



Land Grant Panel Reports

The Faculty Land Grant Committee, appointed last summer by President Dale R. Corson, has recommended that extended education be placed on a par with traditional education and research in order to expand educational opportunities to a "broader public."

The 15-page report, titled "Report on the Land Grant Mission of the University," was submitted to Corson by Robert A. Plane, chairman of the faculty committee and professor of chemistry at Cornell.

(The text of the report begins on Page 8 of this issue.)

The report has been received by President Corson, who said he will refer it to the proper Faculty and Senate agencies, and to the Deans for their recommendations.

"We believe the thrust for a land grant university of the future should be to strengthen the connection between more traditional forms of education and educational service to a broader public," the report says.

"Off-campus involvement can provide the University with a better understanding of the problems and structure of society at large to the benefit of both teaching and research," it says.

The committee says that despite Ezra Cornell's motto ("I would found an institution where any person can find instruction in any study."), Cornell has not met its responsibility in offering on-campus instruction to people outside the traditional 18-25 age range.

"In assigning rewards of tenure, promotion and salary raises," the committee says, "extended education activities should receive a value comparable to that given teaching and research Extension activities should be made attractive in every way possible to interest and hold a quality faculty."

To encourage and develop extended educational

programs, the committee suggests that an administrative division of extended education be established. "To avoid duplication and encourage cooperation, extended education activities at Cornell should be coordinated with other institutions throughout the state."

To meet better Cornell's land grant responsibilities, the committee calls for the central administration to treat the statutory and endowed units alike. "This requires increased integration of the statutory and endowed units alike. "This requires increased integration of the statutory colleges within the Cornell administrative process in budgeting, accounting, personnel and employment policies and procedures and public relations."

Specific recommendations for extending on-campus opportunities call for:

—Granting future matriculation to high school seniors who complete two years of specified work elsewhere at a specified performance level. This specified work may include attendance at selected two-year colleges; attendance at another college plus summer programs at Cornell and incorporation of successful home study, advanced placement credit or job experience into the preliminary two years.

—Increasing the provision for students entering Cornell as freshmen to spend time away from campus on a credit or non-credit basis during their four-year program.

—Ensuring that professional master's degree programs match existing societal needs; and minimize on-campus residency requirements for them.

—Establishing a "University Scholars" program for people having at least a bachelor's degree who could benefit from one or more terms on campus.

Among the off-campus recommendations are:

—Expansion of the existing network of extension agencies throughout the state to accommodate extension activities generated by all of the Cornell academic units, including interdisciplinary programs.

—The consolidation of Cornell enterprises in New York City into a coordinated effort in full coordination with other metropolitan resources.

—The development, through Cornell's Department of Education, of research on adult education to increase the knowledge of adult needs and institutions for continued education.

Because research is a key part of the land grant mission, the committee says, "In defining areas for future concentration, the criteria should be Cornell's expertise and the needs of society. Cornell has the same obligation to maintain the same high standards for applied research as for basic research.

"To make certain that applied research is directed toward the important problems of society and that the direction does not favor particular groups within the public, there should be close ties between University extension activities and all units for applied research."

The committee recommends that Cornell take steps to ensure that its special responsibilities as the New York state land grant institution are understood within the total University community and across all of New York state.

The report traced the historic development of Cornell as the land grant university and concluded that land grant responsibility for teaching, research and extension "applies to all units of Cornell, endowed as well as statutory."

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Corson Answers Nyquist On Findings on Ujamaa

President Dale R. Corson released Tuesday his March 13 response to New York State Commissioner of Education Ewald B. Nyquist concerning the State Board of Regents findings regarding Ujamaa Residential College. The release of Cornell's response to the report of findings comes following discussion between Corson and Nyquist Tuesday.

Following is the text of the Corson letter to Nyquist dated March 13, 1974. Any associated material desired by any reader can be requested through the Office of Public Information or the Student Housing Office of the Office of the Dean of Students.

March 13, 1974

Dr. Ewald B. Nyquist
Commissioner of Education
The University of the State of New York
The State Education Department
Albany, New York 12224

Dear Dr. Nyquist:

Thank you for your letter of February 19, 1974; which sets forth the report of findings in connection with the Education Department's September 10 visit to Cornell. I have reviewed the report and find that it contains some factual errors. As I also reported to you in January, the findings made as a result of the visitation are not correct. The following statement which fully explains the residential college concept at Cornell is submitted in support of this view. In addition, the inaccuracies in the report of findings are noted as you requested.

Cornell University has long shared the Regents' goal of eliminating barriers which prevent individuals from achieving academic or vocational goals. For over a decade the University has been working to make equality of educational opportunity a reality by initiating programs designed to increase the enrollment and retention of minority students who historically have been underrepresented in higher education. In pursuing these goals, Cornell has endeavored to provide equal access to facilities and programs to all students, regardless of race, color, or national origin.

On May 29, 1973, Cornell responded to the March 1973 *Guidelines for the Desegregation of Facilities and Programs* and advised the Education Department that Cornell does not have any segregated facilities and programs as defined in the *Guidelines*. Section 1.A of the *Guidelines* provides that

"Segregated facilities are defined as those in which admission or residence is restricted, by the institution or with its consent, to persons of a particular race, color, or national origin."

Review of each residential special project unit, and access to admission in light of this definition, was the basis for the conclusion that there are no segregated facilities at Cornell. This statement remains true.

The September 10 visit to Cornell related to Regents Position Paper No. 15 and the March

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On Spring's First Day

It was snowing the day spring began last week, but you can hardly blame one Cornelian for setting up his idea of how the day should have looked.

Researchers May Have Discovered How Birds Navigate Their Flights

Researchers here have found a partial answer to a question that has baffled scientists for years. What subtle sensory cues enable a bird to navigate its way to an unseen site and then home in with spectacular accuracy?

Researchers at the New York State College of Agriculture and Life Sciences, have found for the first time that birds can sense small changes in air pressure, equivalent to a drop in altitude of less than 20 feet, and can "see" polarized light. (Polarized light is characterized by having all its energy waves vibrating in one direction.)

William T. Keeton, professor of neurobiology and behavior, and Melvin L. Kreithen, a post-doctoral associate, also stressed that their work adds evidence to the idea that birds live in a sensory world unknown to man.

Although Kreithen and Keeton have not yet determined to what extent birds use their newly discovered sensory powers, they speculate that the ability to sense polarized light and barometric pressure changes would be of major value to birds, both when flying and on the ground.

They explained that migration takes place on relatively few nights of each season. In general, a falling barometer reading, indicating dropping pressure, implies favorable winds for all migration, and a rising barometer is a sign of winds suitable for northward migration in the spring.

If birds can detect changes in barometric pressure while still on the ground, they can judge

the best time for committing themselves to marathon migration flights.

"Barometric information could also be of value to birds for predicting a night's weather, such as the passage of a cold front," Keeton and Kreithen said.

The Cornell ethologists also suggested that birds with a sufficiently sensitive pressure detector might locate thermal updrafts and air turbulence.

"There are patterns of air turbulence, and other departures from smooth flow, which could influence the direction and energy cost of bird flight," Kreithen and Keeton said. "The metabolic cost of long distance flight is high. By detecting barometric pressure, and using winds to their advantage, birds may be able to extend the distance flown on a given amount of fat reserve."

The Cornell researchers also said that the ability to sense polarized light would be a prime navigation aid to birds, since the plane of polarized light in blue sky is related to the position of the sun. The detection of sky polarization could be used as a navigation cue when the sun, which provides compass cues, is obscured by clouds.

Kreithen and Keeton noted that preliminary work suggests that the fovea, a cup-shaped pit in the back of the eye, is responsible for the perception of polarized light.

They also suspect that the receptor for pressure might be

within the ear, since background noise affects the bird's ability to detect pressure. Additional experiments will pursue these two theories.

Keeton and Kreithen said that probably few facets of nature have baffled more people, laymen and scientist alike, than the migrations and homing of birds. It has been known since the 1950's that birds can use a sun compass to guide their flights, and four years ago Keeton and his colleagues discovered that birds may utilize the earth's magnetic field as a navigation cue.

But these and other findings have yielded only a rudimentary explanation of why a bird's ability to navigate excels that of any device conceived by man.

To Study Transportation

Alger Endows Fund

Cornell has received a gift of some \$250,000 as an endowed fund to be used for education and research in the field of transportation in the Graduate School of Business and Public Administration (B&PA).

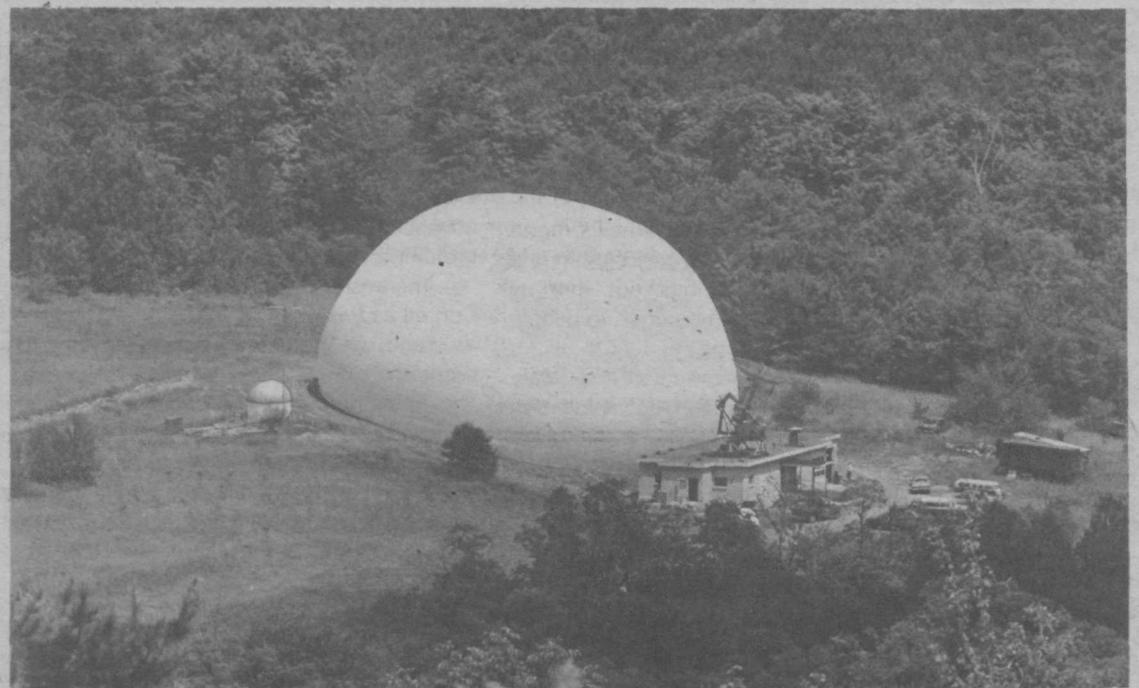
The gift of the Martin J. Alger Fund was announced Tuesday by President Dale R. Corson.

In connection with the gift of the fund, Alger said that the current energy shortage pointed up significantly the long-developing problems of transportation, both of goods and of people. "A far-flung nation, such as ours," he said, "cannot prosper, economically or socially, without an adequate and integrated continent-wide transportation system."

Alger commended the courses in transportation now being offered at Cornell and expressed the hope that the new fund would permit some intensification of this educational work.

Alger was with the New York Central Railroad for some 45 years prior to his retirement in 1955 as vice president in charge of freight and passenger traffic. An officer and director of many transportation companies during his career, Alger was at one time chairman of the board of Merchants Dispatch Transportation Corporation of Rochester.

Alger's wife is Judge Mary Donlon Alger, a Cornell alumna who has been a Cornell trustee since 1937. The Algers live in Tucson, Ariz.



DELFTED — The 65-foot high balloon-like cover of the Danby Radio Telescope (above) was found deflated by Safety Division Patrolmen Sunday. There was a 12-foot slash in the nylon fabric, allowing the air to escape.

For Migrants' Children

Child Care Offered

There are numerous problems to be solved in providing quality day care for children under 3 years old, and the problems are compounded if the children are from migrant families.

In an attempt to define and help solve the specific problems faced in providing day care for migrant children, Anne Willis and Jennifer Birckmayer, extension associates at the New York State College of Human Ecology, have offered training and technical assistance at two day-care centers in the state that service migrant children.

Willis and Birckmayer, on the human development and family studies staff, were asked to take part in the project as a result of recent state legislation that dropped the age limit for receiving public education money below the previous 2 years, 9 months.

This change in legislation had a great effect on migrant families, since it allowed them to place their youngest children in day-care centers and freed more adults to work.

The purpose of the project is to

provide guidelines for the Education Department's attempts to ensure that these children are offered appropriate educational experiences as well as proper physical care.

According to Willis and Birckmayer, their research will be used to compile a guidebook for the use of administration and staff of state day-care centers for migrants. This guidebook will focus on nine primary areas: group composition, staff recruitment and training, health policies and procedures, nutrition, parent involvement, daily program, assessment of programs, resource referral, and special problems.

"There are some special characteristics of migrant life that have implications for day-care programs for their children," Birckmayer says. "For example, weather conditions, which determine when crops are at their peak, affect opening and closing dates, peak of attendance, and availability of parents for participation in the program."

Telescope's Cover Damaged

The white, vinyl coated, nylon cover on Cornell's Danby radio telescope was severely damaged this weekend.

The original cost of the cover was \$18,240. Damage estimates will be obtained later this week after examination of the balloon-like radome by the manufacturer, Air-Tech Industries, Inc. of Clifton, N.J. The telescope itself was not damaged.

Safety Division patrolmen driving by the observatory site at about 6 a.m. Sunday found the cover in tatters on the ground.

Correction

The Chronicle inadvertently reported last week that the academic calendar for 1975-76 was approved by the Board of Trustees.

The University Senate has final approval power over the academic calendars. As such, the 1975-76 calendar was reported to the Trustees for information, not for action.

There was a 12-inch slash in the nylon fabric which had allowed the air to escape; the collapse of the radome produced further ripping of the material. The cover had stood 65 feet high when inflated.

Preliminary investigations are being conducted by the Safety Division, the Sheriff's Department, the State Police and, because the site is government property, the Federal Bureau of Investigation.

The purpose of the radome was to protect the 85-foot diameter spherical surface of the telescope's reflector dish from winter ice and snow and the dramatic daily changes of temperature. The Danby Observatory, like its giant counterpart in Arecibo, Puerto Rico, is part of the National Astronomy and Ionosphere Center (NAIC), a national research center operated by Cornell under contract with the National Science Foundation (NSF).

The dome was installed last July 24 as part of an upgrading project which was to include resurfacing of the spherical reflector.

CORNELL CHRONICLE

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Senate Meeting

Subpoena Notification Bill Returns to Committee

The University's subpoena policy and the confidentiality of student records was the main topic of discussion for the Senate meeting Tuesday night in Kaufmann Auditorium. After lengthy debate a proposed subpoena notification bill was referred back to the Codes and Judiciary Committee to be clarified and reported out to the Senate at its meeting next week.

In other action, the Senate approved a bill calling for community review of proposed tuition changes and heard a report on administrative response during the past year to Senate actions.

The proposed subpoena bill coincided with several questions about a recent attempt by local district attorney William P. Sullivan Jr. to subpoena the instructor's list of past and present students in the welfare section Human Affairs Program (HAP) in connection with an alleged welfare-fraud case pending against Ruth Emma Walrad, head of the Tompkins County Welfare Rights Organization which had worked with the Storefront, a community-oriented office operated by HAP students.

Nancy Bereano, an HAP instructor, was subpoenaed to produce her list last week.

Elmer E. Meyer Jr., dean of students, told the Senate, in response to questions posed by Harold O. Levy, Arts '74 and a student trustee, that the students whose records were subpoenaed were not notified because the University first sought to find a position of "accommodation" with the district attorney and that, in fact, the subpoena

was not used, he said. Meyer said the Office of the Dean of Students (ODS) was prepared to notify students upon contact with the Ombudsman's Office in the event the subpoena would be used. He passed out to the senators present a copy of the University's current subpoena policy which states, in part, "a good-faith effort will be made to notify the student whose record has been subpoenaed prior to production of that record as ordered by the subpoena," and lists procedures for notification.

Meyer pointed out that the subpoena was not received by the University directly, but by an HAP instructor. In the event the subpoena is received by the University, the policy calls for the ODS to be immediately notified, and for the ODS, in turn, to "promptly notify that student or former student."

The proposed subpoena bill, marked as legislation, would have required "prompt notification when an individual's records are subpoenaed and would mandate that the University seek to delay surrendering the subpoenaed records for a minimum of 48 hours." Meyer argued the bill reiterated the substance of the University's current subpoena policy, adopted in November 1972.

Most of the debate, which lasted nearly an hour, centered on a proposed amendment which would have required the University to "move to retain possession of subpoenaed records, unless and until the individuals involved give written authorization permitting such release." The University was further asked

"to seek to establish as a principle of law the proposition that professional guidance records, medical records, finance records and other academic files as appropriate be considered confidential."

Paul Olum, professor of mathematics and faculty trustee, raised the issue of whether the bill and the proposed amendment were in fact entirely legislative or recommendatory to the extent they delineated actions to be taken by the University or its representative, actions which might cause such an individual to be placed in contempt of court.

Benjamin Nichols, professor of electrical engineering and Executive Committee chairman, moved to recommit, despite a statement by the chairman of the Codes and Judiciary Committee that the bill itself dealt only with notification.

