	8,023		6.9
Statutory				
Professor	14,996	19,278	34.6	4.7
Assoc. Prof.	11,411	14,951	35.8	3.7
Asst. Prof.	9,577	12,747	31.8	-1.0
Instructor	6,595	7,016	43.8	35.2
Lecturer	--	10,326	10,415	0.9

Table 3. Average Salary Increases for Faculty on Staff Both Years 1970-71 and 1971-72, 9-Month Basis

Rank	Endowed Units		Statutory Units	
	Number	%	Number	%
Professor	357	41.8	151	47.3
Assoc. Prof.	185	21.6	77	24.1
Asst. Prof.	258	30.2	70	21.9
Instructor	15	1.8	9	2.8
Lecturer	40	4.7	12	3.8
Total	855		319	

Table 4. Distribution of Faculty by 1971-72 Academic-Year Salaries, 9-Month Basis, in Percent

Salary Intervals (dollars)	Percent	
	Endowed	Statutory
over 30,000	5.6	7.3
25,000-29,999	19.0	
20,000-24,999	42.3	39.7
15,000-19,999	32.2	50.3
below 15,000	0.8	2.6
Professor		
over 20,000	3.2	3.9
17,500-19,999	11.4	6.5
15,000-17,499	42.7	44.2
12,500-14,999	42.7	41.6
below 12,500	0	3.9
Associate Professor		
over 15,000	3.9	5.7
12,500-14,999	41.9	47.1
10,000-12,499	48.4	45.7
below 10,000	5.8	1.4
Assistant Professor		
over 10,000	38.2	42.9
7,500-10,000	38.2	57.1
below 7,499	23.6	0

Table 5. Number of Full Time Faculty by Rank, 1971-72

Rank	Endowed Divisions		Statutory Divisions ^{a/}	
	Number	%	Number	%
Professor	357	41.8	151	47.3
Assoc. Prof.	185	21.6	77	24.1
Asst. Prof.	258	30.2	70	21.9
Instructor	15	1.8	9	2.8
Lecturer	40	4.7	12	3.8
Total	855		319	

^{a/} At the request of the AAUP, for the last two years the Statutory Units have included only faculty who devote half-time or more to instruction. A comparison last year indicated no significant differences between the figures as reported and the figures for the total faculty as previously defined. A similar check was not requested this year. Since the number of faculty included can change due to relatively arbitrary means of classification with respect to amount of time devoted to instruction, changes in number of faculty are not comparable.

Table 6. Comparisons of Cornell Average Compensations 9-Month Basis - 1970-71*

Institution	Average Compensation By Rank		
	Professor	Associate Professor	Assistant Professor
Cornell Endowed Divisions	25.1	17.8	14.1
Princeton University	25.5	16.6	13.1
Dartmouth College	23.2	17.4	13.3
Columbia University	25.8	17.3	13.3
Harvard University	27.2	18.6	14.8
M.I.T.	25.9	17.1	13.9
Stanford	25.0	17.9	14.1
Cal Tech	26.0	17.0	13.9
Yale University	28.5	17.4	13.2
University of Chicago	26.6	18.5	14.4
University of Rochester	25.5	18.1	14.1
Cornell Statutory Divisions	23.5	18.1	15.2
SUNY at Binghamton	26.0	19.4	15.2
SUNY at Buffalo	26.9	19.4	15.1
SUNY at Stony Brook	27.5	19.9	15.2
SUNY at Cortland	20.9	16.5	13.8
University of Minnesota	22.3	16.5	13.5
Michigan State University	21.3	16.6	14.2
Purdue University	23.5	17.3	13.9
North Carolina State	19.3	15.1	12.5
Iowa State University	21.6	16.7	13.6
CUNY - Brooklyn College	33.4	25.3	20.1

* Source: AAUP Bulletin, Summer 1971.

Full Text of the Ombudsman's

In response to a request by Mr. Delridge Hunter, Director of the Committee on Special Educational Projects, hereinafter referred to as COSEP, the Ombudsman's Office solicited from the Cornell community questions about the COSEP program and its policies, as well as complaints about the administration of the COSEP program. The aforementioned solicitation resulted in no complaints about the administration of the program which raised legitimate questions of fact, and accordingly, the Ombudsman's Office took no further action with respect to its offer to the Cornell community to provide an impartial review procedure to resolve such complaints.

In response to the solicitation of inquiries about the COSEP program, its policies and procedures, the Office received many questions which we have herein categorized into several subject areas. Upon receipt of these questions, the Ombudsman's Office conducted an investigation including the review of pertinent files and documents, and interviews with individuals who have had responsibilities in the development and administration of the COSEP program. This report will attempt to summarize the information derived from this investigation.

I. Are there materials which are available for review by members of the Cornell community describing the origin and development of the COSEP program?

There are several documents describing the origin and development of the COSEP program which are available for review by members of the Cornell community in the Office of the Ombudsman, 201 Barnes Hall. The documents include a booklet entitled, "Expanding Opportunities for Minority Groups," which describes the early development of the COSEP program; the Annual Reports submitted by administrators of the COSEP program during its first four years of operation, 1965-69; and the COSEP Handbook, which was distributed to COSEP students during the fall term of 1971.

II. Responsibilities and relationships between COSEP, the Financial Aids Office and the individual colleges in the distribution of financial aid.

A. Do the records kept on financial aid to individuals in the COSEP program include the number of students who receive such aid and the amounts received by this population (maximum, minimum, average)? Does such financial aid differ from the aid available to non-COSEP students?

There are currently approximately 679 identified COSEP students in the University receiving financial aid. Of that total population, the following statistics reflect the approximate number of COSEP students in each class receiving such aid: Freshmen, 250; Sophomores, 213; Juniors, 118; Seniors, 98.

The best statistics available on the amount of financial aid received by COSEP students are included in a report by the Director of Financial Aid indicating the average financial aid package received by COSEP and non-COSEP students in the freshmen class for the academic year 1971-72, a summary of which follows:

ENDOWED COLLEGES					
COSEP	1974	1975	NON-COSEP	1974	1975
Avg. Scholarship	\$2,700	\$2,900	Avg. Scholarship	\$1,600	\$1,550
Avg. Outside Schol.	700	800	Avg. Outside Schol.	550	600
Avg. Loan	400	600	Avg. Loan	800	1,000
Avg. Job	400	500	Few jobs assigned	--	--
	\$4,200	\$4,800		\$2,950	\$3,150

The estimated endowed student budget for 71/72 is \$5,000 plus transportation.