Concerning future tuition increases, the

Senate recommended that the Planning and Review Committee of the Senate be told prior to Nov. 1 of reasons for pending Board of Trustees tuition changes so that the Senate may respond before the end of fall term. In addition, an amendment to the bill called on the Planning and Review Committee to conduct a "thorough investigation of past University tuition policy, particularly aimed at ascertaining why tuition raises in the 1960s and '70s have outstripped the rate of inflation, why last year's rise was \$100 more than generally expected and study and report back on the relationship between the University's investment and budgetary policy and the tuition increases."

The Senate's next meeting will be Tuesday, April 2. The public is invited to attend all Senate meetings.

Career Calendar

The American Association for the Advancement of Science invites applications for the second year of its Congressional Scientist-Fellow Program which begins in September. The program selects and places younger PhD-level scientists and engineers on the staffs of individual congressmen or congressional committees for one year. Application deadline is April 5. Details at the Career Center.

APPLICATION DEADLINES TO NOTE: Details are available at the Career Center.

March 29: LSAT.

April 1: Actuarial Exam.

April 1: National Science Foundation — Faculty Fellowships — Science Applied to Societal Problems.

April 2: Graduate School Foreign Language Test (Penalty date).

April 2: GRE.

April 5: AAAS Congressional-Scientist Fellows.

International Week at Cornell

WHIRLING — The Arab Club presented "Arabian Nights" at Anabel Taylor last Friday night with dinner, belly dancing and improvisations as seen above.



FIESTA — Juan M. Perez-Gomez, '75, and Gail Meyer, '74, in the School of Hotel Administration prepare for the big four-day festival they will be helping to stage at the Statler Inn beginning tomorrow.

Chronicle Comment

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

Danger of Nuclear Waste Relative

Editor:

Chronicle Comment appears to have become a medium for continuing discussion of energy with emphasis on problems of the nuclear option, which is all to the good. I should like to add to Professor Pohl's most reasonable collection of quotations on radioactive waste and his views of them (Chronicle, March 14th), hopefully, in the interest of public understanding.

It should be clearly understood that at this time, we have to regard radioactive waste as material that must be responsibly managed in perpetuity, and this does indeed represent a technological problem of significance. The fundamental issues are: (1) should this burden be placed on future societies? (2) can the amounts of wastes produced actually be managed safely? (3) what may be the health costs if we eliminate the nuclear option?

Our society as now constituted depends on many special groups supplying services that if ever stopped suddenly would cause disaster: the provision of food for the teeming non-farm dwellers, the care and feeding of machines, the provision of medical care. We may now need to add one more service — the responsible management of radioactive waste. This analogy greatly oversimplifies of course, but there is a common principle. Engineering judgment and

Faculty

Continued from Page 6
professor in the Hotel School, effective July 1.

A January 1962 graduate of the Hotel School, Dunn worked for more than a year in private business before returning to the Hotel School as lecturer and admissions officer, while at the same time carrying on graduate study. He earned a master's degree in 1965 and a doctorate in 1970 from the Hotel School.

He was named assistant professor in 1970.

Robert D. Hume has been elected associate professor of English in the College of Arts and Sciences effective July 1.

Hume came to Cornell as an assistant professor in 1969, the same year he received his doctorate from the University of Pennsylvania. He has written extensively on the literature of the Restoration in England and the 18th century. His first book, "Dryden's Criticism," was published in 1970 by the Cornell University Press. His second, "The Development of English Drama in the Late 17th Century," is forthcoming from the Clarendon Press (Oxford).

Fossil Fuels Also Yield Waste that Is Hazardous

experience with waste from nuclear weapons indicate that safe temporary storage can be achieved until such time as a workable ultimate disposal scheme can be developed. These matters are broadly reviewed in a recent article in *Science* (Dec. 21, 1973).

Now, the key question as to why we may wish to go to all this trouble. Setting aside any advantage of nuclear fuel in providing a large source of energy independent of fossil fuels, let us consider only the health costs of fossil fuel combustion that may be avoided by substitution of nuclear energy. It is well appreciated that radiation exerts its low-level effects by genetic mechanisms so that modification of a single genetically important molecule carries a probability of harm to the entire organism and/or to its offspring; and this is why we worry so much about it. It is less well appreciated that many chemicals can act in much the same way. Almost 1000 chemicals have been reported to produce tumors in man and animals, and estimates indicate that about 500,000 cases of cancer in the U.S. this year may be caused by environmental factors, mostly chemicals. When one thinks of the pollutants pouring out of fossil fuel power plants, smelters, blast furnaces, and automobiles including sulfur dioxide, nitrogen oxides, hydrocarbons, carbon monoxide, particulates, radioactive radon, mercury, lead, chromium, manganese, copper, nickel, vanadium, etc. there is real cause for concern.

Recent work demonstrates that the heavy metals tend to become associated with the smallest particles in stack gases and thus may be more biologically damaging than otherwise because of preferential retention in the lungs. A recent conference on health effects of air pollutants convened by the National Academy of Sciences

stated it this way: "Due to the limitations of present knowledge, it is impossible at this time to establish an ambient air concentration of any pollutant — other than zero — below which it is certain that no human beings will be adversely affected."

What about the physical dimensions of the problem? Each year a 1000-megawatt nuclear plant produces about a cubic yard of nuclear waste that must be stored and guarded; each year a comparable fossil fuel plant produces about 10 million pounds of particulates, 46 million pounds of nitrogen oxides and 100 to 190 million pounds of sulfur dioxides. So one of the hard choices feeding into the final decision may be — do we produce intensively-hazardous materials in containment and guard them forever, or do we lightly sprinkle less intensively-hazardous materials over the earth and accept the consequences?

Finally, where is the hope that we can do the right thing? At long last there is recognition of the urgency and scale of effort required, and there is federal funding in the latest budget to get moving on all aspects of energy research that are conceived to be useful. Of course, each worker probably feels his special area doesn't have enough funds. But I think that sufficient funds are available to assess technical feasibility in all energy technologies: conservation, solar, fusion, geothermal, wind, tides, coal, fission, etc. As soon as feasibility in any new area is demonstrated, I predict it will be pushed as fast as money can be absorbed. When we are assured of large-scale applicability of the more "clean and potentially less harmful" sources, then it is only reasonable that the more "polluting and potentially more harmful" sources can and will be phased out. In the meantime, we should push forward on all fronts including conservation to assure that we avoid the biological costs of insufficient energy as well as minimize the direct biological costs of producing and using energy.

C.L. Comar, Head
Department of Physical Biology

'Ominous Format'

Editor:

I find the recently distributed *Cornell University Annual Report 1972-73* admirable in many ways, but its format bears an ominous resemblance to that of General Motors and other large corporations. Could the report be presented in a form which does not advertise so blatantly the

1972-73 Report Is too Blatantly Business-Oriented

business of education?

An interested stockholder,
Morris R. Brownell
Ass't. Prof., English

Call for Racial Equality

Editor:

As leaders of black organizations committed to the struggle for racial equality for America, we appeal to Cornell students to support the campaign to end segregation at the university. Neither all-black dorms or white fraternities have any place at Cornell.

The Civil Rights Act of 1964 ended a decade that began with the famous Supreme Court decision on school desegregation, which destroyed the legal foundations for segregation in the United States. Yet here we are a decade later with segregation freshly institutionalized — not in some rural Southern town, but in one of the most advanced and prestigious universities in the country.

This must end. A great deal of blood, sweat, tears and death went into the struggle to outlaw Jim Crow. This struggle was based upon a very simple proposition: that separate is not equal, has never been equal, and will never be equal. Must we go through another period of tragedy and reaction in order to relearn this simple lesson? We can understand why some young blacks, who are reacting in frustration against years of neglect and inequality, may desire to live off by themselves in a segregated dorm. Nonetheless, we cannot support them if they do something that is wrong in principle and will also harm the cause which they themselves are committed to — the cause of racial justice.

Their desire for segregated housing only gives the cover of legitimacy to all white fraternities which exclude blacks or Jews or any group that is different. White students at Cornell should be as vocal as blacks in protesting against such racist institutions for they too must live with the moral and social consequences of segregation. The civil rights slogan of the fifties and the sixties remains just as valid today — Jim Crow must go.

The University Administration, which has capitulated to unsound segregationist demands by students in defiance of an order by the New York State Board of Regents to end dormitory segregation, has behaved disgracefully. We urge students to cooperate with those groups on campus that have initiated the anti-segregation campaign. We are confident that the overwhelming majority of black students at Cornell supports this campaign, just as the overwhelming majority of blacks in America has always opposed segregation. If blacks are to progress toward full equality, and if America is to survive as a pluralist democratic state, segregation must end once and for all.

Roy Wilkins
Executive Director
NAACP
Bayard Rustin
Executive Director
A. Philip Randolph Institute

Rustin, Wilkins Say Segregation Exists at Cornell

Editor's Note: Arthur W. Brodeur, director of university relations for the University, responded to the two writers Wednesday as follows:

"It is apparent from your letter dated March 22, 1974, addressed to the editor of the Cornell Chronicle, that you are not familiar with the facts and circumstances surrounding program developments at Cornell University. In order fully to acquaint you with the considerable public record in this area, previously published in the Chronicle, I am enclosing copies of the following:

"1. The Cornell Chronicle Special Supplement of September 27, 1973, which published the correspondence to that date between Cornell and the Office for Civil Rights, U.S. Department of Health, Education and Welfare (HEW), relating to compliance with Title VI of the Civil Rights Act of 1964.

"2. A copy of the Cornell Chronicle of January 24, 1974, which published the initial correspondence between the New York State Commissioner of Education, Ewald B. Nyquist and Cornell President Dale R. Corson relating to Regents Position Paper No. 15 and the March 1973 *Guidelines for the Desegregation of Facilities and Programs*.

"3. An article appearing in the Cornell Chronicle on March 7, 1974 headlined "Residential Colleges: Broadening Experience", which reported the programs and activities initiated by the five residential special project units.

"4. A Cornell University news release dated March 26, 1974, which released President Corson's letter dated March 13, 1974, to the State Commissioner of Education setting forth a statement supporting the view that Cornell does not have any segregated facilities and programs as defined in the Regents Guidelines.

"I would be pleased to provide you with any additional public information you think necessary to assist you in understanding fully the nature of such programs and facilities at Cornell."

Land Grant

Continued from Page 1

"The University's public posture at all times should reflect its special character as New York State's land grant university, an institution which is neither private, nor public, but both," the report says.

"The University Board of Trustees has the authority and responsibility to add those specific programs which it deems appropriate to Cornell's land grant mission."



Graduate students Mary Ann Sheehan, left, and Michael Ann Holly examine Byzantine spoons.

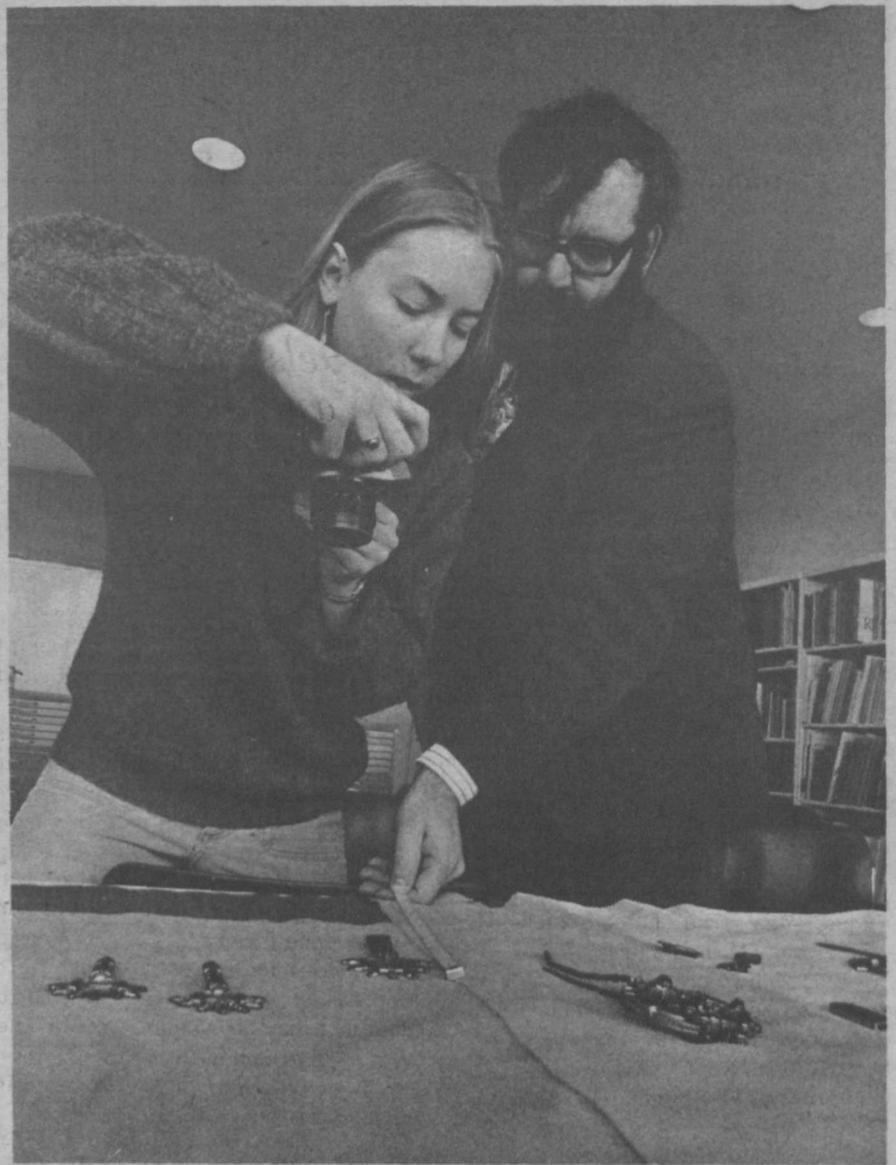
Museum as Archaeological Site

The Herbert F. Johnson Museum of Art is serving as an archaeological site for students, thanks to New York City's Metropolitan Museum of Art. On loan from the Metropolitan is a collection of Byzantine and Frankish artifacts, on public display on the mezzanine floor.

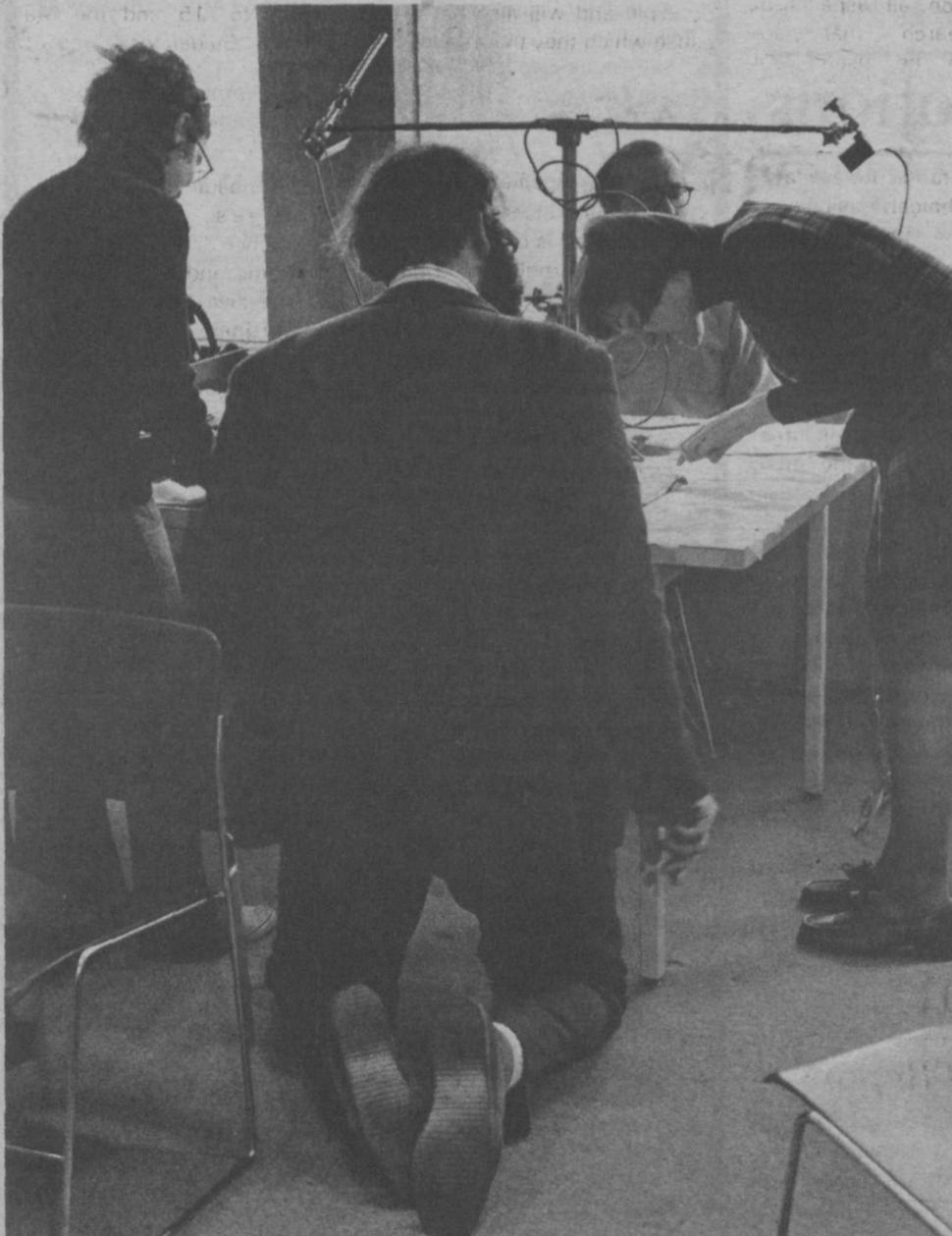
The artifacts, which include brooches, spoons, pins and bowl fragments, however, have been removed from the cases several times this spring and taken to special teaching rooms in the museum for study by students in archaeology. Under the direction of professors Robert G. Calkins,

an authority on the history of art, and Robert T. Farrell, a specialist in Old English literature and underwater archaeology, students in the archaeology seminar 531 have been analyzing the artifacts in the same way they would if the items were just discovered at an actual digging. This includes measuring, photographing, sketching and an extremely detailed word description.

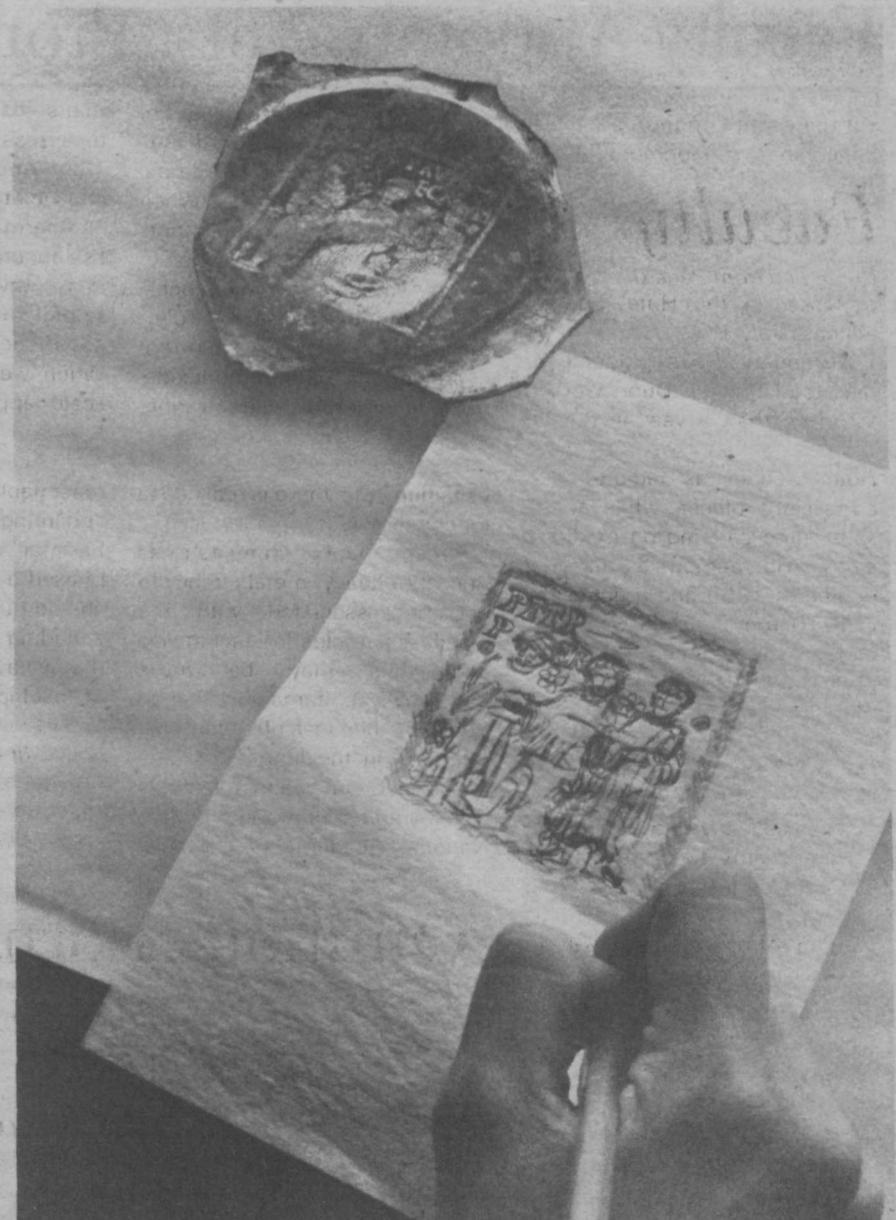
Several of the students expect to conduct fieldwork at diggings in the Mideast this summer for course credits in the archaeology concentration.



Professor Robert T. Farrell instructs Susan E. Kruse, '77, measuring and photographing a Frankish broach.



Professors Robert T. Farrell, English, in foreground, and Robert G. Calkins, history of art, assist students in examining artifacts.



Student draws design on fragment of Byzantine bowl.



They Learn to Deliver Babies

New York City Housing Authority police officers are receiving expanded training in emergency delivery of babies in a joint project of The New York Hospital-Cornell Medical Center and the Housing Authority Police Department. Dr. Graham G. Hawks, second from right (above), Director of Obstetrics in the Department of Obstetrics and Gynecology of The New York Hospital, supervises as

Patrolman Harry Scott, left, practices tying the umbilical cord on a training mannequin.

He and three other police officers shown, along with two others, were trained by Dr. Hawks to serve as instructors for an expanded three-hour course in emergency obstetrical deliveries given as part of the Housing Authority Police Academy's 16-week police officer training program. The first

class of 220 police officers to receive the expanded instruction in delivery techniques were graduated March 8, 1974.

The New York Hospital-Cornell Medical Center undertook the training project at the request of Housing Authority police. Current plans call for Dr. Hawks to assist the six instructors in training the next class of candidates at the Academy.

Faculty Appointments, Promotions

Ian R. Macneil, a leading authority on private contracts, and a member of the faculty of the Cornell Law School from 1959 to 1972, will return to the law school as a professor of law this fall.

Macneil has been on the law faculty at the University of Virginia since 1972. He was re-elected to the Cornell Law School faculty at the March meeting of the University Board of Trustees, upon the recommendation of the Law School faculty and Dean Roger C. Cramton.

The author of numerous articles and a number of books in his field, Macneil won the 1971 award by the Emil Brown Fund in Los Angeles, Calif., for a "praiseworthy book in the field of preventive law." The book, "Cases and Materials on contracts," was published by Foundation Press, Inc. in 1971.

He also is the author of "Bankruptcy Law in East Africa," published in 1966, and "Contracts: Instruments for Social Cooperation," published in 1968. He is co-author of "Formation of Contracts: A Study of the Common Core of Legal Systems," published in 1968. The latter work was the product of a 10-year comparative law project headed by Rudolf B. Schlesinger, professor of law

at Cornell.

William C. Gifford Jr. has been named an associate professor in the Cornell Law School for a three-year term.

Dean Roger C. Cramton said Gifford will join the faculty in time for the fall term and will be teaching courses primarily in the area of federal income taxation.

Gifford is currently a partner in the Washington, D.C. law firm of Ivins, Phillips & Barker. He has been with the firm since 1967 and has been a part-time lecturer in taxation at the University of Virginia Law School since 1972.

He is the author of a recently published book, "International Tax Planning, and of various articles in the tax field including "United States Tax Effects of Foreign Losses: A Symmetry Analysis," which appeared in the Yale Law Journal last year.

Kevin M. Clermont has been appointed an assistant professor in the Cornell Law School effective July 1.

Clermont, who earned his law degree in 1971 from Harvard Law School has been engaged in private law practice in New York City during the past three years. He was graduated from Princeton University with a bachelor of arts degree in geophysics in 1967 and studied

economics in 1967-68 at the University of Nancy in France.

Clermont was elected to Phi Beta Kappa at Princeton, graduating "summa cum laude," and as salutatorian of his class. He was graduated "magna cum laude" from Harvard Law School.

R. Laurence Moore, a specialist in American intellectual and cultural history, has been elected an associate professor of history in the College of Arts and Sciences effective July 1.

Moore came to Cornell as an assistant professor in 1972 from Yale University where he was a member of the faculty from 1967 to 1972. He earned his bachelor's degree from Rice University in 1962 and received a master's degree in 1964 and a doctorate in 1968 from Yale. Author of "European Socialists and the American Promised Land" and "The Emergence of an American Left," he is currently writing a history of American spiritualist and psychical research movements.

David C. Dunn, a specialist in hotel financial management and a member of the faculty of the School of Hotel Administration at Cornell University since 1964, has been elected associate

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Job Opportunities At Cornell University

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

POSITION (DEPARTMENT)

Senior Administrative Secretary, A-17 (Philosophy)
 Administrative Secretary, A-15 (PPSTDN)
 Department Secretary, A-13 (Operations Research)
 Department Secretary, A-13 (Cornell Campus Store)
 Department Secretary, A-13 (Sociology/SASS)
 Steno II, NP-6 (Pomology)
 Account Clerk, NP-6 (Natural Resources)
 Library Assistant II, A-12 (Library)
 Administrative Assistant I, NP-16 (NYSSILR (NYC))
 Senior Auditor (Auditor's Office)
 Assistant Counsel (University Counsel)
 Area Manager (Dining Services)
 Personnel Officer, P-20 (NAIC (Arecibo Observatory))
 Director of Information Services (Communication Arts)
 Director (Public Information)
 Assistant Librarian (Library)
 Librarian (2) (Geneva)
 Counselor (Division of Academic Services)
 Sound Program Supervisor (Laboratory of Ornithology)
 Program Leader (2) Cooperative Extension Specialist (1-NYC)
 Cooperative Extension Specialist (NYC) (Cooperative Extension Administration)
 Cooperative Extension Specialist (Fredonia) (Cooperative Extension Administration)
 Cooperative Extension Specialist (Brockport) (Cooperative Extension Administration)
 Cooperative Extension Specialist 494 (Cooperative Extension Administration)
 Director of Transportation (Transportation)
 Director (Cornell Safety Division)
 Manager-Systems Programmer (OCS)
 Assistant Coach-Basketball (Athletics)
 Head Coach-Basketball (Athletics)
 Associate/Assistant Director for Academic Affairs (Biological Sciences)
 Lab Technician I, NP-8 (Agronomy)
 Lab Technician I, NP-8 (2) (Vet College (Vernon Downs))
 Lab Technician, A-17 (Biochemistry, Molecular and Cell Biology)
 Research Specialist (Natural Resources)
 Experimentalist II, NP-15 (Geneva)
 Research Technician III, NP-12 (Vet College (Vernon Downs))
 Research Technician IV, NP-14 (Ecology and Systematics)
 Research Associate (Vegetable Crops)
 Research Associate (Plant Pathology (Geneva))
 Research Associate (Agricultural Economics)
 Research Associate (2) (LASSP)
 Post-doctoral Associate (2) (Food Science)
 Programmer C, NP-13 (Physical Biology)
 Technical Aide II, A-17 (Chemistry)
 Extension Aide (Agricultural Economics)
 Research Engineer II (NAIC)
 Electrical Engineer, A-28 (Buildings and Properties)
 Sr. Electronic Technician, A-19 (Biological Sciences)
 Synchrotron Operator (Lab of Nuclear Studies)
 Groundsman, A-14 (2) (Buildings and Properties)
 Truck Driver, A-15 (Library)
 Gardener, NP-7 (Floriculture and Ornamental Horticulture)
 Project Coordinator, A-21 (Buildings and Properties)
 Dining Manager, A-21 (Dining Services)
 Assistant Research Accountant (Finance and Business Office)
 Administrative Assistant II, NP-18 (Finance and Business Office)

PART-TIME AND TEMPORARY POSITIONS

(All temporary and part-time positions are also listed with Student Employment)

Temporary Service-Technical (Animal Science (temp. f/t))
 Lab Technician, A-15 (Ecology and Systematics (temp. f/t))
 Lab Technician I, NP-8 (2) (Vet Pathology (Saratoga Raceway))
 Research Technician (Human Nutrition and Food (temp. p/t))
 Steno II, NP-6 (Office of Field Representative to Grad School Administration (perm. p/t))

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Cooperative Extension

Ozbun Associate Director

Jim L. Ozbun, chairman of the Department of Vegetable Crops at the New York State College of Agriculture and Life Sciences, has been appointed associate director of Cooperative Extension.

In announcing the appointment, David L. Call, director of Cooperative Extension, said that Ozbun will be primarily responsible for the commercial agriculture program. Director Call pointed out that Ozbun comes to Cooperative Extension with a strong administrative background and a thorough knowledge of commercial agriculture, particularly the New York situation.

Ozbun succeeds Prof. William G. Merrill, a member of the College's Department of Animal Science, who is returning to his department to continue his academic pursuits.

Donald H. Wallace, professor of vegetable crops and plant breeding, will serve as acting chairman of the Department of Vegetable Crops.

Ozbun has been chairman of the Department of Vegetable Crops since September 1972. Prior to that, he served as acting chairman for a year. From 1967 to 1970, he served as assistant director of research of the College and assistant director of the Cornell University Agricultural Experiment Station.

Pursuing the Art of Listening



EARS LISTENS — EARS Counselor Joanne Newman, a junior in the College of Arts and Sciences, listens to the ideas of a fellow student in the EARS office, 300 N. Campus Union.

Fifty to one hundred Cornell students and staff members meet every Monday evening to practice the esoteric art of listening.

They are counselors, counselor trainers and trainees of Empathy Assistance Referral Services (EARS), a nonprofessional group dedicated to listening to the thoughts and problems of people at Cornell. The EARS office is located in 300 North Campus Union and is open from 5 p.m. to 11 p.m. throughout the week.

"We are willing to listen to anybody and we have information available for people who need professional help that we are unable to offer," according to Jeanne C. Esposito, an EARS counselor and trainer and a senior in the College of Arts and Sciences.

The atmosphere of an EARS meeting is more like that of a family session than a routine organizational meeting. None of the participants make presentations without asking for

the opinions of other members of the group. The training sessions themselves seem as important to EARS workers as the actual counseling sessions for which the group is preparing.

The major training technique is the small group role playing session in which EARS members discuss issues and problems that actually concern them. This technique removes the ease of offering distant opinions or advice, according to Esposito.

"One of the most difficult things about counseling, sometimes, is to be able to listen without giving advice," she said.

Many of the EARS counselors were once helped by the service themselves. Esposito said, "I don't mind telling you that I came to EARS with a problem before I became a counselor. Sometimes the people close to you are the worst people to talk to because they are the problem. If you didn't care about them, they wouldn't be the problem."

"It takes guts to go to EARS for

help," Esposito continued. "Many people feel that if they come to us it means that everyone will know they're a mess. Actually many people who come to us really don't have serious problems — they are just lonely."

"Sometimes when I hear someone milling around outside of the office, I stand in the door and say 'hi' and invite them in," she said. "We don't just go right into a 'problem,' but try to establish some line of communication. The hardest part is getting people in the door."

"We don't try to tell people what to do about a roommate conflict or whether or not to quit a girlfriend or boyfriend," Esposito said. "We're only interested in people having someone to talk to. We do have, on hand, information for women with unwanted pregnancies, for example, and the names of professional people in the area who can deal with problems we are unequipped to handle."

Esposito said men and women use EARS in equal numbers but that many more women than men apply to become counselors. "We could use more men and more black counselors," she said. "We need counselors from all segments of the Cornell community because there are some forms of empathy we need to learn ourselves."

One of the questions that arose at a recent EARS meeting was how to end a counseling session without giving signals of being callous and indifferent.

"I would never want to bring about the end of a dialogue that I felt was too urgent to postpone until another time or to pass off abruptly to another counselor," Esposito commented to the group.

In a few weeks, EARS will have another office in Barnes Hall, to be open afternoons from 1 p.m. to 4 p.m.

Mindscape



ON SHOW — This is one of the works by Florentine artists, who work communally under the name Superstudio, now on exhibit through April 14 at the Herbert F. Johnson Museum of Art.

Spring Sports Schedules

Cornell's teams are scheduled for 95 events this spring. Athletic Director Jon T. Anderson has announced.

Baseball — Apr. 2, at Rochester (2); 3, Colgate; 6, at Texas Lutheran (2); 7, at St. Mary's U. (2); 8, at Trinity U.; 9, at Houston U. (2); 10, at Texas A&M (2); 11, at Texas Wesleyan; 12, at Texas U. & Arlington (2); 13, at Texas U. & Arlington (2); 16, at Ithaca College; 18 at Cortland; 19, Columbia; 20, Pennsylvania (2); 24, Cortland; 26, at Dartmouth; 27, at Harvard (2); 30, at Colgate; May 1, Ithaca College; 3, at Navy; 4, at Princeton (2); 8, at Scranton (2); 10, Yale; 11, Brown (2); 12, at Springfield (2); 13, at Army; 14, at Army; 24-26, North Country Invitational at Hanover, N.H.

Lacrosse — Mar. 23, Adelphi; 30, Navy; Apr. 3, Syracuse; 6, at Johns Hopkins; 10, at Rutgers; 12, exhibition at Long Island AC; 13, exhibition at Huntington LC; 17, Dartmouth; 20, at Harvard; 27, Brown; May 1, at Pennsylvania; 5, Yale; 8, at Hobart; 11, at Princeton; 15, at Cortland.