COMBINED IN & OUT STATE COLLEGES					
COSEP	1974	1975	NON-COSEP	1974	1975
Avg. Scholarship	\$1,650	\$1,850	Avg. Scholarship	\$ 650	\$ 700
Avg. Outside Schol.	250	300	Avg. Outside Schol.	400	400
Avg. Loan	400	600	Avg. Loan	600	700
Avg. Job	400	500	Few jobs assigned	--	--
	\$2,700	\$3,250		\$1,650	\$1,800

The estimated in-state student budget for 71/72 is \$3,100 plus transportation.

The estimated out-of-state student budget for 71/72 is \$3,500 plus transportation.

The financial aid package offered COSEP students includes more scholarship funds than those awarded to non-COSEP students. The difference in the financial aid package offered incoming freshmen reflects the basic policy of COSEP to provide financial aid to every student in the program to the extent of his demonstrated need.

As long as the current financial constraints in the University continue to exist, it is anticipated that both COSEP and non-COSEP students will be required to rely increasingly on loans in meeting the costs of their education.

B. What criteria are utilized in distributing financial aid

to COSEP students? Are the criteria the same as applied to non-COSEP students?

The Office of Scholarships and Financial Aids uses the computation guidelines recommended by the College Scholarship Service, along with the considered judgment of the Financial Aid Committee which recognizes possible differences in the ability of parents of minority group students and those of other students to contribute to the education of their children. The information provided in the Parents' Confidential Statement is used in determining what an equitable contribution from the individual family should be. This takes into account the family's income and assets, the number of dependents, educational and medical expenses, certain types of debts, and the number of dependent children in college.

The resources of the family, the applicant's own earnings, and other scholarships from outside organizations which may be used at Cornell are included in the determination of an applicant's financial assistance.

The University expects each entering freshman to assist in meeting the costs of his education from his own earnings and savings.

The expectation from parents' contributions, the applicant's contribution, and other resources are totaled and compared with the total expenses, plus travel. The difference or deficit represents Cornell's estimate of the candidate's financial need, and the amount of aid awarded will be consistent with this figure.

A student's financial aid may consist of scholarships, loans, and employment opportunities. In the majority of cases, the students receiving financial assistance are awarded a combination of scholarship, loan and/or employment.

The average COSEP student will have a loan indebtedness of no more than \$3,000 at the end of four years. This estimate does not include various adjustments in loans due to the lack of summer earnings, mismanagement of funds, and other special problems which may increase a student's loan indebtedness above the stated amount. The normal loan for COSEP students broken down by class is as follows: Freshmen, \$600; Sophomores, \$700; Juniors, \$800; Seniors, \$900; Others, \$1,000.

All COSEP students who are admitted to one of the colleges and who demonstrate need for financial assistance are provided a financial aid package to meet that demonstrated need. COSEP applicants who have demonstrated need for financial aid will not be admitted to a college unless a financial aid package can be offered which will meet that need. This policy does not apply to

"All COSEP students who are admitted to one of the colleges and who demonstrate need for financial assistance are provided a financial aid package to meet that demonstrated need. COSEP applicants who have demonstrated need for financial aid will not be admitted to a college unless a financial aid package can be offered which will meet that need. This policy does not apply to the non-COSEP students..."

the non-COSEP students, who may be admitted to a college without an offer of financial aid, even though such students may have demonstrated the need for such financial aid.

C. How many COSEP students have lost financial aid and for what reasons have they lost such aid?

COSEP students have lost financial aid because of their withdrawal, either voluntary or involuntary, from the University. During the academic year 1970-71, 54 students or 12.2% of the total COSEP student population were involuntarily withdrawn from the University, and accordingly lost their financial aid. This figure does not include the COSEP students who voluntarily withdrew from the University and lost such aid. The number of such students is not currently available.

In addition, the financial aid packages of COSEP students have been modified because of changed circumstances. The reasons for the reduction of the scholarship portion of financial aid packages have included: 1) decreased financial need; 2) previously unreported outside awards; 3) transfers from the Endowed to the Statutory Colleges; 4) early graduation; 5) across the board loan increases; and, 6) college work study jobs which were added to the financial aid package.

Financial aid awarded to COSEP freshmen will continue for the duration of their undergraduate degree

program provided they remain in good standing, continue to have financial need, and are diligent in the performance of the student employment assignments.

The amount of student aid is reviewed each year and if necessary is adjusted up or down based on a review of a financial statement submitted each spring by the candidate and his family.

D. How many students are served by the COSEP program who do not receive financial aid?

In the fall of 1971, approximately 20 of the 270 COSEP students who matriculated had no demonstrated need for financial aid. Because accurate statistics are not available on the total number of COSEP students in the University, it was not possible to obtain an accurate and specific answer to this question for the total COSEP student population. However, the consensus seems to be that the number of COSEP students who do not receive financial aid is less than two per cent of the total current minority student population.

E. How many COSEP students receiving financial aid belong to minority groups other than blacks; i.e., Indians, Puerto Ricans, Chicanos, and Orientals?

The statistics necessary to answer this question accurately were not available. COSEP administrators however were aware of 47 COSEP students receiving financial aid with Spanish surnames, the majority of whom are presumed to be Puerto Rican. In addition there is one known Chicano, two or three American Indians and between ten and twenty Orientals in the COSEP student population receiving financial aid.

F. What is COSEP's policy with respect to the admission and financial support of minority groups other than blacks?

It is the goal of the COSEP program to have minority groups represented in all educational areas at Cornell at levels comparable to the general population. Because of Cornell's relationship with the State of New York, the term "general population" is considered to apply to the State of New York, encompassing all sectors of the educationally disadvantaged minority population therein. Utilizing the New York State target population concept, the black student population will continue to be the largest minority group served by the program, although other minority groups will be recruited and assisted by the program.

G. Does COSEP have the authority to veto financial aid decisions made by the Financial Aids Office?

The authority to make final decisions with respect to the granting of financial aid rests in the Financial Aids Office, however, that office has given great weight to the recommendations of COSEP with respect to the

distribution of financial aid to COSEP students.