Heavyweight Crew — Apr. 27, Goes Trophy (Navy and Syracuse); May 5, Carnegie Cup (Princeton and Yale) at New Haven; 11, Eastern sprint regatta at Worcester; 26,

at Pennsylvania; June 1, I.R.A. at Syracuse.

Lightweight Crew — Apr. 13, Pennsylvania; 20, Platt Cup (Princeton and Rutgers) at Princeton; 27, Geiger Cup (M.I.T. and Columbia) at Cambridge; May 4, Dartmouth; 11, Eastern championships at Worcester.

Track — Apr. 6, South Carolina Relays at Columbia, S.C.; 6, Colonial Relays at Williamsburg, Va.; 10, at William and Mary; 13, Nittany Lion Relays at University Park; 20, Colgate and Birmingham (England); 26-27, at Penn Relays; May 5, at Pennsylvania; 11, Heptagonals at Philadelphia; 24-25, IC4A at Pittsburgh; 31-June 1, U.S.T.F.F. at Wichita; 6-8, NCAA at Austin, Texas; 13, Oxford-Cambridge at Oxford, England; 16, at Birmingham (England); 19, Scottish Universities at Edinburgh, Scotland; 22, Irish Universities at Dublin, Ireland.

Tennis — Apr. 5, Rochester; 17, at Colgate; 19, Columbia; 20, Pennsylvania; 23, Yale; 26, at Dartmouth; 27, at Harvard; May 1, Brown; 3, at Navy; 4, at Princeton; 6, Hartwick; 14, at Army.

Golf — Apr. 22, Harvard; 26, at Rochester; 27, Army and Columbia; 29, at Colgate; May 4, Eastern championships at Ithaca; 9, at Cortland.

Report on the Land Grant Mission of

The divorce between the universities and the activities of life is astounding ... We are still aristocratic in university matters. We think there are some subjects too common for university instruction. But a People's University, if it is true to the spirit of our age, must hold all subjects equally reputable, and provide instruction in all alike ... The analysis of soils is as important as the analysis of literature ... A house is as rational as the geometry it embodies ... In God's universe there is nothing common or unclean, and whatever is known about it must have a place in the curriculum of a People's University.

Jacob Gould Schurman
Founder's Day Address, 1888

There is general agreement that Cornell University should grow very little, if any, in numbers in the years ahead. There is also a general feeling within the University community that Cornell should, instead, grow in quality.

To do this requires the full utilization of all the strengths and resources peculiar to Cornell and their direction toward accomplishing the central mission of the University.

From its beginning the mission of Cornell has been defined to reflect the principles of the Morrill Land Grant Act. The combination of the principles of the Act and the philosophies of Andrew D. White and Ezra Cornell led to Cornell's spectacular early growth about which historian Allan Nevins said during a Cornell centennial lecture (June 1962): "The rapidity with which Cornell University rose to greatness remains almost unparalleled in academic history...."

The initial requirement of the Morrill Land Grant Act specified that for any land grant university, such as Cornell, "the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life...."

The Charter of Cornell, approved by the New York State Legislature on April 27, 1865, repeated much of the Act but also allowed future modification of the basic plan with the words: "Such other branches of science and knowledge may be embraced in the plan of instruction and investigation pertaining to the University as the Trustees may deem useful and proper...."

Subsequently, the Hatch Act, passed in 1887, established agricultural experiment stations in every state in connection with land grant colleges and provided funds for agricultural research. Initial response to the Hatch Act in New York State led to the establishment of an agricultural experiment station at Cornell and a similar station at Geneva which later came under Cornell's administration. The Smith-Lever Act, passed in 1914, provided for the establishment and funding of extension programs. The Bankhead Jones Act of 1935 provided funds for teaching and approximately 60 per cent of these funds have supported teaching in the endowed units at Cornell.

Proceeds from the original Morrill Act established the endowment of Cornell University. State support for individual colleges and programs at Cornell came about much later: Veterinary Medicine (1894); Agriculture (1904); Home Economics (1924); and Industrial and Labor Relations (1944). In 1948, the State University of New York (SUNY) was established with the four statutory colleges at Cornell specified as units of SUNY under administrative control of Cornell.

From this brief description of the legislative history of Cornell as the land grant university of New York State, several facts seem clear:

A. The land grant concept applies to all units of Cornell, endowed as well as statutory.

B. Curricula should include agriculture and engineering as well as the liberal arts and the basic sciences. The University Board of Trustees has the authority and responsibility to add those specific programs which they deem appropriate to Cornell's land grant mission.

C. The original audience to be served were the industrial or working classes. Because 80 per cent of the U.S. population at the time Cornell was founded were involved in agriculture, they were the University's initial, primary audience, but as the make-up of the U.S. work force has changed, the population target of land grant colleges has been modified so that all elements of American society which can benefit should now be included. Access to instruction is available to individuals without regard to race, sex, religion, age, or economic situation.

D. The provisions of the Morrill Land Grant Act specifying the teaching of military tactics are satisfied through the Cornell policy of voluntary ROTC programs.

Over the years it has been generally recognized at Cornell that research and teaching mutually complement one another to the benefit of both. It has been less appreciated that extension education and more traditional forms of education

are complementary. We believe the basic thrust for a land grant university of the future should be to strengthen the connection between more traditional forms of education and educational service to a broader public.

This connection can and should be strengthened by preserving the disciplined, analytical process which is the basis for effective education. It will require a broadening of the audiences served by both so that the gap between them is narrowed. Furthermore, off-campus involvement can provide the University with a better understanding of the problems and structure of society at large to the benefit of both teaching and research.

ON-CAMPUS EDUCATION

True to its land grant tradition, Cornell has pioneered in efforts to extend college education to young people regardless of sex, race, or economic circumstance. In this regard, Cornell's early and remarkably heavy commitment to its COSEP program represents a good example of Cornell's response as a total

The following are the members of the President's Committee on the Land Grant Mission of the University:

Chairman: Robert A. Plane, Professor of Chemistry, College of Arts and Sciences.

Lisle C. Carter, Professor of Public Policy, Graduate School of Business and Public Administration.

James W. Converse, Assistant Professor of Rural Sociology, New York State College of Agriculture and Life Sciences.

N. Bruce Haynes, Associate Professor, Extension Veterinarian, New York State Veterinary College.

H. Peter Kahn, Professor of Fine Arts, College of Arts and Sciences.

William H. Kaven, Associate Professor of Hotel Administration, School of Hotel Administration.

Jane E. Knitzer, Assistant Professor of Human Development and Family Studies, College of Human Ecology.

Dr. Allyn B. Ley, Director of Health Services and Clinical Professor of Medicine, Cornell Medical College.

Norman Malcolm, Susan Linn Sage Professor of Philosophy, College of Arts and Sciences.

Peter W. Martin, Professor of Law, Law School.

Royce P. Murphy, Professor of Plant Breeding and Biometry, New York State College of Agriculture and Life Sciences.

Paul R. McIsaac, Professor of Electrical Engineering, College of Engineering.

Maurice F. Neufeld, Professor of Industrial and Labor Relations, New York State College of Industrial and Labor Relations.

Isabel J. Peard, Professor of Education, Emeritus, New York State College of Agriculture and Life Sciences.

Jason L. Seley, Professor of Art, College of Architecture, Art and Planning.

Mark Barlow, Vice Provost.

Thomas L. Tobin, Coordinator of State Relations, Secretary.

Robert F. Risley, Vice Provost, Ex-Officio.

university to its land grant obligation. The level of Cornell funds for minority education should be maintained at least as high as at present. It is hoped that these funds will be augmented from outside sources.

Educational offerings should be continually assessed to ensure that they are of maximum benefit to increasing numbers of students from various minorities entering Cornell. We think it is desirable that such new offerings, as they arise, be accommodated within existing organizational structures, so that they become an integral and strong part of the University's offerings.

Some of the recommendations below should reduce the cost of the students' education and so should make Cornell more accessible to all students who are economically disadvantaged.

Despite the Ezra Cornell motto, Cornell has not met its responsibility in offering on-campus instruction to people outside the traditional 18-25 age range. The Committee believes it is incumbent on Cornell, as a land grant institution, to extend on-campus instruction to those people of any age best able to benefit. Each of the recommendations below addresses itself to strengthening Cornell's educational efforts for students either below or above the traditional age range.

(1) Cornell's current summer program for high school juniors should be strengthened and expanded. The program allows students to try a college program without heavy academic risk. Thus, the program extends the age group served and enriches the high school class to which a participating student returns. A worthwhile addition would be minority students, intermediate in age between those currently served by Model-Cities

Programs at Cornell and by the COSEP program. In order to provide advanced placement students with exposure to typical college courses, scheduling of the advanced placement program should be done carefully. The non-credit programs intended for high school students can and should be expanded significantly.

(2) There should be an alternative path to a Cornell degree which involves a shorter on-campus residence period and thus opens the possibility of a Cornell degree to students unable to afford either the time or money required for four years residence. To a limited extent the path currently exists for students transferring to Cornell for a final two years on campus. The Committee feels that the residence requirement should not now be further shortened, but that the program for transfer students should be strengthened and made available to increasing numbers through the following steps:

a. Grant future matriculation to high school seniors who complete two years of specified work elsewhere at a specified performance level. Such specified work may include (1) attendance at particular colleges (community colleges, Ag. & Tech. colleges, etc.) with which Cornell maintains liaison, (2) attendance at another college plus specified summer programs at Cornell, (3) incorporation of successful home study advanced placement credit, or job experience into the preliminary two years. The exact specification of alternatives should be made by the appropriate committee or officers of the individual colleges at Cornell who should also consider any adjustments necessary in the Cornell offering. Representatives from community colleges could well be incorporated into the process on a continuing basis. (At present, Cornell refuses admission to qualified freshmen because of space limitations. Rather than enrolling at a two-year college, the vast majority of these students enroll at a four-year college. If they could be guaranteed later admission to Cornell as upperclassmen, the quality of transfer students would thereby be increased.)

b. Form closer ties with selected community colleges in order that students who had not initially thought in terms of Cornell would be encouraged to direct their programs toward transfer to Cornell for their final two years.

(3) There should be increased provision for students entering Cornell as freshmen to spend time away from campus on a credit or non-credit basis during their four-year program. In general, a year's work experience can contribute significantly to a student's education and should be facilitated. Organized credit programs for off-campus projects (e.g., the Environmental Semester, the Junior Year Abroad, field study programs) should be encouraged and expanded.

(4) Paraprofessional programs should receive careful study by all of Cornell's schools and colleges. It is not necessary that Cornell offer paraprofessional training in every area, but where Cornell has unique strengths (e.g., health delivery, veterinary medicine, nutrition and food services, architecture and planning, labor relations, etc.) — paraprofessional programs should be developed and/or expanded.

(5) The Committee sees increasing societal need for professional training beyond the baccalaureate level. Such training may be best attained through professional master degree programs. It is recommended that the graduate fields offering such degrees: examine their programs to ensure that they match existing needs; minimize as far as possible on-campus residency requirements. Where possible, credit should be granted for appropriate career experience. Furthermore, the General Committee of the Graduate School should survey the various professional fields and determine where additional professional master degree programs are needed.

(6) For individuals desiring advanced, post-degree work without credit, the Committee recommends a new program for "University Scholars." The program would be open to people having at least a bachelor's degree who could benefit from one or more terms on campus. University Scholars would have use of University libraries and other facilities and could attend regular courses. The program would be administered by a University official charged with deciding whether an individual applicant would benefit from the program and with determining appropriate charges for the program. It is envisioned that the program would serve professional people desiring added training or re-exposure to university life, individuals whose career is undergoing a change of direction, visitors from other universities, retired people. Should the last category grow to significant numbers, a somewhat special program should be designed. It would include appropriate housing, seminar courses similar to Alumni University, plus regular university course offerings, lectures, and concerts. Should other identifiable groups emerge in significant numbers, special programs for them could be devised. The general program for "University Scholars" should be described in graduate bulletins and other University publications.

f the University

OFF-CAMPUS EDUCATION

Hosts of people in need of higher educational services do not require the usual on-campus academic fare. Some seek intellectual stimulation; others, immediate and specific information. Because of the diversity of such individuals, they can best be reached through existing extension activities and through other institutions to which they belong. Extended education activities should be focused on the membership and, in particular, the leadership of such organizations as professional societies, hospitals, libraries, and public education systems.

Some of the Cornell activities which serve as examples to be extended much more broadly in the future include:

—Problem solving for citizens of the rural area, an important activity of Cooperative Extension since its founding some 80 years ago.

—Designation of the new Johnson Museum to serve as an educational and cultural resource for the region as well as Cornell.

—The Industrial and Labor Relations School audio-tape series to assist administrators and teachers in the public education systems to understand and implement the New York State Taylor Law.

—The Labor-Liberal Arts Program for over 800 union leaders in five cities which encompasses two years of post-high school education directed toward both general and professional advancement.

—The Engineering College professional master's degree program employing audio-visual tapes of class lectures for use by industrial corporations.

—The plan to equip the 56 county extension agencies with video cassette playback units.

—IMPACT, a research project, intended to assess the needs for continuing education in the State, to inventory the existing continuing education resources, and ultimately to develop a system that will bring them together.

With regard to off-campus education, the Committee makes the following recommendations:

(7) The concept of extended education should be recognized and implemented as an appropriate, essential function of Cornell University on a par with its traditional education and research functions. This concept is applicable to all academic divisions, not just the statutory colleges.

a. An administrative division of extended education should be established for existing and yet-to-be established extension activities.

It would be the function of the Division to encourage development of extended education programs within the academic units. To avoid duplication and encourage cooperation, extended education activities at Cornell should be coordinated with other institutions throughout the State, including educational organizations, government institutions, cultural organizations, professional societies, etc. The new administrative division should report to the chief academic officer of the University.

b. The existing network of extension agencies throughout the State should be expanded to accommodate extension activities generated by all of the Cornell academic units, including interdisciplinary programs.

c. Appropriate committees of each Cornell academic unit, as well as interested individual faculty members, should be asked by their deans to suggest ways in which their subject areas can contribute to the extended education mission of Cornell.

d. The feasibility of an on-campus conference center should be assessed by a Presidential study committee.

e. Cornell should consolidate its dispersed enterprises in New York City into a coordinated effort in full cooperation with other New York City resources. To the extent possible, all Cornell activities in New York City should be centralized at a single location.

(8) Cornell should establish through its Department of Education the research and development capability on adult learning required to increase the knowledge and understanding of adult needs and institutions for continuing education as well as the development of appropriate pedagogy, curricula, counseling and advising resources. The Department should make its research results available to the division of extended education for dissemination to the various publics involved.

(9) Cornell should expand its programs to prepare teachers, counselors, and administrators of continuing education programs. It should further assist, when called upon, the members of community colleges and two-year agricultural/technical institutions as well as others involved in continuing education in industry, proprietary institutions, etc.

(10) Cornell should continue and expand its efforts to assess the needs and interests of the people of the State, including those not now affected by existing extension services, to

identify the educational programs available and those that are needed, and to develop an information "clearing house" that would effectively bring people and programs together.

(11) Each college advisory council should be asked on a continuing basis to recommend ways that their colleges can serve the needs of society by participating in extended education.

(12) In order to emphasize the importance Cornell places on its extended education function, the Committee proposes the following in regard to faculty reward structures:

a. In assigning rewards of tenure, promotion, and salary raises, extended education activities should receive a value comparable to that given teaching and research. Every ad hoc tenure committee should give positive consideration to the faculty member's work in extended education. Extension activities should be made attractive in every way possible to interest and hold a quality faculty.

b. In addition to new programs for extended education which can provide additional funds and faculty, the Cornell commitment to this area could involve some reapportionment of current endowed faculty commitments from research to extended education.

c. Faculty involvement in extended education activities should receive extra compensation in cases where the faculty members' total load of teaching, research, and extension requires use of uncompensated summer periods or intrudes on his consulting time.

RESEARCH

Research is a key part of the Land Grant mission. The discovery of new knowledge and its application to human and humane concerns is a necessary activity of any land grant university. The university's traditional devotion to objectivity in research must be combined with a subjectivity of concern. Rigorous application of these principles will lead to new areas of endeavor for the future. In defining areas for future concentration, the criteria should be Cornell's expertise and the needs of society.

Today, more than ever before, it is increasingly clear that the activity level of applied research should be increased. Cornell has an obligation to maintain the same high standards for applied research as for basic research. It must recognize, however, the peculiar characteristics implicit in applied research and to this end the Committee makes the following recommendations:

(13) Because applied research is often interdisciplinary in nature, special mechanisms for its support should be fostered. In most colleges at Cornell the principal support given to research is availability of faculty time. This time is usually considered as belonging to a disciplinary department. Therefore, to foster interdisciplinary research, University funds must be funneled into college-wide and center programs.

(14) Because applied research often leads directly to results having significant societal consequences, Cornell should be concerned with assessing probable impacts. Programs such as

Science, Technology & Society, Environmental Quality Management, etc., should be continued and augmented to play an expanded role in assessing effects of applied research programs. Furthermore, the University policy of no classified research on campus, should be continued.

(15) To make certain that applied research is directed toward the important problems of society and that the direction does not favor particular groups within the public, there should be close ties between university extension activities and all units for applied research. For example, the College of Engineering, in particular, should address itself to this problem.

(16) A broad-based faculty committee should be established to suggest new areas where research, utilizing unique faculty skills, should be encouraged in order to develop new knowledge needed to meet future needs of society.

CORNELL'S RELATIONSHIP TO NEW YORK STATE

Cornell has a dual relationship with the State. One aspect of this relationship involves Cornell's role as the administrator of the four statutory colleges which are also units of the State University of New York (SUNY). The other aspect of the relationship centers on Cornell's role as the land grant institution of the State. As the land grant college, Cornell's ultimate responsibility is to the people of the State. The same ultimate responsibility applies to Cornell's role as the administrator of the four statutory colleges. Thus, a basic recommendation of the Committee is adherence to this responsibility in all of Cornell's undertakings.

Specifically, we recommend that:

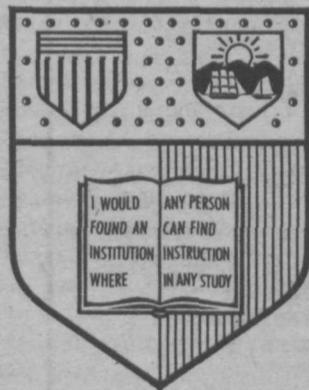
(17) Cornell should take steps to ensure that its special responsibilities as the land grant institution are understood within the total University community (faculty, students, staff, alumni, and friends) and across all of New York State. We believe this task is of central importance. There is increasing interest in public service within the endowed units at Cornell and it should be fostered. However, the lack of total University community awareness of, and support for, Cornell's land grant responsibilities weakens the University's ability to discharge its obligations with maximum effectiveness. And it is through the interdisciplinary combination of the statutory and endowed portions of Cornell that the most significant advances in land grant programs can be realized in the future.

(18) The central administration should treat the statutory and endowed units alike administratively. This requires increased integration of the statutory colleges within the Cornell administrative process in budgeting, accounting, personnel and employment policies and procedures, and public relations. Although identical systems and programs cannot be easily effectuated, all possible means of eliminating differences should be pursued. This objective also requires the increased involvement of the central administration in the representation of the statutory colleges with SUNY, and other appropriate State agencies.

(19) There is a fundamental need to develop a single unified long-range master plan for all of the statutory colleges which would be compatible with the comprehensive master plans of both Cornell and SUNY.

(20) The University's public posture at all times should reflect its special character as New York State's land grant university, an institution which is neither private, nor public, but both.

Sage Notes



Order forms for caps and gowns are available in the Sage Graduate Center for graduate students who plan to take part in the Commencement procession. Order now to avoid a late charge! Details and procedures for graduation are also available.

Masters candidates are again reminded of the requirement for an abstract to be bound after the title page of their thesis.

The deadline for filing add or drop course cards is April 5. Please complete course changes now!

Graduate fellowships in Humanities, Science and Technology have been announced by the Program on Science, Technology and Society. Two fellowships for 1974-75 will be awarded to students in their second or third year of a Ph.D. program in History, English, or Philosophy with an interest in studying the aims and methods of the humanities as compared with the aims and methods of the sciences. Each fellowship will provide full tuition and fees, a stipend of \$2500 for the 9-month academic year, and a dependency allowance of \$400 per dependent for a maximum of two dependents. Recipients of the fellowships will be part-time junior members of Humanities, Science and Technology, will participate in its activities, and will be expected to enroll in a special seminar. All interested in applying should consult with and make application through their field representative.

Corson-Nyquist Letter on Regents' Guidelines

Continued from Page 1

1973 Guidelines. Subsequent correspondence dated December 29, 1973, focused on Ujamaa Residential College, one of five operating residential special project units at Cornell.

Special project units or residential colleges at Cornell are not "colleges" in the dictionary sense of the term, but are primarily single student residential units occupied by students who share a legitimate educational interest for which the unit was organized. The special project unit concept is part of an effort to enrich the educational experience available to students at Cornell by expanding the housing component to include this educational benefit. The following description of the organization of the special project units demonstrates that access to each unit is not restricted to persons of a particular race, color, or national origin and, therefore, is in compliance with Regents policy.

As residential units, special project units are administered by the Department of Student Housing in the Dean of Students Office. Risley Residential College was the first unit organized in 1970 and, as with each operating unit, organization was initiated by students, in this case by those interested in the arts. New units are organized under the *Guidelines for Establishment and Operation of Residential Special Projects*. A copy of the *Guidelines* is annexed as Exhibit 1.

Residing together enables the students to plan special events and projects, to engage in various educationally related

activities and to meet informally to plan these activities and programs. A description of the programs and activities initiated by the special project units has been presented in the *Cornell Chronicle* of March 7, 1974. A copy of this article is annexed as Exhibit 2 for your further information. The following table identifies the operating special project units at Cornell, when each unit was organized and its purpose. (Table 1)

Each special project unit is subject to standard University residential policy which provides that the unit "does not discriminate with respect to race, color, creed, or place of birth in selection of its members, in its operation, or in any other procedure." Therefore, access to residence in each unit is available to all students on a nondiscriminatory basis.

A student interested in residence in a special project unit may obtain information concerning the units in the brochure entitled "Housing for Single Students" available to all students interested in university housing. Residence in a unit is subject to the standard procedures which are set forth in the Room Allocation Procedures guide. Copies of the housing brochure and allocation guide are annexed as Exhibits 3 and 4, respectively.

The following is a brief description of the housing application procedure. A student desiring to reside in one of the special project units, must complete a residence application (Exhibit 5). Application forms for the special project units are available at the Dean of Students' office and the special

unit. The application for each special project unit contains the following statement:

"This unit is subject to standard University residential policies. Additionally, it does not discriminate with respect to race, color, creed, or place of birth in selection of its members, in its operation, or in any other procedure."

Copies of application forms for each of the five special project units are annexed as Exhibit 6.

Actual selection for a unit is administered by the unit and varies with each unit. As set forth in section 3 of the Guidelines (Exhibit 1), "Race, religion, or national origin cannot serve as grounds for inclusion or exclusion." In the case of Ujamaa, all students who requested residence for the fall 1973 semester were accepted on a first to apply, first to be accepted basis.

Dissemination of this information to all students and operation under the University residence policy demonstrates that each of the special project units is equally available to all students regardless of race, color, or national origin. I have reaffirmed to the Cornell community the Cornell policy of nondiscrimination in student housing in a public statement in the *Cornell Chronicle* of September 26, 1973.

The report in connection with the September 10 visit by the Department of Education representative to Cornell is correct in its statement that courses taught at Ujamaa Residential College were open to the entire student body. In the Fall 1972 semester, two courses offered by the Africana Studies

and Research Center were taught at Ujamaa. The courses were "African Heritage, The Black Experience," taught by James Turner, Director of the Africana Center and "The History and Politics of Racism and Segregation," taught by J. Congress Mbata, Associate Professor, Africana Studies and Research Center. This year's Ujamaa program does not include formal course offerings by academic units.

The Associate Dean of Students advised me that for the academic year 1972-73 she believed all the residents of Ujamaa were black. In response to requests for this information from the Department of Health, Education and Welfare, I reported that the Associate Dean had informed me in September 1973 that, on the basis of observation, it appeared that all but one resident is black. Since that time I have been informed that the student population at Ujamaa includes additional non-black students. Racial and ethnic identity of students is not required on applications for university housing. Racial and ethnic census information is therefore not available for any residential unit.

In May 1973 the Dean of Students' Office estimated the housing pattern of the majority and minority population for the 1972-73 academic year. The following table, based on this estimate, indicates that a similar pattern exists for both populations. At this time,

and to initiate efforts to provide solutions to these problems. It was organized after much deliberate planning and consultation as in the case of other special project units.

The reference to a preliminary Department of Health, Education, and Welfare report on Cornell is not accurately reported. It is correct that a visit by representatives of the Office for Civil Rights included a review of student housing at Cornell and a visit to the Ujamaa unit by those representatives. An initial OCR finding related to an invitation to apply to Ujamaa to only those members of the Class of 1976 who had been identified as being members of minority groups. In May 1973, I reported to HEW that such special invitations for Ujamaa have been discontinued. The most recent communication from HEW reported that there are unresolved issues remaining. It is not true that questions concerning Ujamaa are included in the list of those unresolved issues.

The final paragraph of the September 10 report repeats the statement in regard to University approval of a facility relating to the black experience. For reasons set forth above in response to the initial reference, this statement also is not correct. The University approves of Ujamaa as it is presently constituted under its stated educational purpose. This approval extends to all operating special project units so long as

Table 1

**CORNELL UNIVERSITY
SPECIAL PROJECT UNITS**

Date Founded	Name	Capacity	Membership Composition	Purpose
1970	Risley Residential College	192	co-educational: all undergraduate classes; few graduate students	Interest in the creative and performing arts
1970	International Living Center	144	co-educational: all undergraduate classes and graduate students	Development of an internationally oriented community of faculty, staff and students
1971	Sperry Community	220	co-educational: all undergraduate classes	Interest in developing activities and programs of significance to residents
1971	Ecology House (Hurlbutt House)	100	co-educational: all undergraduate classes; a few graduate students	Environmental issues
1972	Ujamaa Residential College	144	co-educational: all undergraduate classes; a few graduate students	Interest in studying problems of developing communities
proposed*	Center for World Community	30-40	co-educational: all undergraduate classes	Relevance of current issues to the world community

* Application for an on-campus facility has been deferred due to space limitations.

Table 2 Estimated Residential Distribution of Undergraduate Students, 1972-73

Type of Housing	Majority Students	Minority Students
Residence Halls, exclusive of special units	35%	35%
Off-campus (rooms, apartments, etc.)	41%	40%
Other Units - (special project units, cooperatives, fraternities, sororities, etc.)	24%	25%

estimated majority undergraduate population was about 10,500 and estimated minority population approximated 800. (Table 2)

The statement contained in the September 10 report that Ujamaa was established in 1972 with University support in response to demands of some minority students for a center relating to the black experience is not correct. As explained above, Ujamaa is a special project unit established pursuant to the guidelines for the establishment of residential colleges (see Exhibit 1) and is the fifth such operating special project unit. Ujamaa was not organized in response to demands for a center based on the black experience as reported. Ujamaa was established as a result of expressed student interest in a unit dedicated to study the problems of underdeveloped communities

they operate in conformity with standard University residence policy which prohibits discrimination in admissions and operations. Therefore, all of the five operating special project units are in compliance with Regents' Position Paper No. 15 and the March 1973 *Guidelines for the Desegregation of Facilities and Programs*. The only way Cornell can provide the opportunity of initiating special project units to the student body is to provide that opportunity to all students regardless of race, color or national origin.

I would be pleased to have you or a representative of your office visit Cornell in order to understand the important role that the residential colleges play in the overall housing program.

Sincerely,
Dale R. Corson
President

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 the Meeting Of the Faculty Council of Representatives March 27, 1974

In a special meeting yesterday, the FCR discussed the Physical Education requirement.

First the Dean of the Faculty reported the formation of a subcommittee chaired by Norman Kretzmann to study the question of library expansion and the open access policy for the library.

He then announced that the plan for the Physical Education question is to present the regular April meeting of the FCR with the following three motions which will be voted on in a sequential fashion. If all should fail then the present practice would continue.

The motions are:

1. RESOLVED, That the Senate proposal for removing the Physical Education requirement by offering academic credit for Physical Education courses be approved.

2. RESOLVED, That the Physical Education requirement be reduced from four to two terms.

3. RESOLVED, That the Physical Education requirement be abolished and no credit be given for Physical Education courses.

The debate was started by Ms. Laurie Zelon from the University

Senate who said that the senate bill was passed as a matter of principle to remove a requirement for graduation that cannot be justified on academic grounds. She stated that the financial implications were not important and the issue should be decided on the importance of Physical Education as a part of Cornell education. She also stated that if academic credit were given for P.E. courses it would improve their quality.

Mrs. Martha Arnett from the P.E. department opposed changing the present requirement as she thinks it very unlikely that academic credit would be given for most P.E. courses although she would like to see it happen. She added that very few universities have dropped the P.E. requirement without giving academic credit and in those that have, the programs have been seriously hurt. She feels that women are in particular need of P.E. training, and the level of P.E. skills in entering students is dropping. For example, 15 per cent of the entering women students are unable to swim. Finally she felt that if the requirement were dropped it would be difficult to hold and recruit competent staff members for the women's P.E. program.

Dean Kane said the requirement was needed to enable the P.E. department to offer the wide range of courses it currently has and to spread the demand on the staff and facilities

throughout the day, rather than having it concentrated from 12 p.m. to 2 p.m. and 4 p.m. to 6 p.m. He estimated the bill would cause the loss of from \$200,000 to \$350,000, which could only be saved by abolishing the program. He stated that to his knowledge no student had failed to graduate because of the P.E. requirement and only 6 out of 135,000 students had had their degree delayed. Of the 212 colleges in the Eastern Athletic Conference 82 per cent still require P.E., he said.

Faculty opponents of the bill mentioned that it passed the senate in a 45 to 44 vote, which does not show an overwhelming mandate. Furthermore P.E. has been a part of western culture and education since the days of Ancient Greece.

Questions were raised about the situation with regard to state accessory instruction and Dean Penny promised to have an official answer to them ready for the April meeting.

Supporters of the senate bill mentioned that many P.E. courses were not well taught and might improve if they did not have a guaranteed clientele.

Finally it was stated that cardiologists are trying hard to educate people on the importance of diet and exercise to good health, and the P.E. requirement can and should be used as part of this education.

The meeting was adjourned at 6 p.m.

Kudos

William T. Miller, professor of chemistry at Cornell, has received the American Chemical Society Award for Creative Work in Fluorine Chemistry.

A member of the Cornell faculty since 1936, Miller has been actively engaged in fluorine chemistry for more than 40 years. He was among the first to visualize carbon-fluorine chemistry as an extensive field, potentially comparable in scope to carbon-hydrogen chemistry, and has made important contributions to the realization of that concept.

Miller is a native of North Carolina, where he received his doctoral degree in 1935 from Duke University.

During World War II, Miller introduced new techniques for the production of fluorocarbon materials used for the Manhattan Project. Under his direction, highly stable substances were developed which were utilized in the first Oak Ridge gaseous diffusion plant for the separation of the uranium isotopes. These materials are now produced commercially. He has been a consultant to governmental and industrial laboratories since 1946.

At present his research with his students is centered around the preparation and use of highly fluorinated organometallic compounds as synthetic reagents, and with investigations of the mechanisms of the processes involved.

In addition to his teaching and research at Cornell, Miller was

active in the planning of the new research wing of Baker Laboratory and for reconstructing the teaching laboratories in the building. He has served on the General Committee of the Graduate School and on the Faculty Council in addition to various departmental and faculty committees.

Robert D. Sweet, professor of vegetable crops and weed control specialist at Cornell, has been elected a Fellow of the Weed Science Society of America.

He was recognized for his outstanding contributions to the advancement of weed science and meritorious service to the national organization of weed scientists and researchers.

The Society also announced the election of Sweet as a member-at-large on its Board of Directors for a four-year term during the annual meeting of the Society held recently in Las Vegas.

A member of the Cornell faculty since 1940, Sweet is on the staff of the Department of Vegetable Crops at the N.Y. State College of Agriculture and Life Sciences.

His principal research interest has been in the field of chemical weed control for a wide range of vegetable crops including corn, beans, peas, cucumbers, melons, carrots, celery, tomatoes, cabbage, and potatoes. Results from his studies are widely used by growers.

His discovery of the synergistic

effect of chemical weed killers drew national attention a few years ago. The synergistic effect is a chemical phenomenon that multiplies the potency of two or more individual chemicals at small dosages when used in combination.

More recently his research on potato varieties that compete successfully with weeds has created considerable interest among both growers and scientists.

In addition to research, he works with Cooperative Extension field staff, food processors, growers and custom herbicide applicators. He has taught a course in vegetable production for 22 years. He is author or co-author of more than 80 research papers.

Prof. Ernest F. Schaufler, floriculturist at the New York State College of Agriculture and Life Sciences, was honored in New York City earlier this month by the Federated Garden Clubs of New York State.

Schaufler received the Alice Doscher Horticultural Bronze Medal, an award reserved for an individual of professorial status for outstanding achievements in the science or practice of horticulture.

Established in honor of Mrs. Charles Doscher, former president of the Federated Garden Clubs, the award was announced at the annual meeting of the organization at the Plaza Hotel in New York.

On the staff of the College's

Department of Floriculture and Ornamental Horticulture for the past 26 years, Schaufler is primarily involved in horticultural programs for 4-H members and their leaders throughout the state.

Well known to the gardening public, Schaufler has presented numerous radio talks on indoor and outdoor gardening as well as on home landscaping. He also makes frequent television appearances as a feature speaker in gardening shows.

He is author of more than 40 4-H publications covering a wide range of horticultural topics. He also is author or co-author of several extension bulletins published by Cornell. Among other projects, he has developed two sets of color slides dealing with annual flowers, with a third set scheduled for production.

Cornell linguistics authority *Donald F. Sola* has been named by the Peruvian government to assist in developing a government program in bilingual education for Indians living in the mountains of Peru.

Sola is an authority on Quechua, the language spoken by millions of Indians in Peru, Bolivia and Ecuador. To be based on the Spanish and Quechua languages, the bilingual program will include the establishment of a sociolinguistic research institute in the city of Cuzco.

Sola is a member of the Department of Modern Languages and Linguistics and also Cornell's Latin American Studies Program, under whose auspices much of his activities in Latin America are conducted. On his current project, Sola also will consult with Bolivian government

officials on bilingual education in that country.