H. How does COSEP actually participate in the determination of the distribution of financial aid to COSEP students?

The COSEP staff, in consultation with the Provost's Office, initially decides how the gross amount of University funds allotted for financial aid to incoming COSEP students shall be allocated to the individual colleges, generally on the basis of anticipated enrollment of COSEP students in each of the colleges. After the decision on the allocation of the gross amount is made, that decision is transmitted to the college admissions offices and the Financial Aids Office by a COSEP staff member, who thereafter serves in a liaison capacity, assisting college admissions and Financial Aids in coordinating their activities with respect to COSEP applicants. This COSEP staff member regularly consults with both offices with respect to the consideration of applicants for admission and the distribution of financial aid to individual COSEP students admitted to the colleges.

I. How is COSEP funded and to whom is it accountable?

At present the major portion (approximately 75% of current expenditures) comes from Cornell and approximately 25% comes from outside sources.

Report on the COSEP Program

primarily State and Federal funds.

In the administration of financial aid packages, COSEP is accountable to the Director of Financial Aids and to the Vice President for Administration. The Provost's Office is also consulted on major policy questions involving financial aid to students.

With respect to the funds budgeted for the administration of the COSEP program, COSEP is responsible to the Provost.

III. COSEP recruitment policies and procedures.

A. Is the recruitment of minority applicants separate from normal recruitment procedures and, if so, how does it differ?

The COSEP recruitment procedures differ from the procedures utilized for the recruitment of non-COSEP students. These procedures and recruitment schedules are set up by the COSEP office and involve all members of the COSEP staff. Priority in recruitment is given to New York State residents, and the majority of recruitment in the State occurs in New York City. Priority is then given to applicants in the Northeast region, the South and the

member, he will be considered a COSEP student. However, COSEP students are not required to utilize COSEP services, including COSEP students receiving financial aid. The COSEP administration contends that it is to the advantage of the minority student to be considered a COSEP student even though he does not wish to utilize its services, since it generally has the effect of increasing eligibility for admission, financial aid and tutorial services.

B. Are there questions about a student's political ideology when he is applying for admission as a COSEP student?

There are no questions on the application for admission to a college which relate to the applicant's political ideology. When applicants have been recruited and interviewed, some COSEP staff members have considered the student's commitment to the problems of minority groups and their communities a positive factor in their evaluation of the student's application for admission. It should be pointed out that in many cases the student is not interviewed by COSEP recruiters or

E. Who decides ultimately on the admission applications of COSEP applicants?

The admission committees in the various colleges have the ultimate decision-making authority with respect to COSEP applications. A COSEP staff member who serves as liaison with these committees communicates COSEP's evaluation of the applicants and the weight given the COSEP recommendation with respect to applicants varies among the colleges.

IV. What is COSEP's policy with respect to peer pressure on students to conform to certain ideological norms?

COSEP has no policy with respect to this issue, primarily because it believes it would be impossible to effectively enforce a policy designed to curtail such pressure.

V. What is the demographic breakdown of COSEP students at Cornell University?

The following is a demographic distribution of the Freshmen COSEP student population, who entered in the Fall, 1970 semester:

Region	Number of COSEP Students Entering
New England	6
Middle Atlantic	166
Middle West	24
Southeast	27
North Central	3
South Central	5
Rocky Mountain	0
Far West	6
Territories	2
Foreign	1
New York City	
Metropolitan Counties	92
Upstate New York	15

"There are no questions on the application for admission to a college which relate to the applicant's political ideology. When applicants have been recruited and interviewed, some COSEP staff members have considered the student's commitment to the problems of minority groups and their communities a positive factor in their evaluation of the student's application for admission."

Midwest. Recruitment trips are concentrated in heavily populated areas, mainly in the city schools as opposed to the suburban school districts. Other recruiting efforts have been directed toward alumni and referral agencies such as ASPIRA, the National Scholarship Service for Negro Students and A Better Chance. In addition, contacts have been made with State community colleges, particularly with respect to minority students eligible for transfer into a four year program.

Efforts are also made to obtain funds from programs such as Model Cities and Upward Bound, as well as from alumni, to bring minority students to campus during the recruitment process.

B. Do recruiting policies and procedures include recruitment of minority students other than blacks, specifically Chicanos and Indians?

COSEP has increased its efforts in the recruitment of American Indians by visiting all of the reservations in New York State this past year. No effort was made to recruit Chicanos since they are not a part of the New York State target population; however, Chicanos are eligible for the services and financial aid offered by the COSEP program if they apply.

C. How does COSEP justify its goal of proportional representation of minority groups in accordance with their population in the State of New York, as that policy affects Chicanos who have no significant New York State population, but nevertheless do represent a significant minority in other parts of the United States?

Because of Cornell's substantial State support and ties, it has taken the position that its primary obligation is to the minority students in that State. Since that population does not include a significant number of Chicanos, COSEP does not believe it has an obligation to serve that population, particularly since it cannot do so nearly as effectively as other institutions located in sections of the country which can more conveniently and economically serve the Chicano population.

IV. Admissions

A. May black and other minority student applicants exercise an individual option not to be reviewed by COSEP, and not to be considered as COSEP students?

The applications of all identifiable minority students are considered by COSEP. This is done for several reasons. The University is required by HEW regulations to account for its minority student population, and COSEP has been given this responsibility by the University. It should be pointed out that although efforts are made to identify minority applicants by careful scrutiny of their applications, this is not a perfect process because frequently the applications do not contain information that would identify the applicant as a minority group member. Once an individual is identified as a minority group

staff members and accordingly such information is not available. In such cases a student's commitment to the problems of minorities is not a factor which is considered in the COSEP evaluation.

There is consensus that the absence of such commitment is not prejudicial to the applicant.

C. What is COSEP's policy with respect to student applicants who are United States citizens but who are of foreign backgrounds, such as Orientals from New York City? Are they given the same priority and consideration as black applicants?

United States citizens of Oriental background are generally not considered part of the target population which is the object of COSEP's recruitment and admissions policies, since this population is not generally viewed as educationally disadvantaged. There are, however, approximately twenty Orientals who are United States citizens who have been identified as COSEP students. All of these students are eligible for COSEP services and the majority of them are receiving financial aid through the COSEP program.

D. What criteria are used by COSEP in its evaluation of applicants for admission?

COSEP uses three set of criteria in evaluating student applications: academic criteria; non-academic criteria; and subjective evaluation. Academic criteria are defined as the traditional cognitive, intellectual abilities, which are generally extrapolated from standardized measurements, such as the SAT, high school grades and high school rank.

Non-academic criteria are utilized because often standardized tests of academic potential and high school grades are insufficient as predictors of successful student achievement. It is believed by COSEP that traditional measures often overlook non-academic attitude factors such as background, aspirations, attitudes, and talents, which often relate significantly with academic achievement for minority group students. Therefore, much credence is given non-academic criteria in the evaluation of student applications by COSEP.

Subjective evaluation includes the recognition and evaluation of attitudinal and/or personality traits which denote the existence of qualities of leadership, self-discipline, initiative, aggressiveness, commitment and persistence. Because of the difficult adjustment that many minority students have after enrolling in the University, including the syndromes of confusion, frustration, alienation, and isolation both in their personal and academic endeavors, COSEP deems it advisable to give great weight to subjective analysis which it believes is the most essential criteria in sustaining and maintaining enrollment of minority group students at the University level.

VI. Are COSEP students required to meet the same academic standards as others to graduate? Have there been exceptions to this policy?

COSEP has no responsibility for the establishment of academic standards; this responsibility lies fully with the individual faculty members and the colleges. It is COSEP's position that there should be no dual standard applied to the COSEP and non-COSEP student population. Students are advised by COSEP counselors that they are expected to meet the same standards in the evaluation of their academic performance which are applied to the total student population.

In a few individual cases, however, it would appear that standards for the evaluation of academic performance of COSEP students have been modified by individual faculty members. It must be recognized that the modification of standards is beyond the control of COSEP and does not have COSEP approval.

Furthermore, it is generally conceded that the use of flexible standards in the evaluation of academic performance based upon a variety of considerations which the individual faculty member deems meritorious is a faculty prerogative which is not uncommonly exercised in this University.

VII. Are there courses in which non-COSEP students may not register unless the course is not filled by COSEP students?

Again, it must be pointed out that COSEP has no responsibility for academic courses, including the policies affecting the right to register for such courses. The only courses within the control of the COSEP program are the summer remedial and tutorial courses which are available to COSEP students only.

Although there are courses offered in the African Studies and Research Center in which priority is given to black students, these courses are not under the control of COSEP, and accordingly this policy of preferential admission to black students is not an appropriate subject for consideration in this report. This is particularly true since the Center is currently being evaluated by another University committee.

We wish to express our appreciation to all the individuals involved in the development and administration of the COSEP program who cooperated in providing us with the information which was necessary for the completion of this report.

Byron Yaffe
University Ombudsman

Schultz to Retire as Engineering College Dean

Continued from Page 3

undergraduate enrollments. Cornell has experienced a slight increase in enrollment during the last few years.

During Schultz' tenure, more than 6,200 engineering degrees have been awarded. These include nearly 4,000 bachelor's degrees, about 1,400 master's degrees, and more than 800 doctorates. Among educational changes made during these years was the replacement of a five-year curriculum leading to the bachelor of science degree by a four-year undergraduate degree program plus an optional fifth-year program leading to a professional engineering master's degree.

Half of the current faculty of 185 members was appointed during Schultz' tenure, and all of the departments and schools of the college have become headed by new chairmen or directors. Over the nine-year period, about 100 individuals from the United States and abroad, including several Nobel laureates, were brought to the college as visiting professors.

During the years in which Schultz has

been dean, more than \$40 million have been spent in sponsored research.

To pursue greater interaction with engineering practice, Schultz established a continuing education office and appointed an industrial liaison specialist. More than 2,000 engineers and scientists have participated in special conferences and short courses, both locally and in different parts of the country. In addition, about 40 companies have cooperated with the college in a design projects program for engineering students. Schultz has been a strong proponent of industrial leaves for engineering faculty members, especially the younger ones, and more than 75 of those now on the faculty have had industrial or external laboratory experience.

Schultz has maintained a strong commitment to undergraduates throughout his years as dean. He has served as a freshman and sophomore adviser, taught upperclass students, and supervised master-of-engineering design projects in his field of interest. He was responsible for creating an advising and

counselling program and center and encouraged the development of a small student exchange program with a French university. He has pressed for more effective student involvement in the affairs of the college, especially in course planning and evaluation.

In addition, through his admissions staff, he has supported a major effort to recruit blacks, women, and transfer students from community and junior colleges. About 10 per cent of the class scheduled for graduation this June represent these growing constituencies.

Schultz is a fellow of the American Institute of Industrial Engineers and served as its research director from 1955 to 1962. He is a member also of the American Association for the Advancement of Science, the American Society for Engineering Education, the Institute of Management Science, the Operations Research Society of America, the Commission on Education of the National Academy of Engineering, the American Association of University Professors, and the honorary societies Tau

Beta Pi, Pi Tau Sigma and Sigma Xi.

He has served the national government as a research grant adviser to the Department of Health, Education and Welfare, the Public Health Service, the National Institutes of Health and the Federal Highway Safety Bureau.

He is a director of S.I. Handling Systems, Inc., Easton, Pa.; the Logistics Management Institute, Washington, D.C.; the Lexington Growth Fund, Englewood, N.J.; the Engineers' Council for Professional Development; and the Chicago Pneumatic Tool Company. He is a member of the visiting committees of the School of Engineering at Stanford University, the department of industrial engineering at Lehigh University and the Defense Systems Management School at Fort Belvoir, Va.

He and his wife, Mary, have a daughter, Susan, who is completing her senior year majoring in engineering at Swarthmore College and a son, Andrew, who is a freshman at Cornell.

Leakey Coming Here For Three Weeks

Louis S. B. Leakey, noted British anthropologist, will be here for three weeks starting Feb. 20 in his capacity as one of Cornell's Andrew D. White Professors-at-Large.

Leakey will give two public lectures and an anthropology colloquium in addition to meeting informally with faculty and students in the Department of Anthropology. The department is sponsoring his stay on campus in cooperation with the professors-at-large program.

Both lectures are scheduled for 8 p.m. in Bailey Hall. The first will be Tuesday and is titled "Man's Fossil Ancestors and Near Cousins." The second will be on March 7 and is titled "The Emergence of Homo Sapiens — Man as He is Today." His other scheduled public appearances

will be a colloquium on anthropology scheduled for 4 p.m. Feb. 28 in Room 165, McGraw Hall.

Leakey's last visit to Cornell in 1968 created a mild sensation when some 1,500 persons arrived at Ives Hall to hear his lecture which had been scheduled in a room with a capacity of 420. The lecture was moved to Bailey Hall where Leakey spoke for nearly an hour without the aid of a microphone.

He claimed, based on his excavations in Olduvai Gorge in Kenya, that "the stock leading from man separated from the stock leading to apes not less than 20 million years ago."