In Peru he will be working with the Ministry of Education.

William W. Lambert, professor of psychology, sociology and anthropology at Cornell, was chosen president-elect of the Society for Cross-Cultural Research at the society's annual meeting at Boston University in Boston.

Lambert, who is also dean of Cornell's Graduate School, will assume his duties as president of the society for the 1975-76 academic year. The society is comprised of anthropologists, sociologists, psychologists and other social scientists including historians and political scientists. Its purpose is to support and encourage interdisciplinary, comparative research that has as its objective the establishment of scientifically derived generalizations about human behavior.

Lambert has been a member of the Cornell faculty since 1951, holding appointments in three departments concurrently.

Since 1966, he has been director of the Interdepartmental Program in Social Psychology and Personality of the Departments of Psychology and Sociology.

Lambert is the author of numerous articles; reviews and chapters in books, published in his field. He has also edited and co-authored nearly 10 books, including "Comparative Perspectives in Social Psychology" (Little, Brown and Co., 1971); "Handbook of Personality Theory and Research" (Wiley, 1964).

The Senate Page

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

NEXT SENATE MEETING: 7:30 p.m., Tues., April 2, Kaufmann Aud.

Senate Actions.. March 14, 1974

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

SA NO.	ABSTRACT	SPONSOR	ACTION TAKEN
SA-246 [E-1]	Bill to confirm election of Senators to the Fifth Cornell University Senate	Credentials Comm.	ADOPTED
SA-247	Caucus Elected Committees voted on. (Includes Executive Committee, Campus Life Committee, Committee on Committees, Committee on Academics, and Planning Review Committee.)	Constituency Caucuses	ADOPTED

Current Legislative Log

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

BILL NO. & DATE SUB.	ABSTRACT	SPONSOR	COMMITTEE REFERRED TO
E-1 3/12/74	Bill to confirm election of Senators to the Fifth Cornell University Senate.	Credentials Comm.	Credentials Comm.
E-2 3/5/74	This bill recommends a procedure for Community and Senate response prior to the adoption of changes in tuition.	Planning Review Committee	Planning Review Comm.
E-3 3/18/74	This act would require prompt notification when an individual's University records are subpoenaed and would mandate that the University seek to delay surrendering the subpoenaed records for a minimum of 48 hours.	Codes & Judiciary Committee	Codes & Judiciary Committee

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Proposed Agenda

April 2, 1974
Kaufmann Auditorium
7:30 p.m.

1. Question Time.
2. Announcements.
3. Agenda.
4. President Corson Questions.
5. E-27-a — The Committee on Campus Life Restructuring Act of 1974 (20.3).
6. Conditional — if E-27-a passes there will be an at-large election of two members to the Committee on Campus Life.
7. E-30 — Student Deferment Preservation Act (40.3).
8. D-31 — An Act to Establish a Sliding Scale of Transcript Fees (20.3).

*Election Procedure: 1. No nominating or seconding speeches.

2. Each candidate may have up to three minutes to speak.

3. A five-minute question period of all nominees.

Senate Calendar

THURSDAY, MARCH 28
FCR Committee on Bill of Rights, 4:30 p.m., Senate Office.
Dining Subcommittee, 4:30 p.m., G-92 Uris Hall.

MONDAY, APRIL 1
Executive Committee, 4:45 p.m., Senate Office.

TUESDAY, APRIL 2
Planning Review Committee, 12:00 p.m. Senate Office.
University as an Employer, 4:30 p.m., 216 Ives Hall.

Senate Meeting, 7:30 p.m., Kaufmann Auditorium.

WEDNESDAY, APRIL 3
Executive Committee, 5:00 p.m., Senate Office.

Deadline

The deadline for senate committee applications is noon tomorrow in the Senate office, Day 133.



Report of Study Group on Phys. Ed and Athletics

Following is the last installment of excerpts from the Final Report of the University Senate's Policy Study Group II on Physical Education and Athletics. Previous sections have been printed in the past two week's Chronicles.

Members of the committee were Robert Harrison, William Jones, Samuel R. Pierce, Wilson Pond, Wade Schuette, Julia Visor, and D. Hywel White, chairman.

ISSUES

In our discussions with the many people who have taken time to come and talk with this group, we have identified the following issues by areas of concern. The survey of student, faculty, and staff opinions related to Physical Education and Athletics has also identified areas of concern and these are discussed. We divide the issues as we have seen them into two categories: a. academic issues, and b. issues associated with the program itself.

Academic Issues

Strictly speaking, issues associated with the graduation requirement or with the possibility of academic credit being granted for appropriate courses do not fall within the jurisdiction of the Senate, but rest with the university faculty. Although we recognize this, we still feel that it is necessary to discuss the possible faculty actions and also to recognize the part played by the Senate in encouraging faculty consideration.

Presently the University requires attendance at physical education courses for the first four semesters of a student's residence at the university. There are also subsidiary requirements, e.g. the swimming test. The Senate voted on October 23, 1973, 44-42-5 to ask the University faculty to abolish the requirement and to substitute academic credit for some of the physical education courses. Thirty-seven per cent of males

and 26 per cent of females in the study survey felt that Cornell undergraduate students should have some kind of physical education requirement for graduation. In contrast, approximately one-half of the faculty and staff were in favor of a phys ed requirement. Approximately three fourths of the students felt that credit should be given for phys ed courses and one half of these indicated that credit should be given for all courses. The faculty-staff survey concurred with this. We list now the set of possible actions by the faculty:

a. The P.E. requirement stands. In this category we also include an adjustment of the number of hours of required attendance, even if significantly lower, e.g. one semester.

b. The requirement is abolished but academic credit is offered for selected courses.

c. The requirement is abolished, no credit is given, and the program becomes voluntary with instruction offered in programs chosen by students.

It is clear to us that situation "a" preserves to a large extent the status quo, even if the scale of the program is changed. Situation "b" requires a considerable change in organization and a commitment on the part of the faculty to consider seriously the grounds on which academic credit is justified for courses

which involve physical education. A point raised in our hearings concerns the inclusion of courses relating to health and bodily functions as their subject matter, e.g. nutrition and sexuality, with the provision that these are courses of general interest rather than the professionally oriented versions that presently exist in the university.

In our view, "c" changes the situation as it exists at present to one in which the entire program takes on an aspect of an extended intramural program where instruction is given but a considerably more informal approach prevails. There are many attractions to this approach, although the undoubted financial loss to the university (from accessory instruction support) and some difficulties in administering such a flexible arrangement should be noted.

Program Considerations

In this section we discuss the present status of the program and note some of the difficulties that seem to concern the people that have talked with the group.

(a) Intercollegiate Athletics

It has been remarkable that all the people we have met with have been happy to accept the Ivy Group restrictions on recruiting, the "amateur" concept in sports but at the same time give a great deal of support to excellence in the athletic standard, and the competitive

accomplishments of the teams that represent the university in intercollegiate athletics. The survey indicated that a majority of those expressing an opinion attached some significance to Cornell achieving a high standing in intercollegiate competition in major sports.

(b) Physical Education

In many areas of physical education the sexes are segregated during classes. This need not always be so, even allowing for the different physical attributes of men and women. It was felt that a serious attempt should be made to encourage coeducational classes whenever feasible. Segregated classes in phys ed should exist only when exploitation of the different physical attributes of males and females enhances the educational and experiential aspects of the program.

(c) Intramural and Recreational Programs

The issue concerns the balance between the support and organization offered by the department and the self-organization that characterizes the program as it now exists. Participation in the intramural program is at a high level among male students (50%) and, although female participation is less impressive (14%), 57% of females and 76% of males surveyed supported maintenance or expansion of the present program.

It is easy to claim that our facilities are well used. It is also possible to claim that with careful organization that could be even better utilized. In this spirit we feel that a reorganization which reduced the segregation of the men's and women's programs will utilize our facilities to the utmost. We note, however, that Appendix V, which was submitted to us by Martha Arnett, is a survey of the tennis and squash facilities in a number of institutions. It is fair to say that our

Continued on Page 13

Table 1

Intercollegiate Athletics

	Female Student	Female Fac./Staff	Male Student	Male Fac./Staff
Maintain or Increase	61	53	62	59
Maintain	43	37	44	20
Decrease	12	8	17	15
No opinion	25	38	20	26

All numbers in %

The Senate Page

Continued from Page 12

facilities in this area are frugal, and we cannot be accused of over commitment of resources here. Two of us visited the physical education department at Princeton and the contrast in physical plant was marked.

We believe the last response in the table reflects more the willingness of students to accommodate their athletic activity to a tight scheduling problem rather than to an abundance of facilities in relation to need as the above response might imply.

(d) Team Composition and Structure

The Ivy Group is in the process of renegotiating the agreements with respect to team composition as they affect Freshman and Junior Varsity teams. It is our understanding that this renegotiation is unlikely to affect the present structure in football but will in all other sports (opinion by Ivy Executive Secretary Mestres.) One of the effects of the budgetary stringency in recent years has been to cut the Junior Varsity teams from the program. In turn, the maintenance of a full freshman team has resulted in inevitable disappointment when some of its members fail to make a varsity team in subsequent years. We welcome the flexibility inherent in the reorganization where freshman play in the J.V. teams and the freshman segregation ceases. We recognize the complexities of this problem but find the partial reconstruction of the J.V. program makes good sense.

(e) Clubs

There are a number of athletic clubs, the most noticeable of which is the Rugby Club. We are enormously impressed by their enthusiasm and by the rather modest funds that were necessary to maintain their program. We certainly believe that clubs deserve support, and providing the funds continue to be allocated from the Student Activities source, there seems no reason to change this ad hoc method of funding these activities. In passing, however, we recognize that club activities do receive support in kind (e.g. locker space) which does not appear in any budget. By not being a university sports team, the club activity is freed from the Ivy and NCAA agreements and the clubs casual mode of operation is aided by this.

Internal Relations

(a) With the Senate

The relations of the department of Physical Education and Athletics with the Senate could euphemistically be described as poor. The department has defended its status quo in a period where budgetary change has caused administrative problems of its own. We have to concede that the department has not embraced with enthusiasm the changes that have occurred, however we explain the position taken by Dean Kane in letters and articles to the alumni and community at large.

In turn, the Senate has generally acted with a callous disregard for the difficulties of implementing some of its proposals. Part of the reason for the existence of Policy Study Group II is to find a set of policies that the community can accept as a guide for the next five years. This implies a need to embrace the principles that the Senate holds dear, with a reasonably sophisticated understanding of the mechanism of implementation. It is our hope that our recommendations represent the basis for such guidelines.

In passing, we note that the Subcommittee on Physical Education and Athletics has tended to be composed of

people whose sympathies lie strongly with the department. We urge the Committee on Committees to try to find members of future subcommittees of PE & A who have a constructive but critical approach. We note that at no time did any of the more vocal opponents of the policies of the Department of Physical Education and Athletics meet with the subcommittee. We are happy to record that they have met with this Group. (PSG-II). The point remains that the Committee on Committees and the Senate in general must make the Subcommittee on Physical Education and Athletics a natural mode of communication.

(b) The Faculty

Apart from their representation in the Senate, the faculty have a direct responsibility for the Physical Education requirement. The Faculty Council of Representatives through Dean Penney has appointed a subcommittee to review the faculty position on Physical Education. This committee has been chaired by Professor Rand and they have reported a list of possible alternatives to F.C.R. At this writing, there has been no further action.

(c) The Administration

Table 2

Use of Facilities

	Female		Male	
	Student	Fac./ Staff	Student	Fac./ Staff
Do you Teagle/Barton facilities at all?	26	12	81	55
Of users, % that use more than once/week.	23	33	70	58
Do you use Helen Newman at all?	73	42	31	11
Of users, % that use more than once/week.	49	40	17	0
Are the facilities available when you wish to use them	93	100	97	96

All numbers in %

It is possible for the Senate to debate policy and for Dean Kane to cajole the alumni into gifts supporting capital construction of athletic facilities, but we must all recognize that the scale of the Campus Life Budget is determined by the administration and Trustees. When the decision is made, only then does the Senate decide on the share of this budget that goes to the PE & A program.

We hope that in the dialogue between the administration and the Senate, it will be found that the physical education and athletics program represents an expenditure that is high on the list of priorities. In particular, the change in the ratio of women to men in the last five years has thrown a strain on the operation of the program. We believe that it is of the highest priority to start to improve the facilities which were designed for a sex segregated community.

(d) The Alumni

In this area the Alumni represent an "eminence grise." They, through direct gifts support all capital construction for athletics. Through indirect contribution and alumni giving generally, the "subsidy" that is present in the budget is partly defended. The alumni, or at least a part of them identify with the winning teams in the athletic program. Many return at Homecoming and, other football weekends, and it is certain that there is an intangible bond between the university and its alumni which is maintained in part

by the athletic program.

These are fine words, and we are unable to assess the realities of alumni support for athletics and neither, as far as we can tell, can anyone else. But the potential is large.

External Relations and Involvement

The University is involved in athletic programs with other institutions through its intercollegiate athletic teams. These efforts are encouraged and supported by a high proportion of the University community. This statement is supported by this Group's student and staff surveys which indicated that a majority of those who expressed an opinion consider it important that Cornell achieve high standing in Ivy League and National competition in major sports. It is also pertinent that less than 20% felt that Cornell's level of financial support for intercollegiate athletics should be decreased.

In its intercollegiate involvement, the institution finds it necessary to belong to a number of associations including the Ivy League, ECAC, NCAA, etc. These organizations, to varying degrees, have among their purposes the establishment and maintenance of codes of conduct as well as the promotion and furtherance of athletic competition. The benefits derived from these relationships include the provision of a healthy rivalry among somewhat equal contestants and the

opportunity to strive for regional and/or national competition if so desired. The problems involved are associated to a high degree with the loss of individual institutional autonomy and along with it, the necessity to conform with wide ranging regulatory powers governing, in reality, institutions of considerably different nature and aspirations.

Although agreeing with the fundamental premise of established understanding with institutions of similar nature and aspirations, the Group finds from its exposure to agreements and discussion with participants, that the initial goals and current practices are not always consistent. Furthermore, it becomes increasingly difficult to see how the institution can at one time, subscribe to the tenets of an organization designed to prevent overemphasis on athletics while being regulated also by an organization whose membership includes institutions placing major and even increasing emphasis on athletics.

The Group finds that the effect of an environment in which strongly increasing professionalism in sports on the national level, (largely resulting from the rampant growth of professional sports aided and abetted by television) is detrimental to the furtherance of academic scholarship. Steps should be taken, either through associations or on an institutional basis to avoid this trend.

Expanding Opportunities and Protecting Rights

Issues of major significance on an institutional wide basis have come forth as a result of the effort to increase educational opportunities for minorities and women who have been historically under-represented throughout higher education. Although most concede there is much further to go, the number of women students has increased by 66% since 1966 and women now comprise 31% of the student body, whereas minority representation has grown by a factor of approximately 8x during this period and constitutes about 8%.

The problems arising as a result of the changing populations take on very different aspects when it comes to athletics. For women, the history has been one of limited involvement or restriction to very few areas of concentration. What is needed is a development effort which assesses, sport by sport, the needs and opportunities of increasing participation and initiation of programs to implement these findings. The trend toward a high level of involvement of women students in athletic activities at Cornell is apparent from the survey results. Seventy-six per cent indicated they use Helen Newman facilities. Of these forty-nine per cent use them more than once per week. Furthermore, 26 per cent indicated use of Teagle/Barton facilities, one fourth of them more than once per week. For minorities, athletic history has been fully documented with evidence of exploitation. Carryover of this history in the forms of attitudes, sentiments and perceptions compounds the problems of interaction between athletes. Although the problems which exist have no one solution, the most important step will be through increasing numbers of athletic staff members from minority groups. It is evident from the experience to date, unfortunately too limited, that these staff members profoundly affect the attitudes of both players and coaches. It is vital that minority staff members be increased and that both minority and women staff members be given responsibility in decision making positions within the athletic structure.

RECOMMENDATIONS

Before stating our recommendations, we feel it is important first to identify the largest single issue at the present time, namely the women's intercollegiate athletic program. In many ways the rapidity with which the situation is changing makes the future difficult to predict, but we are reminded of the affirmative action concept as it applies to the problems of affording "fair and equal" treatment to women in physical education and athletics. In approaching this problem, we have compared the structure of the department of physical education and athletics with that of the academic departments. We find the structure of the academic departments as they deal with the problems of teaching and research a useful model for the physical education and athletic department. Building on the tone set forth in the "Issues" section, we make the following specific recommendations for action as soon as possible, or under a projected plan over the next five years:

We recommend:

1. Departmental Organization

a. Administration:

That the department should be organized on program lines, without a direct male-female distinction for students, coaching staff and instructors. The department should have a single director under the Dean of Athletics.

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The Senate Page

Continued from Page 13

two major complexes around Teagle Hall and Helen Newman Hall should be managed as the separate facilities but the various programs of the department need not recognize these divisions except as convenience and orderly administration dictate.

b. Physical Education:

That classes should be co-educational except when the physical differences between men and women make for an improved educational experience with the classes separate. This arrangement means that there will need to be expenditure to ensure that changing and locker room limitations do not inhibit the program.

c. That the organization by program should extend to athletic team organization. The athletic coaching staff when identified by sport should be understood to have overall responsibility for both the men's and women's teams, regardless of the sex of the coaching staff. In keeping with the affirmative action stance, we propose the following guidelines. In the budgetary organization the following procedure should be adopted: Administrative overhead costs and the salaries of the coaching staff and supporting staff be identified; the remaining costs are to be referred to as direct costs. Excluding the income producing sports, the following policy statement should be made. The director of athletics is charged with maintaining a ratio of total direct costs on men's teams and total direct costs on women's teams that is in the ratio of the sexes in the undergraduate student body. We recognize the possibility that the women

students may not wish to participate as fully as this guideline allows, but non-compliance with this guideline will be regarded as reasonable grounds for appeal by a team that feel they are being inadequately supported.