Also a paleontologist and historian, Leakey was elected a White Professor-at-Large in 1966.

Exhibit Shows Works of Art By Auburn Prison Inmates

More than two hundred art works by prisoners in the Auburn Correctional Facility will be shown in a special exhibition in the Multipurpose Room of the North Campus Union at Cornell

University starting at 1 p.m. Sunday. The exhibition will continue through Friday, March 3.

Information on the hours of the exhibit may be obtained by calling 256-6220.

Most of the works will be offered for sale. Although most of the works are paintings, the exhibit also contains charcoal and pencil drawings, and various crafts such as leather work and jewelry.

The various items range in price from slightly more than \$1 to about \$250. The money from the sales will go to the individual artists or craftsmen.

After the exhibition at Cornell, the remaining works along with additional works by prisoners at Auburn, will be sent to Albany for an exhibition of artwork from prison facilities throughout New York State.

Conference Next Week Farm Labor Problems Examined

Problems of full-time farm labor will receive major emphasis at the Sixth Annual New York Processing Vegetable Conference to be held at the Holiday Inn, Batavia, N.Y., Wednesday, Feb. 23, and Thursday, Feb. 24.

In addition to commodity sessions on snap beans, beets, carrots, and sweet corn, a special general session on Farm Manpower is scheduled for the afternoon of Wednesday, Feb. 23. Rather than dealing with migrant labor problems, which have been discussed in the past, this session will discuss in depth problems involved with the hired farm worker who is a fulltime employe. Speakers from Cornell, the New York State Council of Churches, and a grower panel will all appear on the program. One of the most important developments in recent months is new labor legislation at the State level. Dr. Robert W. Spalding, Agricultural Manpower, Cornell, is a specialist on farm legislation and will present his interpretation of some of the newer bills as well as those that are pending in the hopper.

For the individual farmer, locating, training, supervising, and paying year-round help is not only a major expense, but also a difficult problem to solve. Finding qualified persons is becoming more of a problem as more and more of the work-force leaves rural areas to take jobs in cities. Five of New York's leading farmers or farm managers will each discuss their own methods of hiring, training, and paying permanent farm help.

Looking at the situation from the worker's viewpoint will be The Reverend Robert Cobb, New York State Council of Churches, Syracuse. Closing out the session and discussing the



human relation factors in farm labor management will be Dr. William W. Frank, School of Industrial Labor and Relations, Cornell University.

During the morning of Feb. 23, there will be a commodity session on Snap Beans. Raymond Nichols, Cooperative Extension Agent, Wayne County, is chairman of this part of the program. Special emphasis will be placed on close row planting,

a method that is relatively new and just now getting out of the experimental stage. The remaining portion of the snap bean program will be on insect and disease problems. Specialists from Cornell University's New York State Agricultural Experiment Station, Geneva, and from the Ithaca campus of Cornell will appear.

Table Beets is the topic scheduled for the morning of February 24. Root rot, weed control, biology of the sugar beet cyst nematode, nitrate problems, and raw product supply management are some of the topics that will be presented.

In the afternoon of Feb. 24, two concurrent sessions will be held; one on carrots and the other on sweet corn. One of the key topics in the carrot session is how well New York can compete with other areas in the production of this vegetable.

Weed control, fertilizer problems, insect control, and harvester injury will be stressed at the sweet corn session.

A registration fee of \$2 is charged all conference attendees. Chairman of the Planning Committee is Robert F. Becker, Cooperative Extension Specialist, Vegetable Industry.

Senate to Consider Bills On Codes of Conduct

Continued from Page 2

Willers said it shouldn't.

Willers said he does not think faculty or other employes should be included in legislation that would take away management's responsibility to manage, as he feels these bills would.

Douglas B. Fitchen, professor of physics, and a member of the Committee on the University as an Employer of the Senate, said "there is no question that the

Senate has been given power in this area."

One question of concern, said Fitchen, is "What is conduct? Does that cover everything or does that cover anything outside of job performance?" Fitchen also said the proposed bills bring up the question of parity. Should all persons on the campus be treated equally?

Final action of the bill will not be taken at tonight's Senate meeting.

Bus Drivers Warned

Cornell bus drivers have been instructed not to move their buses when passengers stand forward of the white line at the front of the bus, thus obstructing the driver's side vision.

The regulation that passengers must ride behind this line is made by the Public Service Commission. Any driver who fails to enforce this rule risks having his operator's license cancelled.

Barton Blotter

Thefts, Missing Student Reported

Cash thefts ranging from \$11 to \$285 dominated the Safety Division's report for the week. Valentine's Day brought more of the same, including the theft of a \$635 camera.

A missing person report was filed by friends of a male graduate student.

—Reportedly missing since Feb. 6, friends of a white male graduate student contacted the Safety Division three days later on Wednesday. The missing student might be driving his vehicle, according to the report.

—A freshman woman student living in Clara Dickson Hall reported the theft of her single lens reflex camera sometime between 8:30 and 8:50 p.m. Monday. Her room was not locked at the time.

—In the Campus Store, a junior male student in Agriculture left three books on a shelf for customer storage while shopping for ten minutes Thursday morning. When he returned, the books, valued at \$30.45, were missing.

—The stock keeper for physical education reported Sunday the theft of approximately \$285 in cash from two cash boxes in the Teagle Hall cage sometime Saturday night. One box had been pried open; the other was not locked. No signs of forced

entry were found to the cage area.

—The previous day, the physical education coach reported the theft of \$29 rifled from the pockets of five members of the Grimsby Junior Hockey Club of Ontario while the hockey players were at Lynah Rink. Entry was gained into Schoellkopf Hall by removing a door panel allowing a very small person to enter, Safety reported.

—\$316 worth of furniture was stolen from the ladies lounge in Ives Hall Feb. 7 or 8. The pieces included a small white table and a black wrought iron chair.

—A senior in Industrial and Labor Relations living in Comstock A reported at midnight on Thursday that unknown person(s) had opened a letter in his mailbox and removed \$30 sometime during the afternoon.

—An unattended wallet provided ready cash for a thief in Marthan Van Rensselaer Hall on Feb. 8 during the noon hour. The wallet belonged to a graduate student. It contained \$80 in cash.

—On Thursday, an administrative aide reported the loss of \$11 in cash from her desk in Sage Hall over the weekend. Although the office door was locked, her desk had been left unlocked.

CICE Supports Project To Teach Reading Skills

The Cornell Institute for Research and Development in Career Education announces the funding of a grant to Dr. Marvin Glock, professor of educational psychology, Department of Education.

This grant is a supplemental funding of a Hatch Project, developing a "Prototype of an Auto-Tutorial System for Compensatory Skill Development in Reading," currently in operation at the Reading Laboratory, Tompkins-Cortland Community College. The grant provides \$5,500 to help Glock continue and expand his present Hatch Project and will run to June 30, 1972.

This autotutorial system is being developed initially for students who, upon entering junior colleges, are discovered to have only minimal communication skills necessary to have been graduated from high school. It is found that these students read below their grade norms and fail to understand the technical terms and vocabulary of their occupational curriculum at the junior college level.

The project is endeavoring to develop programs to help

entering junior college students improve and strengthen their reading ability and comprehension. Materials will be developed to meet the needs of commuting students — such a program must be effective, simple, inexpensive, transportable to the home, and geared to the progress and rate of each student's learning abilities.

In announcing the award, Dr. John Wilcox, director of CICE, noted that the funds will help meet needs arising from the implementation of the Hatch Project at Tompkins-Cortland Community College. Supplementary expenses will be the hiring of personnel to transcribe taped presentations; hiring of a research assistant to conduct a library search for quality reading materials; the supporting of research assistants; purchase of packaged laboratory materials (which are no longer sent gratis) to be studied for possible application in the Project; purchase of cassette tape recorders and tapes; and the remuneration of personnel for time in developing this prototype program.

From this initial project Glock plans to develop programs for particular occupational clusters. Such efforts eventually would cover all the major career clusters and would be directed to the needs of BOCES and high school students as well as junior college students. Such research is focused "on the development of procedures that have application across the board."

Sidewalk

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(Notes from the Department of Buildings and Properties)

Effective with the Feb. 15, 1972, billing period, the power rate for all endowed campus facilities connected to the main campus distribution system will be \$0.0140/KWH.

The change is brought about by the Public Service Commission's approval of a portion of the rate increase request submitted by the New York State Electric and Gas Corporation.

The staff at Olin Library which so generously contributed to the fund for beautifying their environment is to be congratulated.

New plantings have been made along the western foundation, consisting of 25 Common Barberries, a Washington Thorn, and six Sebian Yews. To further enhance the area, B & P rototilled the bare areas in lawn panels, fertilized and reseeded them. Along with the labor involved, the Grounds division of B & P also furnished an additional 24 Sebian Yews and 12 European Burning Bushes for the area. To restrict pedestrian traffic on the fast deteriorating lawn sections, chain stretched between steel posts painted "Cornell Brown" to blend in with the landscape has been installed.

We at B & P appreciate the help from the library staff and hope that other departments might follow their lead.

Bulletin Board

Biology and Society Lecture

Ulric Neisser, professor of psychology at Cornell, will discuss "Imagery and Hallucination" in the next lecture in the University's Biology and Society series. His talk, which is open to the public, will be presented at 8 p.m. Monday in Alice Statler Auditorium.

The lecture will be broadcast over WHCU-FM at 10 p.m. Monday.

Sage Chapel Convocation

Robert McAfee Brown, professor of religion in the Humanities Special Program at Stanford University, will speak on "The Pseudonyms of God" at the 11 a.m. convocation Sunday in Sage Chapel.

Brown's academic interests center in the area of contemporary theology and its relation to other disciplines. Included in his writings are books about contemporary ecumenism such as "An American Dialogue," written with the Rev. Gustave Weigel, S.J.; "Observer in Rome," an account of the second session of the Vatican Council, which Brown attended as an official Protestant observer; "The Spirit of Protestantism," and "The Ecumenical Revolution."

Archaeologist to Discuss Sardis

Andrew Ramage, who served as acting assistant field director of the Cornell-Harvard archaeological expedition to Sardis in Turkey this year, will discuss the latest discoveries and progress of restoration in the ancient Lydian city at 8 p.m. Thursday, Feb. 24, in Statler Auditorium.

The expedition, which has completed its fourteenth season, found a new wall on the acropolis of Sardis and two important inscriptions. It explored a burial chamber often plundered over the centuries since 600-500 B.C. and discovered there a well-preserved funerary couch in place with a raised border and carved legs.

Ramage, who is an assistant professor in the Art Department at the University of Massachusetts, will join the Department of Art History at Cornell next fall. He joined the Sardis excavations staff in 1965 while he was a graduate student at Harvard University, and he has excavated at Sardis each season since then.

Cornell Joins Biomedical Network

Cornell University has recently become a part of the SUNY Biomedical Communications Network. The terminal for this network is located in Albert R. Mann Library and its services are available to the public.

The Network is an efficient bibliographic tool to people in the medical and biomedical fields as well as people in the fields of psychology, sociology, nutrition, veterinary science, child development, and others.

In an effort to acquaint as many people as possible with the Biomedical Network, there will be no charge for searches through March 17, 1972. After that date, there will be a charge of \$10.00 per search. Anyone interested in using this facility should call Anne Hobbs, 256-2285, for information or an appointment.

Financial Aid Renewals

Renewal financial aid applications for 1972-73 are now available at 105 Day Hall and are due by April 14.

'Food Facts and Fads' Lecture

"New versus Old-Fashioned Varieties" will be discussed by Prof. Henry Munger, of the Departments of Plant Breeding and Vegetable Crops at the next "Food Facts and Fads" lecture.

The public is invited to attend the talk, which will be given at 7:30 p.m. Tuesday in Ives 120.

Deadline for Alumni Trustee Petitions

March 1, 1972, is the date for receipt of petitions supporting candidates for this year's Cornell University Alumni Trustee Elections. Each candidate must have at least 100 alumni signatures in the Alumni Office by the deadline date. Mail petitions to: Frank R. Clifford, Director of Alumni Affairs, Cornell University, 626 Thurston Ave., Ithaca, N.Y. 14850.

Foreign Student Trip

The International Student Office announces its ninth annual spring study break trip to Washington, D.C. and Williamsburg, Va. from March 19-25. Foreign students will stay with Cornell alumni in Washington, tour historic sites in the city, and lunch with Congressional and State Department officials. Deadline is March 3. Sign-up and further information at 200 Barnes Hall.

CIS to Award Grants

Applications for small grants of up to \$500 are now being accepted by the Center for International Studies, 217 Rand Hall, 256-4262. Grants are given to graduate students, faculty, and para-faculty for work with direct relevance to international or comparative studies. Deadline is March 13. Contact the Center for application and further information.