We do not consider that this guideline can be extended to income producing sports because of the involvement of the ticket income in budgetary calculations. In these income producing sports we believe the responsibility of the coaching staff stands (as for example in ice hockey) although the direct cost of the women's program should be appropriate to the non-income producing sports as a whole.

2. Program Development

That there should be included a line item in the Physical Education and Athletics budget specifically designated for a program to inform the community that this level of commitment to women's sports exists. This action has a parallel in the affirmative action approach and we believe it is necessary to realize the community potential.

3. New Facilities

That funds be sought for new co-educational athletics facilities on the grounds that the use of the present facilities is near the saturation level.

4. Staff Representation and Responsibility

a. That there should be a significant increase in minority staff representation at decision-making levels within the athletic structure.

b. That there should be an increase in representation of women staff members at decision-making levels within the athletic structure.

5. Faculty Action on PE Requirement

a. That the Committee on Campus Life transmit to Dean Penney the results of the survey vis-a-vis the physical education requirement and academic credit for physical education courses.

b. If the faculty grants academic credit for physical education courses (with or without a graduation requirement), then the Senate should relinquish control over this part of the department budget and allow the same method of operation as any other academic department. We note the parallel, here to the teaching and research functions of academic departments of the University. If the faculty does not grant academic credit, (with or without a graduation requirement), we recommend that the Senate retain budgetary control as with any other Campus Life Unit.

If the faculty removes the requirement but does not grant academic credit, we recommend that the Senate retain budgetary control, and run the program as an enhancement of the intramural program.

6. Course Considerations

We recommend that the Physical Education Department sponsor courses which concern health and bodily functions, with the provision that these courses are for general instruction rather than for professional training.

7. Subcommittee on Physical Education and Athletics

We recommend to the Committee on Committees that a stronger attempt be made to appoint representatives to the Subcommittee on Physical Education and Athletics, in particular students not directly identifiable with some of the department's programs.

8. Income from Ticket Sales

That the income from ticket sales go directly to the general fund of the University and that the athletic department (with the exception of its enterprise facilities)* operate on an appropriated budget. It is our view that

the coupling of ticket sales and budget on a yearly basis makes for an excessively complicated accounting procedure. We feel that these two considerations (namely ticket income and athletic program level) although coupled in principle should be handled by administratively separate methods.

*Enterprise facilities include such units as Lynah Rink, the Newman Bowling Lanes, and golf.

9. That a widely based study group be established by the Senate to assess the total ramifications of the University's membership in all regional and National associations, including the Ivy League. As discussed in the issues section of this study, there are inconsistencies between regulatory provisions and current practices as well as conflicting goals between associations. A study in depth would be of great value in determining where these relationships are beneficial, where they are in need of change, and/or where the formation of new relationships should be considered.

10. Other Recommendations

a. Intramural program

We feel that the reward to the community is such that the Committee on Campus Life should regard favorably this program in budgetary deliberations. We also note the potential for increased female involvement.

b. Club Programs

The present ad hoc method of supporting club programs works, but the Committee on Campus Life must be vigilant, and ensure support for these programs.

In summary we feel that women's athletics may well develop considerably in the next five years. We also feel that every effort must be made to remove artificial distinctions between men's and women's teams and the total effort of the department must be devoted to achieving a balanced program.

Recent Promotions And Retirements

Promotions

Barbara Shedd, Personnel Services, Senior Clerk-Principal Clerk.
Monica Craig, Veterinary Medicine, Records Clerk I-Clerk II.
Anita Goble, Genetics, Stenographer I-Stenographer II.
Marjorie McKinney, Veterinary Medicine, Administrative Secretary Secretary/Stenographer
Carin Ott, Water Resources and Marine Science Center, Administrative Secretary-Senior Administrative Secretary.
Pamela Cummings, Law School, Typist-Department Secretary
Priscilla Edwards, ILR, Stenographer I-Stenographer II.
Jean Hope, Rural Sociology (Transfer from Environmental Engineering), Statistical Clerk IV-Research Technician IV
Phyllis Ross, Natural Resources (Transfer from Arts and Sciences Dean's Office), Senior Clerk-Research Technician
John Hodges, University Libraries, Searcher I-Searcher II.
John Kelly, Plant Breeding and Biometry, Farm Laborer-Field Assistant.
Theresa Dende, Veterinary Medicine (Transfer from Nuclear Studies), Senior Account Clerk-Library Assistant.
DeVonia Jenkins, Admissions Records, Senior Clerk-Data Clerk.

Mary Rightmire, Resident Instruction, Clerk-Records Clerk II.
Victoria McLean, Student Records, Senior Administrative Secretary-programmer I.
Paula Padunov, Law School (transfer from Music), Administrative Secretary-Administrative Aide A.
Annie Magee, Campus Store, Cashier I-Sales Clerk II.
Jill Mitchell, Music, Department Secretary-Administrative Secretary.
Everett Henecke, Geneva, Steam Fireman-Maintenance Engineer I.
Albert Jenkins, Safety, Dispatcher Patrolman.
Louise Sherwood, Arts and Sciences Dean's Office, Stenographer-Department Secretary.
Nancy Brown, Office of the Dean, File Clerk-Department Secretary.
George Williams, Technical Services, Machinist/Stockman-Senior Mechanician.
Robert Marshall, Biological Sciences, Assistant Director for Academic Affairs-Associate Director for Academic Affairs.

Retirements

Gertrude George, Campus Store, Employed 9/19/58-Retiring 2/13/74.
Hattie Schwartz, NYSSILR, Employed 12/22/55-Retiring 4/11/74.
Anna Widman, Hotel Administration, Employed 10/1/57-Retiring 5/31/74.

Job Opportunities

Continued from Page 6

Keypunch Operator, A-11 (Statler (temp. f/t))
Keypuncher (Sociology/SASS (perm. p/t))
Programmer (Computer Science (Temp. f/t))
Research Associate (5) (Lab of Nuclear Studies)
Research Associate (Education)
Research Associate (Plasma Studies)
Sr. Research Associate (Education)
Postdoctoral Associate (4) (LASSP)
Extension Associate (Design and Environmental Analysis)

Current Legislative Log

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E-4 3/18/74	An act to improve communications between committees and the community.	Dan Grausz and Neal Haber	Committee on Committees
E-5 3/18/74	Legislation where the Senate directs appropriate Cornell officials to actively study the feasibility of the establishment of an off-campus mass transit system for Cornell. The bill also indicates other particulars about mass transit.	Dan Grausz	Parking and Traffic
E-6 3/13/74	The Senate adopts the Universal Declaration of human rights as binding legislation within its jurisdiction.	Jeff Diver, Rose Goldsen	1. Codes & Judiciary 2. Public and Community Affairs
E-7 3/18/74	This act would authorize an investigation of the financial effects, academic effects, effects on the quality of student life and other effects of reducing enrollment at Cornell, with reports to be made to the Senate.	P.D. Hernandez, Sue Tichanuk	Executive Comm.
E-8 3/18/74	A reduction in tuition for spouses of Cornell Faculty, Staff and students is recommended.	T. Pekoz, S. Hanzlik, P. Richmond	1. Planning Review 2. Univ. as an Employer
E-9 3/20/74	This bill would amend SA-135 (Bill to Establish a Question Time) to allow non-Senators to ask questions at Senate meetings.	P.D. Hernandez	Executive Comm.
E-10 3/21/74	An act calling for the publishing of a report on the amounts of chemicals discharged by the Department of Chemistry into Fall Creek during each year since 1960.	P.D. Hernandez	Campus Planning
E-11 3/21/74	A bill encouraging more efficient use of energy resources.	P.D. Hernandez & Neal Haber	Campus Planning
E-12 3/21/74	This resolution recommends to the University Faculty that it establish a policy requiring that instructors of courses keep duplicate records of all grades given, at least one copy to be kept in a secure place.	P.D. Hernandez & Neal Haber	Ed. Innovation

*Barton Blotter***A Circus Coat and a Hog to Eat**

If someone shows up in a white smock-type jacket with red lettering saying "Emmett Kelly Circus" on the back, the Safety Division knows where it came from.

That theft, after the circus's appearance in Barton Hall Monday, is among those listed in the morning reports this week.

The high cost of meat may have figured in two other items on the lists. One theft was of a three-pound package of ground sirloin beef from a refrigerator in a kitchenette in North Campus Dorm 1. Someone broke into the swine barns on Pine Tree Road over the weekend and slaughtered a 200-pound hog,

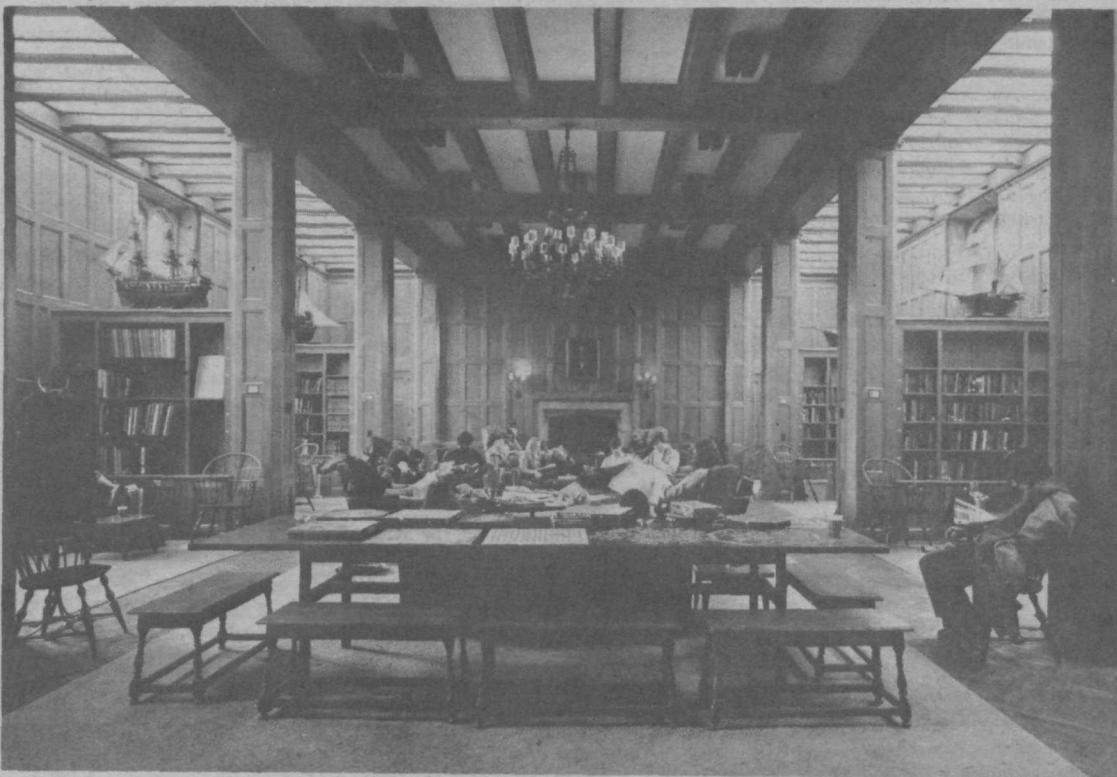
dragged it out and apparently took it away in a vehicle.

Other thefts include a pay telephone from the first floor of Mary Donlon Hall, a book bag from an unsecured locker in Teagle Hall, a plastic terrarium from a room in Plant Science, four wooden chairs from the television lounge on the first floor of Willard Straight Hall.

Also, a car radio from a car parked in North Campus Dorm 1 parking lot, a 35mm Pentax camera from an office in Mann Library, a co-op dining card from a dining tray in the Ivy Room of Willard Straight, a stereo record left on a coat rack in Helen

Newman Hall, a shoulder purse from behind a desk in Hollister Hall, and three microphones from a room in Anabel Taylor Hall.

Three doors on a vending machine on the first floor of Clara Dickson Hall were damaged by vandals. Doors to the student lounge in the new wing of Martha Van Rensselaer Hall were damaged, and a small quantity of paper was ignited on the floor under a bulletin board in Balch Hall, inflicting no damage. The lock was broken from a basement door in Sheldon Court, but it is not known if anything was taken.

'There is No Frigate Like a Book'

RELAXING — is what most students in the Straight's Browsing Library do. The quotation is from Emily Dickinson.

Statler Series Ends With 'Music From Marlboro'

"Music from Marlboro," under the artistic direction of Rudolph Serkin, will present four distinguished musicians from the Marlboro (Vt.) Music Festival in the final concert of Cornell's Statler Concert Series at 8:15 p.m. next Friday.

Joining together for an evening of chamber music are Andre-Michel Schub, piano; Felix Galimir, violin; Ronald Leonard, cello, and Richard Stoltzman, clarinet. They will perform works by Beethoven, Alban Berg and Franz Schubert.

"Music from Marlboro" began in 1950 when the facilities of Marlboro College were offered to the late Adolf Busch; his brother, Herman; Serkin; Marcel Moyse and Louis and Blanche Moyse to set up a summer music program.

With the idea of providing a place for the study and practice of chamber music, Marlboro became a workshop for professional musicians — a place where British critic Peter Heyworth said, "great musicians recharge their batteries."

Tickets for the performance are on sale at the Lincoln Hall ticket office and at the door. All students will be given a discount and Cornellcards will be accepted.

Pesticides: Pro and Con

The positive and negative sides of chemical pesticides will be Christopher Wilkinson's topic at the next Biology and Society lecture, scheduled for 8 p.m. Monday in Alice Statler Auditorium.

Wilkinson, associate professor of insecticide chemistry in the Department of Entomology at Cornell, will stress the need for rational consideration of insecticides. "We are going to need them in the future," Wilkinson said. "Before we ban them, we ought to balance the benefits with the overall costs, in terms of the environment and risk to man."

Menuhins to Play Beethoven Works In Bailey Concert

Yehudi Menuhin, violinist, accompanied by his sister Hephzibah Menuhin, on piano, will perform works of Beethoven in concert at 8:15 p.m. Saturday as part of the Bailey Hall Concert Series.

Menuhin is considered by many critics to be one of those rare men who become legends in their own time. The Scotsman, Scotland's leading paper, said of Menuhin, "Any investigator of British musical life keeps coming across the mixture of beneficence, idealism and common sense that informs the actions of Mr. Menuhin — America's most valuable export to Britain since T.S. Eliot."

In recognition of his active participation in the humanities as well as his artistry, Menuhin holds honorary degrees from more than 10 British universities.

Free campus bus service to and from the concert will begin at 7:30 p.m. from Parking Lot B and the Dairy Bar.

Bulletin Board**Goethe Prize Essays Due April 15**

Goethe prize essays should be submitted to the Dean of the University Faculty office, 315 Day Hall, no later than April 15. The essays may be in German or English. They should be written under an assumed name and should be handed in along with a sealed envelope containing the author's identification. This year's topic is the Faust theme. Juniors, seniors and graduate students are urged to submit essays with a suggested length of ten to 20 pages. The committee, comprised of faculty in the Department of German Literature, expects to award several cash prizes this year.

Bauer to Speak on Energy Research

Douglas C. Bauer, deputy assistant director of the Office of Energy Conservation, U.S. Department of Interior and the Federal Energy Office, will discuss what significant research must be done to further the cause of energy conservation in a public lecture at 4 p.m. tomorrow in 101 Phillips Hall.

In addition to reviewing ongoing conservation measures and the energy savings expected as a result, Bauer will examine the interplay between restraining growth in energy demand on the one hand and economic activity on the other — both for the short and the long term.

In his Department of Interior post, Bauer's responsibilities have included development of the management system for the federal energy reduction program, initiating a multi-million-dollar energy conservation research and development effort, and coordinating inter-agency federal energy research and development.

Bauer's talk, which is sponsored by the University Lecture Committee, is the eighth in a special spring term series, "Energy Policy: Issues and Options," organized by the College of Engineering and the Program on Science, Technology and Society.

NSF Offers Temporary Assignments

Assignments of Cornell professorial or administrative personnel to the National Science Foundation for periods of up to one year are available from the Foundation as part of the Intergovernmental Personnel Act of 1970. The purpose of the program is to facilitate a mutually beneficial sharing of personnel resources between the Foundation and State and local government agencies and institutions of higher education. Specific assignments could be in the areas of research, research applications, science education, national and international programs, experimental R & D incentives, science and technology policy, and government and public programs. It is expected that most assignments will be on a shared cost basis, with allowable expenses including salary, travel, and change of station expenses or a per diem allowance.

Proposals should be submitted at least 60 days prior to the desired starting date. For more detailed information on this program, contact the Office of Academic Funding, 123 Day Hall.

Scholarship Checks May Be Available

Some spring 1974 undergraduate New York State Regents and Scholar Incentive checks are expected to be available at 260 Day Hall starting Monday April 1, 1974.