Sage Notes

Applications for Summer Fellowships are now available in the Fellowship Office, 116 Sage Graduate Center. The deadline for filing applications is March 31.

The Cornell Program on Science, Technology and Society is considering proposals for research assistantships to support thesis research related to the interaction of Science, Technology and Society. Further information can be obtained from Janice Dickson, 632 Clark Hall, Extension 6 3810.

Keep Up With Cornell;

Read the Chronicle

Thursdays

Calendar

February 17-24

Thursday, February 17

11:15 a.m. George Fisher Baker Lecture Series: "Electron Transfer Processes." Michael M. Szwarc, Director of the Polymer Research Center, College of Forestry, Syracuse University, Room 119, Baker Lab.

4 p.m. Open Reading — Fiction and Poetry. Temple of Zeus, Goldwin Smith.

4:30 p.m. Materials Science Colloquium. "Structure and Transformation in Amorphous Semi-conductors." Dr. P. Chandhari, IBM, Yorktown Heights. 140 Bard Hall. Refreshments at 4 p.m. in Bard 260.

4:30 p.m. Microbiology Section Seminar: "Azotopure Process for Treating Chemical Wastes." Prof. R. K. Linn, Dept. of Chemical Engr. Room 105, Riley Robb Hall. Coffee at 4:15 p.m.

4:30 p.m. Food Science Seminar. "The Effect of PCB and DDT on the Avian Egg." Dr. Milton L. Scott, Prof. of Animal Nutrition, 204 Stocking Hall. Coffee at 4:15 p.m.

7 & 8 p.m. Video Tape Show. "Bernadette Devlin." Sage Grad Lounge.

7:15 p.m. SECS Attitude Group. Int'l. Lounge, Willard Straight Hall.

7:30 p.m. University Senate Meeting. Bache Auditorium, Malott Hall.

7:30 p.m. Ithaca Chapter of the Medical Committee for Human Rights (MCHR) will have an organizational meeting in Edwards Room, Anabel Taylor Hall.

8 p.m. *Duplicate Bridge, Sage Cafeteria.

8 p.m. *Jazz Projections — Concert. Memorial Room, Willard Straight Hall. Sponsored by the Cornell Jazz Society.

8 p.m. Lecture: "China, Vietnam and Nixon's Visit." Martin Bernal of Cambridge University, England. Memorial Room, Willard Straight Hall. Sponsored by IREA.

8:15 p.m. *University Theatre Production: *Life Is a Dream*. Drummond Studio.

8:30 p.m. Lecture: "The Phoenicians in Their Homeland." Prof. James Pritchard, Assoc. Director, University Museum, University of Pennsylvania. Ives 110. Ithaca Society of the Archeological Institute of American and Dept. of Classics, sponsors.

9 p.m. Film: *Harper*. Noyes 3rd floor lounge.

Friday, February 18

2-5 p.m. Video Tape Show. "Bernadette Devlin." Memorial Room, Willard Straight Hall.

6 p.m. Specialty Night featuring "Beef and Brew" with all the beer you can drink with your dinner. Statler Main Dining Room. The Cornell Community is invited. Reservations requested — 257-2500. A project of Statler PM.

7 & 9:15 p.m. *Film: *The Clowns*. Statler Auditorium. Cornell Cinema, sponsor.

7 & 9:15 p.m. *Film: *If...* Willard Straight Theatre. Cornell Cinema, sponsor.

7 & 9:15 p.m. *Film: *Little Murders*. Ives 120. Cornell Cinema, sponsor.

7:30 p.m. Lecture: "The Unicorn Lives," the rescue and capture of a Narwhal whale in the Arctic. Robert Morris. Stimpson G-3. Sponsored by Jordani.

8 p.m. Lecture: "Christian Origins and their Religious Environment." Dr. Edwin M. Yamauchi, Assoc. Prof. Ancient History, Miami University, Ohio. Ives 110.

8 p.m. Varsity Indoor Track Meet — Syracuse and Colgate. Barton Hall.

8:15 p.m. Music Dept. Concert: Noel Lee, piano. Program: Stravinsky, *Serenade in A*; Noel Lee, *Four Etudes, set II* (1967); Debussy, *Images inedites* (1894) and *Masques*; Schubert, *Three Posthumous Impromptus, D946*. Barnes Hall Auditorium.

Saturday, February 19

8:15 p.m. Lecture: "Linguistics and Social Relevance." Paul Garvin, Chairman, Dept. of Linguistics, SUNY, Buffalo. Ives 213. Sponsored by Cornell Linguistics Circle.

8:15 p.m. *University Theatre Production. *Life Is a Dream*. Drummond Studio.

9 a.m.-9 p.m. *North American Continental Tiddlywinks Tournament. Saturday and Sunday. Noyes 3rd floor lounge.

1:30 p.m. *Varsity Wrestling — Barton Hall.

2 p.m. *Gymnastics Meet — Temple. Barton Hall.

2 p.m. *Varsity Swimming — Harvard. Teagle Hall.

2 p.m. *Varsity Fencing — Teagle Hall.

6 p.m. *Chinese New Year's Dinner. One World Room, Anabel Taylor Hall. Sponsored by the Chinese Student Assoc.

7 & 9:15 p.m. *Film: *The Clowns*. Statler Auditorium. Cornell Cinema, sponsor.

7 & 9:15 p.m. *Film: *If...* Willard Straight Theatre. Cornell Cinema, sponsor.

7 & 9:15 p.m. *Film: *Little Murders*. Ives 120. Cornell Cinema, sponsor.

7:30 p.m. *Film: *The Bandman*. GS-D. Sponsored by Cornell India Assoc.

8 p.m. *Square Dance. Memorial Room, Willard Straight. Sponsored by Cornell Outing Club.

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

8:15 p.m. *Junior Varsity Polo — Yale. Cornell Riding Hall.

8:15 p.m. *University Theatre Production. *Life Is a Dream*. Drummond Studio.

Sunday, February 20

9 a.m. *North American Continental Tiddlywinks Tournament. Noyes 3rd floor lounge.

11 a.m. Sage Chapel Convocation. Prof. Robert McAfee Brown, Humanities Special Programs, Religious Studies, Stanford University, Stanford, Calif.

4 p.m. Music Dept. Concert. Noel Lee, piano. Repeat of Feb. 18 concert. Barnes Hall Auditorium.

5-8 p.m. *Continental Buffet, Cornell's only classical menu. For reservations call 257-2500. Statler Main Dining Room.

7 p.m. SIMS lecture. Int'l. Lounge, Willard Straight Hall. Sponsored by Student Int'l. Meditation Society.

7 & 9:30 p.m. *Film: *Rosemary's Baby*. Statler Auditorium. Cornell Cinema, sponsor.

8:15 p.m. *University Theatre Production. *Life Is a Dream*. Drummond Studio.



Monday, February 21

1-5 p.m. Human Relations Area Files — Open House. Short film on HRAF at 1:25, 2:30, 3:35 p.m. Reference Dept. Olin Library.

2 p.m. Memorial Service in recognition of the assassination of Malcolm X. Speakers, James Turner and John Clarke. Memorial Room, Willard Straight Hall. Sponsored by Black Graduate Students.

6 p.m. *Guest Chef Series. Chef Conrado Escudero of the Philippines will be featuring "South Seas Exotics" at the Statler Main Dining Room. The Cornell Community is invited. Reservations requested. Call 256-2331. A project of Statler PM.

7 & 8 p.m. Video Tape Show. "Lt. Calley." Sage.

7:30 p.m. *Film Series of French-Russian Movies: *Ballad of a Soldier* (1960). Russian dialogue with English subtitles. Kaufmann Auditorium. Sponsored by French-Russian Co-op and French Club.

7:45 p.m. Ornithology Seminar: "The Noatik River Alaska." Speakers, Paul Spitzer and John Haugh.

8 p.m. Biology and Society Lecture Series. "Imagery and Hallucination." Ulric Neisser, Prof. of Psychology. Statler Auditorium.

8 p.m. *Film: *The Night They Raided Minsky's*. Ives 120. Cornell Cinema, sponsor.

8 p.m. *Duplicate Bridge. Sage Cafeteria.

Tuesday, February 22

11:15 a.m. George Fisher Baker Lecture Series: "Electron Transfer Processes." Michael M. Szwarc, Director of the Polymer Research Center, College of Forestry, Syracuse University, Room 119, Baker Lab.

4:30 p.m. Lecture: "Tertiary Tectonics of Northern Italy." Prof. Bill Travers, sponsored by Dept. of Geological Sciences. 212 Kimball Hall.

7 p.m. *Folk Guitar Lessons with Phil Shapiro. North Room, Willard Straight Hall.

7 & 8 p.m. Video Tape Show. "Lt. Calley." Int'l. Living Center.

7 & 9:15 p.m. *Film *The Virgin Spring*. Statler Auditorium. Cornell Cinema, sponsor.

7:30 p.m. University Senate. Kaufmann Auditorium.

8 p.m. University Professors-at-large Program: Lecture by Louis B. Leakey, "Man's Fossil Ancestors and Near Cousins." Bailey Hall.

Wednesday, February 23

3 p.m. Tape Program: "Dan Berrigan Is Free," "The Holy Outlaw," and "Underground." Poetry Reading by Father Berrigan. Listening Rooms, Uris Library, Downstairs Classroom.

4:30 p.m. *Freshman Basketball — Ithaca College. Barton Hall.

7 & 8 p.m. Video Tape Show "Lt. Calley." Multi-purpose Room, North Campus Union.

8 p.m. *Film: *Hamlet* with Sir Laurence Olivier. Ives 120. Cornell Cinema, sponsor.

8 p.m. Lecture: "Campaign '72." Sen. Strom Thurmond (R-S.C.). Alice Statler Auditorium. Sponsored by the IFC.

Thursday, February 24

11:15 a.m. George Fisher Baker Lecture Series: "Electron Transfer Processes." Michael M. Szwarc, Director of the Polymer Research Center, College of Forestry, Syracuse University, Room 119, Baker Lab.

4 p.m. Open Reading — Fiction and Poetry. Temple of Zeus, Goldwin Smith.

4:30 p.m. Materials Science Colloquium: "The Nature of Critical Point." Prof. M. E. Fisher, Cornell Univ. 140 Bard Hall. Refreshments at 4 p.m. in Bard 260.

4:30 p.m. Food Science Seminar: "Tenderization of Meat and Packaging Fluid Foods in Bulk Containers." Dr. James R. Stouffer, Assoc. Prof., Animal Science and Robert LaBelle, Prof., Food Science, & Technology, Geneva. 204 Stocking Hall.

7 & 8 p.m. Video Tape Show — Lt. Calley. Noyes 3rd floor lounge.

7 & 9:15 p.m. Film: Silent films of the 1920's series. D. W. Griffith's *Way Down East*. 1st floor lounge, North Campus Union. Sponsored by North Campus Union Committee.

8 p.m. *Duplicate Bridge. Sage Cafeteria.

8 p.m. University Lecture: "Excavation and Restoration at Sardis." Andrew Ramage, Asst. Prof., Dept. of Art, University of Massachusetts. Statler Auditorium.

9 p.m. Film: *Cat Ballou*. Noyes 3rd floor lounge. Sponsored by Noyes Center Board.

Exhibits

Albert R. Mann Library: "Medicinal Plants and Herbs." Closes March 19. A display of the water color paintings of botanical artist Sirkka Linnamies of Helsinki, Finland. Prepared by Dr. Peter Hyyppio of the Bailey Hortorium.

Andrew Dickson White Museum: The Civilization of Lihuros, through March 5. Hours: Tues. through Sat. 11 a.m.-5 p.m., Sun. 1-5 p.m. Closed Monday.

Olin Library — "Theodore Dreiser after One Hundred Years." Runs through March 18.

Goldwin-Smith Gallery. Photography, Feb. 21-March 3. Hours: Monday-Friday, 9 a.m. to 4:30.

The Athens Print Workshop. Willard Straight Art Lounge, closes Feb. 19.

Ceramics Exhibit — Willard Straight Art Lounge, Feb. 23-March 3.

Informal Reading Room — Veterinary School Library, Schurman Hall: Veterinary Memorabilia; John M. King collection.

History of Science Collection — Wine Making.

Cornell University Press

The following books have been published by Cornell University Press.

Foss, Michael: THE AGE OF PATRONAGE: The Arts in England, 1660-1750. Publication date Feb. 11, 1972. \$8.50.

Adloff, Virginia Thompson: WEST AFRICA'S COUNCIL OF THE ENTENTE. Publication date Feb. 14, 1972. \$13.50.

*Admission Charged.

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

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