'The Case Against Jonathan Edwards'

Historian David D. Hall will give a public lecture on "The Case Against Jonathan Edwards: Personality and Community Structure in 18th Century America," at 4:30 p.m. Tuesday in 165 McGraw Hall. The talk is being sponsored by the Committee on University Lectures.

Hall is professor of American history and director of the American Studies Program at Boston University. He is the author of articles and books in his field including his most recent, "The Faithful Shepherd: A History of the New England Ministry in the 17th Century."

The Classics in America Discussed

Meyer Reinhold, considered a leading authority on the influence of the classical tradition in early America, will lecture on this theme at 4:30 p.m. Monday in Ives 110.

Sponsored by the University Lecture Committee, the talk is titled "Classical Influences on Eighteenth Century American Political Thought." Reinhold is professor of classical studies at the University of Missouri and the author of a number of books including "Marcus Agrippa," "The Generation Gap in Antiquity," "Roman Civilization," (2 vols.) and "Opponents of Classical Learning in America during the Revolutionary Period."

Orientation Counselor Applications

Students interested in serving as orientation counselors in the fall should pick up applications in the Dean of Students Office (ODS), 103 Barnes Hall, according to William Silberg, a member of the New Student Orientation Committee and a freshman in the New York State College of Agriculture and Life Sciences.

Applications are due back at the ODS tomorrow. Persons with questions about orientation counseling should call the ODS at 256-4131.

Calendar

March 28-April 4

Thursday, March 28

12:20 p.m. Natural Resources 111: Environmental Film Review: "Lake Powell - Jewel of the Colorado" (1970, 27 min.). "Glen Canyon" (1966, 26 min.) 304 Fernow Hall. Repeated at 7 p.m. in 101 Bradfield Hall.

2-6 p.m. Baudelaire, Rimbaud, Apollinaire - French Surrealism: Multi-purpose Room, North Campus Union.

3:30 p.m. Northern New York/Lake Champlain Seminar Series: "Recreation as a Physical, Social and Political Resource." Donald J. White, Community Resource Development Specialist, Riley-Robb 400. Sponsored by Agriculture and Life Sciences, SUNY College of Environmental Science and Forestry, and SUNY College at Plattsburgh.

4:30 p.m. Hug Ivri. G-34, Anabel Taylor Hall.

4:30 p.m. Food Science Seminar: "Immobilized Enzymes For Food Processing And Analysis" L. Steven Young, Graduate Research Assistant, Dept. of Food Science, Cornell. 204 Stocking Hall. Refreshments at 4:15 p.m.

6 p.m. Christian Science Organization Testimony Meeting. Founders Room, Anabel Taylor Hall. Visitors are welcome.

6 p.m. "Table Francaise" - *Ici on parle francais*. Ivy Room, Willard Straight Hall.

7 p.m. Film: Sponsored by Ukrainian Students. Ives 110.

7:30 p.m. Israeli Folk Dancing. One World Room, Anabel Taylor Hall.

8 p.m. Film: "Paris, Through the History of Cinema." Sponsored by Le Club France. Statler Auditorium.

8 p.m. Messenger Lecture: (last of series of six) "Transcendence: Beyond The Image of Man." Harry Bober, Avalon Professor in the Humanities, Institute of Fine Arts, N.Y. University. Bache Auditorium, Malott Hall.

8 p.m. Lecture: "Medical Care in China & Chile" by Dr. V.S. Sidel. Sponsored by Cuslar and Mu Epsilon Delta. Anabel Taylor Auditorium.

8 p.m. Cornell Duplicate Bridge - regular weekly game. Elmfirst Room, Willard Straight.

8 p.m. Discussion: Eckankar. The Ancient Science of Soul Travel. Loft II, Willard Straight Hall.

8 p.m. North Campus Union Free Film Series: "Alibi" (1929) Directed by Roland West - with Chester Morris, Mae Busch and Regis Toomey. "The Man I Killed" (1932) Directed by Ernst Lubitsch - with Nancy Carroll, Lionel Barrymore, Phillippe Holmes. Multi-purpose Room, North Campus Union.

8:15 p.m. Lecture: "Against Women's Lib" - by author, editor, Midge Decter. Memorial Room, Willard Straight. Sponsored by Cornell Forum.

8:15 p.m. *Drummond Studio Series: "Trevor" by John Bowen and "We're Due in Eastbourne In Ten Minutes."

9 p.m. Film: "La Cuba De Ayer". Uris Auditorium. Sponsored by the Cuban Cultural & Historical Society.

Friday, March 29

MEXICAN FESTIVAL - STATLER HALL, March 29, 30, 31.

12 noon - 9 p.m. Native Mexican Handicraft Exhibit - Statler West Lounge

12 noon - 9 p.m. Photographic Exhibit - "Churches of Mexico" and "Pre-Colombian Art". Statler Main Lounge.

12 noon - 9 p.m. Motion pictures of Mexico. Statler East Lounge.

Mexican and American fare will be included in all menus of Rathskeller, Student Cafeteria and Main Dining Room.

Mexican Silver and Antique display - see Museum listing.

3:30 p.m. Seminar: "Approaches to Art History" for students in the humanities. Prof. E.H. Gombrich, Andrew Dickson White Professor-at-Large and Director, the Warburg Institute, London.

4 p.m. Western Societies Program Seminar: "Ethnicity and Intergovernmental Relations: The Case of Canada." Prof. Richard Simeon, Political Scientist, Queens University, Canada. 153 Uris Hall.

4 p.m. University Lecture: "Energy Conservation Research: Economic and Social Implications." Douglas C. Bauer, Deputy Asst. Dir., Office of Energy Conservation, U.S. Dept. of Interior and the Federal Energy Office, 101 Phillips Hall.

5:30 p.m. Shabbat Service - Founders Room, Anabel Taylor Hall.

6 p.m. Korean Dinner, sponsored by the Korean Student Assoc. at Cornell, and held in cooperation with the International Activities Group. One World Room, Anabel Taylor Hall.

7 & 9:15 p.m. *Cornell Cinema Film: "I.F. Stone's Weekly." Ithaca Premiere! Uris Auditorium. Open to the public.

7 & 9:30 p.m. *Cornell Cinema Film: Jane Fonda in "Klute." Statler Auditorium.

8 p.m. Films and discussion on the problems of high school education. The Storefront, 140 West State St. Sponsored by HAP.

8 p.m. *Dick Gregory Lecture. Bailey Hall. Sponsored by University Unions Program Board.

8 p.m. Mass Transit Street Theatre "The Wizard of Ed." Memorial Room, Willard Straight.

8:15 p.m. *Drummond Studio Series: "Trevor" by John Bowen and "We're Due in Eastbourne In Ten Minutes." by N.S. Simpson.

8:15 p.m. First Year Moot Court Competition Finals. Criticism of Public Officials by the News Media: The Limits Upon First Amendment Freedom." Moot Court Room, Myron

Taylor Hall. Sponsored by Cornell Law School.

8:30 p.m. *Cornell Folk Song Concert - Tracy & Eloise Schwartz. Temple of Zeus, Goldwin Smith.

8:30 p.m. *United Black Artists Production: "The Amen Corner." Willard Straight Theatre.

8:30 p.m. Shabbat Service. Hi Rise No. 1 Lounge.

9 p.m. International Talent Show. Anabel Taylor Auditorium. Sponsored by the International Activities Group.

9:15 p.m. Film. Sponsored by the International Activities Group. Ives 120.

10 p.m. Tammany Jazz Club and Ice Cream Bar - featuring live jazz entertainment every week, with *ice cream sundaes while you listen. Risley Hall.

10 p.m. South African Liberation Committee Dance. Noyes Third Floor Lounge. Donation.

Saturday, March 30

9 a.m.-1 p.m. Cornell Table Tennis Tournament - Columbia. Barton Hall.

9:30 a.m. Shabbat Service. Edwards Room. Anabel Taylor Hall.

11 a.m.-1 p.m. Theatre Workshops by Mass Transit Street Theatre. Risley Theatre.

1 p.m. Cornell Rugby Club vs Syracuse. Upper Alumni Field.

MEXICAN FESTIVAL - STATLER HALL - MARCH 29, 30, 31

3-9 p.m. Native Mexican Handicraft Exhibit. Statler West Lounge.

3-9 p.m. Photographic Exhibit - "Churches of Mexico" and "Pre-Colombian Art." Statler Lounge.

3-9 p.m. Motion Pictures of Mexico. Statler East Lounge.

Display of Mexican silver and antiques. See Museum listing.

Mexican and American fare will be included in all menus of the Rathskeller, Student Cafeteria and Main Dining Room during regularly scheduled hours.

5-8 p.m. *Steaks Limited. Statler Student Cafeteria.

5:15 & 11:30 p.m. Catholic Masses. Anabel Taylor Chapel.

6-8 p.m. *Steaks Royale. Statler Main Dining Room.

6 p.m. *Chinese Student Association Dinner. One World Room, Anabel Taylor Hall.

7 & 9:15 p.m. *Cornell Cinema Film: "I.F. Stone's Weekly." Ithaca Premiere! Uris Auditorium.

7 & 9:30 p.m. *Cornell Cinema Film: Jane Fonda in "Klute." Statler Auditorium.

8 p.m. Film: Sponsored by Chinese Student Association. Ives, 110.

8:15 p.m. *Drummond Studio Series: "Trevor" by John Bowen and "We're Due In Eastbourne In Ten Minutes."

8:15 p.m. *Bailey Hall Concert: Yehudi Menuhin, violin. Sponsored by the Music Dept. and the Faculty Committee on Music.

8:15 p.m. *Cornell Polo - Toronto. Cornell Riding Hall.

8:30 p.m. *United Black Artists Production: "The Amen Corner." Willard Straight Theatre.

9:30 p.m. Risley Free Film Series: "Foreign Correspondent" (1943) Directed by Sam Peckinpah. With Jason Robards, Stella Stevens, David Werner. Risley Theatre.

10 p.m. Tammany Jazz Club and Ice Cream Bar - featuring live jazz entertainment with *ice cream sundaes while you listen. Risley Hall.

Sunday, March 31

9:30 a.m., 11 a.m. & 5 p.m. Catholic Masses. Anabel Taylor Auditorium.

9:30 a.m. Episcopal Church at Cornell. Anabel Taylor Chapel. All are welcome.

10:30 a.m. Ruhani Satsang - Sat-Guru Kirpal Singh's Divine Science of The Soul. Loft II, Willard Straight Hall.

11 a.m. Sage Chapel convocation: The Rev. Carlyle Marney, Director of The Interpreters' House, Lake Junaluska, North Carolina.

MEXICAN FESTIVAL - STATLER Mar. 29, 30, 31

12 noon-9 p.m. Photographic exhibit "Churches of Mexico" and "Pre-Colombian Art". Statler Main Lounge.

12 noon-9 p.m. Motion Pictures of Mexico. Statler East Lounge.

3-9 p.m. Native Mexican Handicraft Exhibit. Statler West Lounge.

Mexican silver and antiques - see Exhibit section.

Mexican and American fare included in the menu of the Smorgasbord and Main Dining Room

11 a.m. Lecture: "Contemporary Culture & Society: Advance or Retrogression..." Rose Goldsen, Sociology Dept. Speaking at a Lox and Bagel Brunch, Noyes First Floor Lounge.

6-8 p.m. Statler Smorgasbord. Statler Main Dining Room.

7:15 p.m. Table Tennis Tournament - Round Robin and Singles. Barton Hall. Sponsored by the Cornell Table Tennis Team.

8 p.m. Film: Sponsored by Chinese Student Assoc. Ives 110.

8 p.m. *Jefferson Starship Concert. Barton Hall. Sponsored by the Cornell Concert Commission.

8:30 p.m. *United Black Artists Production. "The Amen Corner." Willard Straight Theatre.

Monday, April 1

MEXICAN FESTIVAL - STATLER, Mar. 29, 30, 31

12 noon-9 p.m. Photographic Exhibit "Churches of Mexico" and "Pre-Colombian Art." Statler Main Lounge.

7:30 p.m. Slide presentation "Pre-Colombian Art and Colonial Church Architecture by Prof. Ivan Rigby from the Pratt Institute. Statler Main Lounge.

3:30 p.m. Seminar: "Approaches to Art History" for students in the humanities. Prof. E.H. Gombrich, Andrew Dickson White Professor-at-Large and Director, the Warburg Institute, London. Ives 110.

4:30 p.m. University Lecture: "Classical Influences on Eighteenth Century American Political Thought." Professor

Meyer Reinhold, Professor of Classical Studies, University of Missouri. Ives 110.

4:30 p.m. Field of Nutrition Seminar: "Socio-Economic and Nutritional Analysis of Vitamin A deficiency and programs to Eliminate it in the Philippines." Barry Popkin. 100 Savage Hall. Coffee at 4:15 p.m.

7:30 p.m. Lecture: "A Royal Visigothic Treasure and its Impact on Architectural Decoration in Spain." Dr. Philip Lozinski. Goldwin Smith 24. Open to public.

8 p.m. Biology and Society Lecture Series: "Chemical Pesticides: Two Views." by Christopher W. Wilkinson, Associate Professor Entomology. Statler Auditorium.

Tuesday, April 2

3 p.m. Lecture: Adolfo Natalini, architect, coming from Italy to speak at the Johnson Museum in conjunction with the exhibit on "Sottsass & Superstudio."

4 p.m. Sculptor David von Schlegell will discuss his work as visiting critic of Art Department. 115 Franklin Hall.

4:30 p.m. University Lecture: "The Case Against Jonathan Edwards: Personality and Community Structure in Eighteenth Century America." David D. Hall, Professor, American History and Director of American Studies Program, Boston University. 165 McGraw Hall.

7:00 p.m. Housing Symposium. Memorial Room, Willard Straight Hall.

7:30 p.m. University Senate Meeting. Kaufmann Auditorium.

7:30 p.m. "Audio Visual Techniques." Workshop on how to use AV materials in college teaching, led by Victor Stevens, Dept. of Communication Arts. 201 Thurston Hall. Sponsored by the TA Workshops.

7:30 p.m. Cornell Catholic Community - Pre-Holy Week Celebration will include Mass commemorating Holy Thursday and Good Friday. One World Room, Anabel Taylor Hall.

7:30 p.m. Food Facts and Fads: "Cereals." Paul A. Buck, Dept. of Food Science. Uris Auditorium.

Wednesday, April 3

9:30 a.m.-3:15 p.m. Bloodmobile. Barton Hall. Sponsored by the Cornell ROTC Brigade.

4:30 p.m. WORLD AFFAIRS LECTURE SERIES: "The Military As A Missionary Order of American Civil Religion: The Morality of Evangelism by Violence." John Lee Smith, Director of the Centre for Religion, Ethics, and Social Policy of the Cornell Office of Religious Affairs. 117 Ives Hall. Open to the entire Cornell and Ithaca community. 2nd lecture of the "General George C. Marshall Lecture Series." Sponsored by the Dept. of Military Science.

7:30 p.m. "Communication Skills." a workshop on facilitating communication within the classroom, led by Gailyn Casaday and Jane Adams, Dept. of Education. G-08 Uris Hall. Sponsored by the TV Workshops.

7:30 p.m. Lecture: "Behavior of Reptiles and Amphibians" (illustrated with live specimens), Mike Hopsiak, Curator, Reptile, Amphibian and Fish Collection. 135 Emerson Hall. Sponsored by Sigma Delta Epsilon. Open to the public.

8 p.m. Mu Epsilon Delta Lecture: "Seizure". Ives 110.

8 p.m. Films (color) French furniture styles and wood art. French Civilization Series. North Room, Willard Straight Hall. Sponsored by the French Club.

3:30 p.m. Seminar: "Approaches to Art History" for students in the humanities. Professor E.H. Gombrich, Andrew Dickson White Professor-at-Large. Goldwin Smith 21.

Thursday, April 4

12:20 p.m. Natural Resources 111: Environmental Film Review: "Should Oceans Meet?" (1970, 30 min.). "Urban Impact on Weather and Climate" (1972, 16 min.). 304 Fernow Hall. Repeated at 7 p.m. in 101 Bradfield Hall.

4:15 p.m. Society for the Humanities Lecture: "The Semiotics Of Desire" - Petrarch Commemoration. John Freccero, Prof. of Italian Studies, Yale University. Kaufmann Auditorium.

4:15 p.m. Music Dept. Concert: Student Chamber Music. Schubert E Flat Trio. Barnes Hall.

6 p.m. Christian Science Organization Testimony Meeting. Founders Room, Anabel Taylor Hall. Visitors are welcome.

6 p.m. "Table Francaise" - *Ici on parle Francais*. Ivy Room, Willard Straight Hall.

Exhibits

Franklin Gallery Exhibition: Junior Group Show - to March 29. Ellen Buselli - Paintings Apr. 1-6.

History of Science Collections: Recent Acquisitions (changed monthly).

Herbert F. Johnson Museum: Sottsass and Superstudio: Mindscapes (Italian conceptual architecture featured in exhibition of drawings, lithographs and photomontages). to Apr. 14. Arnold Singer: Prints - to April 28. Hours: Tues.-Sat. 10 a.m.-5 p.m., Sun. 11 a.m.-5 p.m., Mon. closed.

Olin Library: "Bookbindings by Fleda Straight Myers" - to Mar. 31.

Uris Library: "Cornell University Press Books"

Willard Straight Art Lounge: "Day & Night" exhibit - Melvin Sykes. - to Apr. 11. Reception for artist on March 29. 7-8 p.m. Public invited.

* 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.